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CHAPTER IV

ENTREPRENEURSHIP EDUCATION

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ENTREPRENEURSHIP MANAGEMENT

1.0 INTRODUCTORY :

The 20th Century has seen advances in technology and science as well as rising aspirations of the society. The Management of institutions and corporate life, has, therefore, become more complex and there is a need for making this management more and more professional and dynamic, if managerial effectiveness is to be achieved through institutional life. This is true not only of business institutions but also of educational institutions.

THREE trends are visible which provide new dimensions in Educational Management:

1) More and more participation of teachers in the process and functioning of educational management is a prime need of the hours. This participative management would imply more and effective participation of teachers and visiting faculty at different levels of decision-making. If we want to have autonomous institutions, then this must be done. In the 3 tier structuring, the local managing committee for the institution, the central managing council for group of institutions and the
governing body as apex institution is commonly seen in the educational management. The scope and work of Local Committees needs to be properly defined. It will be necessary to orient and train teachers as also educator-managers and make their role and functioning effective for making total decision-making in the management of educational institutions, more pragmatic and rewarding.

ii) It will be necessary to take the help of parent teacher's association, teachers' unions and past students' foundations very fruitfully by assigning to each a very positive and constructive role for making total educational exercise effective. Their contribution for financial strengthening is a must. A new role will have to be given to these organisations for making educational effort financially viable and sound.

iii) It will be necessary to introduce group discussion method in the teaching and learning process, not only for the students but also for developing teaching community at large. The effort at the institutional level in the plus 3 stage and the post-graduate stage from this point of view will provide a new dimension to the educational management. Individually the teacher or the student may be up to the mark, but collectively he has also to deliver the goods. In fact institutional excellence and the national
productivity will improve to the extent the group effort is productive and rewarding. It is well known, that the ultimate objective of the educational institution is to provide man-making education, i.e. to provide opportunity for building up total integrated personality of the student. It is necessary that education must provide, and more particularly college education must provide, in the youth, comination of 3 qualities; thinking, action-making and leadership. It is from this point of view that a new dimension through group discussion method, field work and project work is to be provided in business education, Entrepreneurial Development will then be possible and it will help in building a new profile of business education.

2.0 NEW PROFILE OF BUSINESS EDUCATION

Project Method as a mode of teaching/learning and its use in tertiary education mainly at undergraduate level has given a new profile for business educations and is increasingly accepted. A project has been defined as a 'Significant practical unit of activity having educational value and aimed at one or more definite goals of understanding involving investigation and solution of problems and frequently the use and manipulation of physical materials planned and carried to completion by the student and teacher,
in a natural and 'real life' manner (Good 1973).

The aims of the project method learning are:

1) To make learning active (rather than passive) and make student responsible for his own education; To involve relationship of cooperation between teacher and student.

2) To provide one of the few ways in which knowledge from different disciplinary traditions can be combined and integration made in the mind of the student, exposed to different area of knowledge.

3) To give scope to widen student's learning, originality and inventiveness.

4) To enable a student look deeply into a field of knowledge; To make him aware of techniques through which knowledge is generated and handled.

Teachers are to be oriented in projected-methodology, so as to make business education realistic and effective.

3.0 EFFECTIVE INTERACTION NEEDED BETWEEN BUSINESS & EDUCATION:

It may be noted that real development is possible only through institutional growth and the most important
institutions which have promoted the required growth in the developing economics, are the institutions of trade, commerce and business on one hand and the institutions of education, training and research on the other. It is, however, education which provides the knowledge, builds the character and culture and, enables one to make the contribution. The education system provides the real base for citizenship, and it is necessary to think the new role, that secondary schools, junior and senior colleges and University institutions can play for making human resource development more effective. By making effective interaction of these institutions with the business world and with the society at large, the total development effort needs to be made more rewarding and impact-making.

Today we are living an age when scientific and technical evolution demands formalised training at all levels for all purpose. It is, therefore, necessary to understand the importance of education for career and work. Education in the Senior Colleges should be looked upon as a training programme for developing an integrated personality and it should also be looked upon as the concern of the community in the region. It should be education for career and work. Public support for such objectives will have to be obtained. Foundation course at FY level and applied courses at SY/TY level along with
core courses are necessary, Project work at TY level will have to be considered as the necessary requirement for integrated development of the personality.

