CHAPTER – 3

COMMERCE EDUCATION IN THE UNIVERSITY OF PUNE: A RETROSPECT
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COMMERCE EDUCATION IN UNIVERSITY OF PUNE
A RETROSPECT

3.1 Restructuring of Courses At The Degree Level - June 1983

Introduction

The present system of education puts a major emphasis on the acquisition of knowledge. This emphasis on pure knowledge, in the various academic disciplines has tended to create a distance between the educational system and the society at large. The changing social environment makes it necessary that the emphasis on education should be shifted to the development of self-awareness and acquisition of skills that would enable the student to participate in the national development. It is true that the present system does attempt to gauze and satisfy the requirements of the social environment up to a point, yet, it has to be admitted that the rigid structure of the present educational system is unable to accommodate the needs of the changing social environment in the country nor does the system encourage the acquisition of skills that would make the students shoulder the responsibilities of the changing social environment at the local, regional and national levels. The system, therefore, needs to be modified in a fundamental way in order to satisfy these needs.

Attempts at effectiveness

Continuous and consistent efforts have been made to make the present system function effectively. Some of the steps taken in this direction were semester-reforms, question-bank reforms, examination reforms and so on. Nevertheless the expectations of social relevance of education and of flexibility in the system were not fulfilled in any adequate measure. Despite the full-fledged encouragement given to extra-curricular activities to develop social and group skills, only a small number of students was able to take advantage of these innovations and reforms.
Need for restructuring

The scheme of Restructuring of courses was initiated by the University Grants Commission (U.G.C.) during the fifth plan period. The crucial concept behind the Restructuring of courses was to replace the existing conventional courses by courses oriented towards field/practical work and with relevance to regional needs and requirements.

The scheme aims at an educational system which is flexible and which helps the students to cultivate self-help skills, subject, group and social skills as well as ethical skills. To quote Air Chief Marshal O.P. Mehra, the then Chancellor of the University of Poona, the ultimate objective of education should be to provide 'THE WHOLE MAN'. To achieve such an objective it is necessary to incorporate these skills, in the curriculum itself.

The present education scene makes it crystal clear that there is a need to restructure the system so that we can link the developmental needs of the community with work, field, practical experience and productivity. Secondly, the scheme of restructuring aims at bridging the widening gap between the purely job-oriented courses on one hand and the conventional education on the other.

Implementation

By arranging discussions, meetings, seminars and workshops of experts in the field, principals of colleges, college teachers, students and social bodies, the then Vice Chancellor Dr. Ram Takwale accepted this concept of Restructuring for implementation from June 1983. In the beginning 12 colleges voluntarily accepted this change but finally 7 colleges started implementing it from June 1983.
1. Objectives

The restructured courses should offer facilities and opportunities for the total development of the student. Moreover, they should clearly establish a link between a college and the surrounding community.

The restructured courses should -

i) develop self-reliant learning habits in students,

ii) generate self-confidence in students about the knowledge acquired,

iii) create greater awareness of social, cultural and natural environment of the changing society,

iv) adopt different methods of teaching, learning and assessment and thereby develop appropriate communication skills,

v) impart pre-employment and vocational knowledge and related skills,

vi) provide learning experience on the job, and expose students to the ‘world of work’,

vii) enable the students to apply the knowledge acquired to study regional problems,

viii) motivate the students to integrate more and more with values of work, especially, manual work and social commitment,

ix) enable the students to serve the community in its development and thereby the nation at large.

2. Components of Restructuring Model

In order to achieve the above objectives, the Restructured Model has the following five components:

a) Component ‘A’: Foundation course

b) Component ‘B’: Conventional subject / courses

c) Component ‘C’: Applied Courses
d) Component ‘D’: Vocational & skill oriented courses

e) Component ‘E’: Community Service and Personality Development oriented courses

3. The nature of control

Experience has shown that when there is central control over examinations and evaluation then there is a very limited scope for flexibility. In the centrally controlled system every additional course results in a prolonged examination schedule with decreased teacher learner interaction. In order to overcome this difficulty the nature of control over the various components of restructured model is as follows:

Components ‘A’ and ‘B’: University controlled and taught by college teachers

Component ‘C’: University controlled and taught by college teachers and experts

Components ‘D’ and ‘E’: College controlled and taught by college teachers and experts

4. Content of Components

Component ‘A’ - The foundation courses under this component provide broad-based knowledge in humanities, social sciences and natural sciences. The courses create greater awareness of the social, economic, cultural and natural environment. Topics in these courses include social, cultural and economic life in India and also the role of science and technology in development.

Component ‘B’ - This component includes conventional subject courses in Arts, Social Sciences, Commerce and Science faculties.
Component ‘C’ - The courses under this component are as far as possible, related to one or more of the courses under Component ‘B’ and are of applied nature. These courses include Development Planning, Home Economics, Industrial Organisation, Entrepreneurship Development, Dairy Science, Analytical Chemistry, Computer Science. Many of these courses are of interdisciplinary nature. Choice under this component, therefore, make it possible for a student to take courses that are of interest to him irrespective of the courses taken under Component ‘B’.