4.0  **HIGHER EDUCATION AND ENTREPRENEURSHIP**

The most important problems which grapple the collegiate education at present can be classified into three categories; (a) The problem of numbers, (b) The problem of involvement of teaching community and (c) The problem of linking education with job requirements. To meet the problem of numbers it is necessary to open additional divisions and also new institution as per needs. I suggest establishment of district centres for National Open University and I also suggest establishment of university sub-centre for every 25 to 30,000 pupils in the jurisdiction of each university (non-agricultural) and limit the enrollment in each class at under graduate level to 80 and at post graduate level to 60. The teacher, however, is the most important element for the solution of all these three problems, and it is necessary to develop communication skill and group discussion abilities among the teachers and encouragement must be given for developing course material and research work. It is necessary to provide a healthy climate for the growth of these abilities among the teachers and students so as to provide them training through workshops and seminars.
Each collegiate institution must prepare its pupils for successful working careers. Each faculty member in such institution should teach the course relevant for the career making and emphasise the contribution that the subject matter of his course can make to a successful career. Learning on the basis of course material locally developed, case studies built up by the faculty and discussion made by occupationally-oriented experienced executives will make such effort really very rewarding. This will make education not only reach the goal of citizenship but, in addition, it will provide a responsible, competent, cultured human resource ready for group performance quality production.

Courses in effective communication, salesmanship, public speaking, computer programming, etc. need to be developed in the colleges with the help of a pool of faculty members in collaboration with local elite institutions, and very useful work can be done for developing relevance and entrepreneurship in the field. Each college with five or more years of standing must develop at least one interdisciplinary course. By building up parent-teacher association, as well as past students foundation, effective link can be established between the growing needs of the institution and the pragmatic requirements for innovative programmers. Such foundations will not only provide the financial
support but, in addition, they will help in building up case-study banks and proper relations of the institutions with the community at large. By establishing these foundations and their effective functioning 'EFFECTIVENESS' will be added as a new dimension in the educational endeavour of each institution.

5.0 **MOTIVATIONAL DYNAMICS**

The real end-purpose of Education is production of humanly determined values and this is possible only when there is commitment on the part of those who teach and urge on the part of those who 'learn'. Commitment of present resources to an unknowable and uncertain future, constitutes the basic need for success in any sphere. We are living in an age when inside and outside, there is constant irreversible change, and institution, whether it is business institution or an educational institution, must exist as an agent of change in the developing society. It must be capable, both of purposeful evolution to adopt to new conditions and of purposeful innovation to reach better positions in career. We must not forget that the success really depends not on the position, but on the commitment to have success and the seriousness in achieving the ultimate aim. We must learn to respect both ourself and the work we are involved in. That alone will provide motivational dynamics everywhere.
6.0 INTRODUCING ENTREPRENEURSHIP EDUCATION

It is to be noted that Higher education curriculum is not created in a vacuum. It is a product of higher education traditions and character of the society. As a consequence, this curriculum in any country can be reviewed within the environment available. The experience of any one country cannot be wholesale borrowed for restructuring the pattern in any given economy. Experience shows that any curriculum is necessarily a product of many considerations which are not strictly pragmatic. The main points of rationale therefore, for developing entrepreneurship through higher education could be as under:

(I) 1) Who should receive entrepreneurial education?
    2) Should access to such education be available to only a select few?
    3) Should access be based on academic ability, only or other criteria, such as aptitude, ideology or socio-economic status?

(II) 1) Who should teach such a programme?
     2) Who should plan and evaluate? The faculty, or the specialist agencies or the visiting staff?

(III) 1) Should such education evaluation and certification be standardised?
2) Should it be introduced at under-graduate level or P.G. level?

3) Should entrepreneurship education include breadth studies, or should it be specialised, or both?

(IV) 1) What should be the relationship between a College education and the world of work?
2) What should be done about uneven students entrance skills?

(V) Can we make our colleges autonomous? When? How?

The answers to such questions will make our Higher education innovative and entrepreneur oriented. If the programme planning is made after getting replies for the questions raised above, the Higher education will provide a coherent, pragmatic and meaningful course in entrepreneurship with proper fruits and rationale.

7.0 POLICY IMPLICATIONS:

In the light of the developments of innovative programmes and curriculum changes all around, it appears that the proposal for making education more meaningful and, particularly business education, purposeful, Indian Universities must introspect and try to develop
a programme responsive enough to the requirements of changing times, providing foundation for the technological and scientific advances and enabling a student to become self-employed. Education for self-employment, education for citizenship and education for heightening productivity should be watchword for remodeling the curriculum of business education at undergraduate level in all developing economics.

We suggest that every university should develop a curriculum so as to provide new dimensions to business education by developing a model of different courses, providing instructions for (a) entrepreneurship education (b) computer applications (c) Entrepreneurial development and project work (d) Small Industries Management & (e) M B A (Entrepreneurship Management) alongwith other core and foundation subjects in undergraduate stream.

8.0 RESTRUCTURING AT UNDERGRADUATE LEVEL:

The present system of education puts a major emphasis on the acquisition of knowledge. This has created a distance between the educational system and the society at large. The system has been mainly criticised for the gap between what is taught and what is needed. Another area which always calls for
discussion is the lack of practical insight into the problems around the society and poor linkages with realistic world while imparting education.

Continuous and consistent efforts have been made to make the present system work effectively. Some of the steps taken in this direction are semester system, question banks, examination reform and so on. However expectations about social relevance and flexibility in the system are not fulfilled. Inspite of the fullfledged encouragement given to co-curricular and extra-curricular activities to develop different skills, only a small number of students is involved in it. As such the system needs to be modified in a fundamental way.

In modern context one cannot think of education at undergraduate level in isolation. In order to come nearer to the expectations of the society the scheme of restructuring of courses was initiated by University Grants Commission, New Delhi. The crucial concept behind the scheme is to replace the existing conventional courses by courses oriented towards field/practical work and relevance to regional needs and requirements. These courses are to be designed so as to keep pace with time.

The scheme is flexible and helps the students to cultivate and develop self-help skills, subject skills,
group and social skills and ethical discipline. The ultimate objective of this system is to evolve 'THE WHOLE MAN'. Thus Restructuring of courses at under-graduate level is the immediate need of the time.

The University of Poona took the lead in adopting the U.G.C. model of restructuring of courses with desired reinforcement. This new model is at present under the implementation in a few of its affiliated colleges.

9.0 OBJECTIVES OF NEW MODEL

In the scheme of restructured courses at undergraduate level, the existing courses are to be reoriented in such a manner so that students can apply the acquired knowledge to the problems of the region through practicals, field work, project work, extension etc.

The objectives of the restructuring are to:

1. develop self-reliant learning habits.
2. generate self confidence about the knowledge acquired.
3. Create greater awareness about social, cultural and natural environment of changing society.
4. adopt different methods of teaching-learning and assessment.
5. inculcate appropriate communication skills and impart pre-employment and vocational knowledge and related skills.

6. provide learning experience on the job and expose the students to the 'world of work'.

7. enable the students to apply the knowledge acquired to study the regional problems.

8. motivate the students to integrate more and more with values of work especially manual work and social commitment.

9. use community for study and to serve in its development and thereby the nation at large.

10.0 THE MODEL OF UNIVERSITY OF POONA: COMMERCE FACULTY

(I) The Components in the Model:

The model for the scheme of restructured courses at undergraduate level has following components.

2. Component B: Conventional subject courses.
3. Component C: Applied Courses.
II) Contents of the Components:

1. Component A: Foundation Course:

   It provides the broad based knowledge in humanities, social sciences and natural sciences. It also includes social, economic and cultural life in India and role of science and technology in social development.

2. Component B: Conventional subject courses:

   These are the courses that are generally taught under the faculties of Arts, Mental Moral and Social Sciences, Commerce and Science.

3. Component C: Applied courses:

   This component acts as a complementary to the Component B. The Courses are of applied nature, such as communication skills, Mass Media and Public Opinion, Entrepreneurship Development, Industrial Organisation, Analytical Chemistry, Environmental Studies etc.

   It also includes the Project work courses to develop the aptitude of the students towards research and scientific outlook.

4. Component D: Vocational & Skill Oriented Courses:

   These courses are not necessarily meant for making
a student an expert in a selected area but equipping him with skills which may help him in finding a job in the region concerned or to start his own venture if so desired. Soil Analysis, Nursery Development, Office Management, Arts and Crafts, Project Development are some of the courses under this component.

5. Component E: "Social Work and Personality Development" Oriented courses:

This component is designed to impart training in social services and personality development. It includes Yoga, N.S.S., Mountaineering and Hiking, Dramatics etc.

(III) Weightage of the components:

The Model has the weightage for the conventional courses (B Component) to the extent of 66%. The new components (A, C, D and E) have the weightage up to 34%. Out of this 5 to 6% weightage is given to A, D and E components each. Component C has the weightage of 16 to 17%. It includes project work to the extent of 5 to 6%.

(IV) The format for the Degree Programme

The distribution of the components at various levels in the degree programme is as follows:
Three Year B.Com. Course.

**TABLE - 1**

<table>
<thead>
<tr>
<th>Level</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total number of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.Y.</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>or 1</td>
<td>6 + 1*</td>
</tr>
<tr>
<td>S.Y.</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>or 1</td>
<td>6</td>
</tr>
<tr>
<td>T.Y.</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

* For F.Y. 3.Com. students under 'B' component there is one feeder course.

** Third year students have one project work course under C Component, out of 2 courses.

11.0 **IMPLEMENTATION** :

(I) **Introduction** :

U.G.C. guidelines about restructuring programme were first considered in Academic Council meeting held on 18th August, 1980. Thereafter, under the Chairmanship of Dr. R.G. Takwale (the then Vice Chancellor) the details were worked out and the Poona University Model was finalised by the steering committee.

The Model was widely circulated for the consideration of college principals, staff members, managements, students and experts in the field. The committee also visited the colleges willing to undertake
the programme and discussed the various issues arising out of this. Few of the colleges were finally selected for the programme from June 1983.

(II) Curricula Development

Before implementation the curricula for A, D and E Component courses were finalised involving the experts and teachers in the field. These courses were introduced at F.Y. level. Successively the courses under C Component were developed in the same manner for S.Y. and T.Y. level. The scope and depth of project work courses were also streamlined. The courses developed in this way were approved by the University Authorities.

The colleges were given the idea that while selecting the courses they should keep in view the need of surrounding society and possibility for the students self employment.

(III) Teaching-Learning Process

Taking into consideration the nature of courses under various components the conventional lecturing method for teaching was substantially supplemented by the methods like:

- Practicals / field visits.
- Seminars and group discussions.
- Orals and interview techniques
- Case studies and projects.

Simulation and role playing exercises.
- Tutorials and assignments
- Team teaching and learning
- Involvement of visiting faculty and the experts.
- Extensive use of teaching aids like charts, models, graphs, maps, projectors, radio, T.V., Computer etc.
- Guiding the students for proper use of books, journals, periodicals and references, strengthening thereby self-reading and learning habits.

These methods can be used effectively if the concept of 'Village Laboratory' is evolved. It can be done by keeping linkage with community around. This process will facilitate establishment of extension and development centres in the respective areas.

(IV) Evaluation Procedure:

The success of any educational reform is anchored on the evaluation procedure. For effective monitoring and suitable evaluation programme, the courses under restructuring are divided into two groups.
1. University controlled courses.
   (A, B and C Components)

2. College controlled courses.
   (D and E Components)

The courses under D and E components need local community interaction. Moreover, day to day monitoring of the students' achievements is required. Therefore, these courses are controlled by college.

Nature of Evaluation:

(i) A and B Components: The usual University pattern of evaluation like earlier semester system or present 85 pattern (20 marks term end + 80 marks end annual examination for each course) is used.

(ii) C Component: The weightage of theory and practical/field work is 50% each in these courses. The continuous internal assessment for 40 marks and term end external examination for 60 marks is carried out for each course including theory and practicals, thus making total marks for each course as hundred.

The internal assessment is based on written test, journal, group-discussion, oral, attendance etc. whereas the external examination is based on the innovative method as explained below.
**Open Question Bank Method:**

While developing the curricula side by side, Question Banks including Long answer, Short answer and Brief answer questions for theory, and exercise slips for practicals are prepared. These questions are entirely known to the students and the end examination is carried out with the help of these questions only. The question papers are set just before the commencement of examination. Every student gets different but equivalent question paper, covering all the topics from the syllabus. All questions in the paper are compulsory and include all above three types of questions with equal weightage.

The end examination is conducted batchwise with the help of internal (course teacher) and external examiners, appointed by the University. The oral also forms the part of an end-examination. The result is ready immediately on the day of the end examination.

This method does not require separate paper setting work, each student gets different question paper, the result is finalised immediately after the examination, the student is completely aware of his assessment and all this has avoided leaking of the question paper before the commencement of examination, copying during the examination, putting pressure for assessment and delaying in the final
results. As a result, credibility and objectivity of evaluation is enhanced.

(iii) D and E Components:

For these courses, five point grading system is used. Regularity, comprehension and the skills developed are tested periodically. The average of all the tests along with end examination is taken as the final grade.

The scale used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance</th>
<th>Number code</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding (Dist.)</td>
<td>4 (Marks 80 &amp; above)</td>
</tr>
<tr>
<td>A</td>
<td>Very good (First Class)</td>
<td>3 (Marks 70 - 79)</td>
</tr>
<tr>
<td>B</td>
<td>Fair (Second Class)</td>
<td>2 (Marks 60 - 69)</td>
</tr>
<tr>
<td>C</td>
<td>Average (Pass Class)</td>
<td>1 (Marks 50 - 59)</td>
</tr>
<tr>
<td>F</td>
<td>Poor (Fail)</td>
<td>0 (Marks below 50)</td>
</tr>
</tbody>
</table>

The number code is used for averaging the grades.

As it is the fact that the performance in the courses with different objectives in the domain of intellectual, skills and values should not be summed up, the final grade for these components is shown separately on the transcript and it is not combined with marks obtained under A, B and C Component courses.

(V) Staff Orientation Programme:

For carrying out curricula development, deciding
suitable teaching-learning process and to frame evaluation procedure (open question bank etc.) the existing faculty members need to be properly oriented. This is because the nature of the new courses under A, C, D and E components is different from the conventional courses under B Component.

For this purpose, the experts working actually in the various fields, educational experts and faculty members need to interact freely and frequently.

Accordingly, during the last six years, about seventy orientation workshops were arranged either by the University or by the concerned colleges. More than 260 experts were involved in the process.

The orientation being a continuous process, it is expected that these workshops should be an ongoing feature of the scheme.

(VI) **Enrolment and counselling for courses under new components.**

In the beginning of the academic year, the students are given the detailed information about the programme and the new components. They are also guided about selecting the suitable new courses as per their choice. With the help of aptitude test, personal interviews and the
availability of seats based on infrastructure, the allotment is completed.

Following points are considered while counselling the students -

1) academic performance in previous examinations and special achievements, if any.

ii) Special/Optional subjects offered or to be offered by the student. (Co-relation, especially for the courses under 'C' component with 'B' component is desired).

iii) family background of the student.

iv) physical fitness and overall personality of the student.

v) sex.

vi) local and regional requirements.

vii) facilities available for imparting instructions and conducting practicals.

(VII) Administrative set up :

For effective implementation of the programme, two tier administrative set up is introduced.

(1) At University level :

A steering committee consisting the following
members monitors and governs the programme:

1) The Vice Chancellor (Chairman of the Committee)
2) The Vice Chancellor, Open University, Maharashtra State.
3) The Pro Vice Chancellor.
4) Registrar.
5) Director of the College Development Council.
   (Director of the Scheme)
6) Director, Academic Staff College.
7) Deans of the faculties of Arts, Mental Moral and Social science, Commerce and Science.
8) Four experts in the field.
9) Principals of the colleges undergoing the scheme (or the Chief Co-ordinators of the colleges).
10) Joint Director,
    (Appointed by the Executive Council)

NOTE: Steering committee works with the help of:

1) A panel of experts for all the new courses which will monitor and update the programme.
2) Evaluation cell for the programme consisting of the experts well versed with the same.
3) Working cell at the University campus consisting of:
   1) Director, College Development Council.
   2) Joint Director.
iii) Asstt. Section Officer.
iv) Typist Cum Clerk.
v) Peon.

(2) College level:

The college level administrative pattern is as follows:-

1) The Principal (Chief executive of the Programme)
2) The Vice Principal (Chief Co-ordinator of the Programme)
3) In-charge co-ordinators for -
   i) 'A' Component
   ii) 'C' Component (Technical course)
   iii) 'C' Component (Non-technical course)
   iv) 'D' Component (Technical course)
   v) 'D' Component (Non-technical course)
   vi) 'E' Component.
   vii) Projects (One each for the faculties of Arts, Mental Moral and Social Sciences, Commerce and Science).

(Thus total 10 co-ordinators)

4) A body of 10 experts in the field, as per the list given in (3) above, for monitoring the programme.

NOTE: A college administration works with the help of Data collection and Analysis cell and overall...
Evaluation cell for the programme.

(VIII) Linkages with Society around:

The college should identify Government and Semi-Government and Voluntary organisations of various types for running that programme. This may include banks, industries, offices, research laboratories, other types of colleges, institutes and Universities.

It can also adopt nearby villages or areas to be utilised as the concept of 'laboratories'.

To keep proper linkages with changing environment and society, the college is expected to be quite alert and active regarding the same. This 'watch dog outlook' will help to update the contents of various courses or to replace some of the courses if so desired.

(IX) Corrective Measures:

In order to maintain proper orientation of the scheme in the light of rapid social changes, it is necessary that University should provide the following corrective measures.

1. Follow up.
2. Feed back.
3. Refinement.
Role of University, U.G.C. and State Government

As University has accepted this programme after a lot of base work and as it is necessary and timely innovation in the field of higher education, State Government and U.G.C. should fully support it financially.

However it should be acknowledged that U.G.C., New Delhi, has not only launched this programme but also has financially encouraged the University and the colleges under the scheme by granting the aid to the tune of rupees one lakh per year for the period of first five years of the programme.

Leaving aside few critics who are always in favour of routine establishment, the survey in order to get the feedback reveals that more than 75% students are happy about the programme as they enjoy learning. Staff gets the joy of creation, innovative changes and academic freedom. Experts in various fields are quite satisfied about the expected interactions in educational reforms. The suggestions and corrective measures from the experts to update the programme were taken care of in last five years.

Government's passive role, parents' indifference, rigid framework of rules and regulations in education system and apathetic social set up have marred the
programme to a greater extent. Still the programme has survived; this itself speaks about its validity and positive spirit.

However State Government, U.G.C. and Central Government have also realised the importance of the programme. As such they should propogate and motivate the same with a wider national perspective. As the part of National Educational Policy of 1984, restructuring has been accepted as an integral part of higher education during VII Plan period. The same will form the integral part of higher education in VIII Plan period also, as it is the need of the time, and dire need of rural area.

12.0 VALIDITY AND HIGHLIGHTS OF THE SCHEME

With the experience of last six years of conducting the programme in a few of the colleges, its validity is tested to satisfaction. After the analysis of the feedback taken from students, staff and society at large, the following highlights of the programme are noticed.

1. It is possible to have practical/field work contents in the courses of Arts and Commerce faculties as effective as it exists in science faculty.

2. The wider choice of courses under new components.
3. The flexibility to adopt the regional and need-based courses.

4. A good linkage with society while completing the courses under C, D and E Components.

5. A rich possibility of serving the society in the process of learning.

6. Retaining practically the same work load for students, it facilitates their increased willingness and greater interest for education.

7. Through the new courses under different components, a student is able to develop various aptitudes, abilities, skills and social awareness, enabling him to face the life situations with confidence and courage.

8. Enrichment of the staff by professionals and experts in the field.

9. It provides the opportunity for existing staff to update their knowledge and to keep up with the changing requirements of time.

10. There is freedom for teachers to frame syllabi, to suggest teaching, learning method and to adopt evaluation procedure.

11. The success of the scheme is with competent, motivated and devoted teachers, efficient and service-oriented administration, co-operative and supportive community, as also committed and receptive students.

This emerging pattern requires well-developed
infrastructure. For want of this, only few colleges have accepted the programme and have tried to implement it satisfactorily, though many colleges are aspiring for the same.

Towards Autonomy:

The scheme has provided to the college, 34% autonomy about curricula development, teaching - learning process and evaluation procedure. The satisfactory and encouraging experience is a step towards 'AUTONOMOUS COLLEGES' - of A.D. 2000.

13.0 ANNEXURE S-I: subjects offered under the scheme:

(1) Subjects offered under restructuring of courses at F.Y. B.Com. level from various components.

'A' COMPONENT: ONE COURSE:

This foundation course is common to the students of arts/science/commerce at F.Y. level.

'B' COMPONENT:

F.Y.B.COM

A student will have to offer following four courses:-
1) ENGLISH
2) ACCOUNTS AND COSTING
3) BUSINESS ECONOMICS
4) ORGANISATION AND STRUCTURE OF COMMERCE

There will be compulsory feeder course of Marathi/Hindi.

'C' COMPONENT : NIL

D/E COMPONENT :

One course from either E or D component from the list given.

(2) Subjects offered under Restructuring of course at S.Y. B.Com. level from various components.

S.Y.B.Com. :

A student will have to offer the following four courses.

1) BUSINESS CORRESPONDENCE
2) BUSINESS ECONOMICS
3) ACCOUNTANCY AND COSTING
4) BUSINESS ORGANIZATION

'C' COMPONENT :

A student of S.Y.B.Com will have to offer any one of the courses listed under 'C' Component.

'D' / 'E' COMPONENT :

One course from either 'D' or 'E' component from the list given.

(3) Subjects offered under Restructuring of
courses at T.Y. B.Com. level from various components.

'A' COMPONENT : NIL

'B' COMPONENT :

(2) T.Y.B.Com.

A student will have to offer the following four courses.

1) BUSINESS ENVIRONMENT & ENTREPRENEURSHIP.
2) MERCANTILE LAW & INDUSTRIAL LAW.
3) TWO PAPERS OF ANY ONE OF THE FOLLOWING :
   i) BUSINESS ADMINISTRATION.
   ii) ADVANCE ACCOUNTANCY & AUDITING.
   iii) ADVANCE COSTING
   iv) ADVANCE BANKING
   v) PUBLIC ENTERPRISES
   vi) CO-OPERATION AND RURAL DEVELOPMENT
   vii) INSURANCE AND TRANSPORT
   viii) INDIAN PLANNING AND DEVELOPMENT
   ix) ADVANCE STATISTICS.

'C' COMPONENT :

A student of T. Y.B.Com. will have to continue his 'C' Component course at S.Y. level.

A student has to undergo one course in project work.

'D'/ 'E' COMPONENT : NIL.
A LIST OF COURSES UNDER 'C' COMPONENT - APPLIED COURSE
- AT S.Y. and T.Y. LEVEL -

(WITH code word inside the bracket)

FACULTY OF COMMERCE -

1. ENTREPRENEURSHIP DEVELOPMENT (ENDM)
2. BANKING AND FINANCE (BKFN)
3. PUBLIC RELATIONS (PUBR)
4. INDUSTRIAL ORGANISATION & ADMINISTRATION (IOAD)
5. INSURANCE (INSR)
6. APPLIED STATISTICS (APST)
7. INTEGRATED RURAL DEVELOPMENT (ITRD)
8. COMPUTER APPLICATIONS & SYSTEMS MANAGEMENT (CASM)
9. MARKETING MANAGEMENT (MKMN)
10. APPLIED ACCOUNTANCY (APAC)

* These courses are inter-disciplinary.

A LIST OF COURSES
' D' COMPONENT : VOCATIONAL AND SKILL ORIENTED COURSES.

NON TECHNICAL COURSES :

1) OFFICE MANAGEMENT
2) SALESMA NSHIP AND ADVERTISEMENT
A LIST OF COURSES

'E' COMPONENT: SOCIAL WORK AND PERSONALITY DEVELOPMENT ORIENTED COURSES.

(I) SOCIAL WORK ORIENTED:
1. NATIONAL SERVICE SCHEME (NSS)
2. NATIONAL ADULT EDUCATION PROGRAMME (NAEP)

(II) PERSONALITY DEVELOPMENT COURSES:
1. NATIONAL CADET CORPS (NCC)
2. MOUNTAINEERING AND HIKING
3. SPORTS
4. YOGA
5. PHYSICAL TRAINING
6. DRAMATICS
7. MUSIC
8. PHOTOGRAPHY
9. PUBLIC SPEAKING
10. POPULATION EDUCATION
11. HEALTH IN LIFE
12. HABITS AND CULTURE

ENTREPRENEURSHIP AND SMALL UNIT MANAGEMENT

Poona University has thus made great effort and B.Y.K. College at Nasik has embarked upon this programme
at the Degree level very successfully. It is necessary to allow some more time to pass for the evaluation of this programme in its proper perspectives, but as one, feels that this programme is bound to usher in a new dimension for commerce education and it has provided a foundation for embarking upon establishing entrepreneurship as a discipline in Universities and master's programme and research programme is the same and establishment of a chair or foundation in each university for this purpose will definitely give added value and status to the institution of commerce and management education.

There is a great need for making entrepreneurship management education courses available under the faculty of Business Education in all universities. The University must institute a masters programme in Entrepreneurship management, one year post-graduate diploma programme in Entrepreneurship & small unit management. A model curriculum for such a programme has been prepared in the light of discussion with experts. A core programme under vocational stream and also under minimum competency plus two stage is being introduced in some states. The researcher feels proud that S.N.D.T. Poona universities have taken a lead and these entrepreneurship programmes have been found very relevant and useful.
Education as a tremendous role in having entrepreneurial development and a new profile of business education is the need of the present times.

Project method has a mode of teaching/learning and its use in tertiary education mainly at undergraduate level has given a new profile for business education and is increasingly accepted. It makes learning active, provides integration and widens inventiveness and enables the learner to look deep into the field of knowledge and makes him aware of techniques through which knowledge is generated and handled.

Teachers in vocational and business education streams must be oriented in project methodology to make higher education entrepreneurial and rewarding.

Intellectual partnership between business and education must be meaningfully established and higher education must be made more relevant and effective. Entrepreneurship education needs to be introduced and every university/academic institution of higher learning and curriculum so as to provide new dimensions to education. In this respect Poona University restructuring pattern under Commerce Faculty has been examined and evaluated. The validity and the future of the programme is also highlighted and a model curriculum for entrepreneurship and Small Industries Management has been presented.
A model course can be developed by Faculty experts and entrepreneurs in the region as a Postgraduate Course in Entrepreneurship at University level. I am giving below a model after discussion with experts. These courses can constitute 'A Postgraduate Diploma programme Entrepreneurship - Management.'

ENTREPRENEURSHIP MANAGEMENT

COURSE I: BUSINESS ENTREPRENEURSHIP

1.1. Meaning and concept of entrepreneurship functions and types of leadership in industry and business qualities of an ideal entrepreneur Conditions necessary for successful growth of entrepreneurship Industrial psychology - Psychological and economic analysis of entrepreneurship.

1.2. Government schemes to promote entrepreneurship for educated unemployed - Career planning for entrepreneur- ship - Training facilities for entrepreneurship.

1.3. Promotional steps for starting a small-scale unit- Forms of organisation suitable for small and medium scale units - Field work and visits to the unit of successful entrepreneurs.
PRACTICAL WORK:

COURSE II: BUSINESS ENVIRONMENT AND ENTREPRENEURSHIP

2.1. Environment and entrepreneurship-Organisational planning; institutional building and institutional co-ordination-organisational development and manpower planning-Role of an entrepreneurship and entrepreneur manager.


2.3. Entrepreneurship development in India-Management development and entrepreneurship-Role of top executives and Government.

2.4. Case Studies in entrepreneurship-Salient features from the autobiography of a leading entrepreneur.

PRACTICAL WORK:

COURSE III: MANAGEMENT OF A SMALL ENTERPRISES:

3.1 General Management:
   1.1 Legal framework.
   1.2 Organisational structure.
   1.3 Identify areas of decision making and implementation.
   1.4 Planning of performance.
   1.5 Staff training.
1.6 Various Rules and Regulations of the Local bodies, State Government to be complied with by a Small Scale Industry.

3.2 Production:
2.1 Optimum size of the plant.
2.2 Planning of production.
2.3 Product mix.
2.4 Cost of production.
2.5 Full utilisation of production facilities.

3.3 Finance:
3.1 Means of financing—capital—Loan facilities—subsidies—internal accrual.
3.2 Capital Structure.
3.3 Working Capital Management.
3.4 Institutional Assistance given to Small Scale Industries both at the Central and State Government level.
3.5 Financial and simple cost records.
3.6 Planning and control of profit.
3.7 Taxation benefits.

3.4 Marketing:
4.1 Methods of marketing.
4.2 Pricing Policy.
4.3 Distribution channels.
4.4 Advertisement and sales promotion.
4.5 Sales Management.

3.5 Various concessions and reliefs granted to Small Scale Industries by the various authorities.
Note: The above topics are required to be studied in their broad aspects and not in the much detail.

PRACTICAL WORK:

COURSE IV: LEGAL STUDIES

Laws, rules and regulations; Important provisions of the following in respect of day-to-day conduct of Small Industries:


PRACTICAL WORK:

Study of any one industry from the region belonging to small sector. The study in respect of suitable location, infrastructural facilities, machinery and equipment and sources of supply, raw materials, labour, methods of production, finance, products and by-products, Production and likely prospects.
1. Need for Export

Interdependence of countries—industrial growth—need for higher imports and therefore for increasing exports to keep up the economic development—Export or perish as a slogan, for many industrial countries—export obligation for home industries international competition of export markets.

2. International Marketing:


3. Export Pricing:

Construction of export price and connected problems of questions based on Ex-works price plus transport and other charges from factory or godown to the port plus
4. Export Finance:
Packaging credit and its formalities-Bill discounting facilities for buying raw materials etc. for the manufacture of products for export-preshipment and post-shipment-advance from commercial banks at concessional rates E.C.G.C.

PRACTICAL WORK: CASE STUDIES

COURSE VI: EXPORT POLICY PROMOTION AND REGULATION

1. Export policy resolution of 1970 - Industrial licensing policy and provision for industrial output for export-Department of export production-Special incentive and procedure for speedy allocation of foreign exchange for import of capital goods by export oriental units and for assisting units with attractive export Programmes.

2. Public sector trading agencies-canalising import and export trade-assurance of imported raw material-pushing exports of new and difficult items-Import policy as an instrument of export promotion and of developing foreign trade on a traditional basis-Import entitlement for exporters.
3. Export promotion measures—diversification of export-finance for export materials, drawback of duties other general and specific relief. Reserve Bank assistance and incentives—transport facilities Training in market research—Rationalisation of institutional arrangement and technical services, including the help of U.N. agencies and friendly countries—release of foreign exchange for specified purposes, import replenishment, priority in allotment of scarce raw material and I.D.B.I. Schemes. Cash compensatory support for developing marketing competence and to neutralise disadvantages inherent in foreign trade.

4. Trade arrangements and protocols between India and other countries—Rupee trade and its significance—export to socialist countries.

5. Organisation for export promotion—The Trade Development Authority—The federation of Indian Export Organisations—Export Promotion Councils Commodity Boards—Export Houses—The Indian Institute of Packaging—The Indian Institute of Foreign Trade. The Export Inspection Council—The Indian Council of Arbitration—The Machine Products Export Development Authority—Export Processing Zone—The Handicrafts and Handlooms Export Corporation—The Directorate of

6. Export Procedure:

Procedure for claiming incentives, cash assistance, Important elements—certificate of origin—detailed shipping, forwarding, insurance, customs inspection, banking procedures—Reserve Bank of India requirements relating to foreign exchange remittance—foreign exchange for business travel, opening and running offices, payment of agency commissions etc. documentation. Rationalisation and simplification of export procedures and exports control regulations by the Government.

Practical Work: Case Studies:

Course VII and VIII Project Planning & Management & Viva. Project on any of the topics belonging to Course I to VI

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