Component ‘D’ - This component includes vocational and skill oriented courses. These are designed to help the students in cultivating proper attitudes and approaches towards problems of life and work. These courses are not actually meant for making the student an expert in a selected area but to familiarise him/her with that subject and equipping him/her with skills, which will help him/her in finding a job in the region concerned or to start his/her own venture. It includes courses like Radio Repairing, Arts and Crafts, Typewriting English for conversation etc.

Component ‘E’- This component includes community service and personality development oriented courses such as National Service Scheme (NSS), National Adult Education Programme (NAEP), National Cadet Corps (NCC) and Sports, Dramatics, Yoga, etc.

5. Some concepts

a) Credit Points - For giving rational weightage to all the components credit points (CP) are allotted. The concept can be illustrated as: (i) A full course with 4 periods (each of 45 minutes) per week has 4 credit points. (ii) A project course will have 4 credit points, (iii) courses under ‘D’ and ‘E’ are to be treated as half courses and therefore will have 2 credit points each.
b) Grading - The assessment of courses under ‘D’ and ‘E’ components is to be made in a five point grading system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>O - (Distinction)</td>
<td>Outstanding</td>
<td>5</td>
</tr>
<tr>
<td>A - (First Class)</td>
<td>Very good</td>
<td>4</td>
</tr>
<tr>
<td>B - (Second Class)</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C - (Pass Class)</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>F - (Fail)</td>
<td>Poor</td>
<td>1</td>
</tr>
</tbody>
</table>

Conventional classification is given in brackets and at the end the number - weightage is given. Number - weightage can be used for averaging.

c) Teacher’s work-load - A teacher is expected to work for at least for 40 hours per week out of which he/she has to utilize 15 hours for teaching (in contact with students) and the rest of the time for his/her self-study, research and other extra and co-curricular activities.

e) Flexibility - The restructured courses provide flexibility by providing for the students a wide choice of selection of courses under ‘C’, ‘D’ and ‘E’ components, besides the regular limited choice under conventional subject courses in the ‘B’ component.

For the ‘D’ and ‘E’ courses, each college can exercise flexibility in the modifications of course content according to the local and regional needs. A number of new courses can also be designed in lieu of some of the listed courses. This is an important aspect of this model. The colleges can exercise similar options with some of the ‘C’ component courses. However under ‘C’ component courses, choice is limited to a certain extent.

Once the restructured programme is implemented over a period of time in a number of colleges, the fullest possibilities of the in-built flexibility will be realised. For instance the concept of restructuring makes it possible for a student to earn the total required credits by varying the number of courses
under each component. Ultimately it is envisaged, that every student will be able to exercise this choice in an optimal manner to suit his/her aptitude and inclination.

6. Mode of Evaluation

Evaluation will be of two types

i) For 'A', 'B' and 'C' Components: Each course will have 40 marks for Continuous Internal Assessment and 60 marks for Semester - end examination. Thus each course will have a total of 100 marks. However, for 'C' component courses 50% (or more) marks will be allotted for practical/fieldwork and the remainder for theory, with the provision that both practical work and theory will be subject to the 40:60 division between internal and external assessment respectively.

ii) For 'D' and 'E' Components: The courses under the components will be assessed using the five-point grade system given above. For each course three tests will be conducted in each semester. Each test will have three aspects, viz. Attendance, Comprehension and Skill development. The average grade of all the three tests will be the final grade for that course.

8. General Comments

1. In the restructuring, components A, C, D and E are new.

2. Annual system with existing rules and regulations should be operated.

3. F.Y. teaching and examination should be conducted by the college.

4. In the long-run, every college is expected to be prepared for autonomous status and hence the long-term policy would be to hand over the entire assessment to the colleges.

5. A batch of 20-30 students and compulsory project work are important components of new structure of courses. This is necessary for ensuring
that the subject knowledge is relevant to social and practical needs as well as for encouraging self-study.

6. The transcript given to student on successful completion of the degree programme will show marks scored by the student in A, B and C and grades obtained in D and E separately.

7. Component ‘B’ has remained more or less the same so that the interested students can pursue post-graduate studies. At the same time their orientation can be different with regard to application of knowledge to relevant situations.

8. The courses in ‘D’, ‘E’ can be completed partly during the term through regular work and partly or wholly through vacation camps/workshops depending on the nature of the course. It can also be extended over the vacations and students can accumulate credit points by studying/working during vacations, provided such facilities are available in the colleges.

9. Students’ weekly workload is reduced and at the same time it is more purposeful.

10. A teacher who has talent and inclination to contribute to activities under components ‘C’, ‘D’ and ‘E’ will be encouraged and moreover that activity will be counted towards his/her workload.

11. The job potential for students will be enhanced.

12. The student can be self-reliant and possibly start his/her own venture.

13. The entire model of restructuring will make the student psychologically ready for the world of work.

9. Constraints and solutions

i) In an undergraduate college resources of all kinds are limited, such as equipment, finance, library, accommodation. etc Apart from possibilities of obtaining funds from the State Government and the U.G.C local and
private resources can also be mobilised. In due course of time the programme itself can serve as one of the powerful resources.

ii) Teachers and experts are to be oriented by arranging workshops, seminars etc.

iii) The programme needs to be given extensive publicity to increase the awareness. This will lead to suitable modification in the programme to make it more suitable and useful.

iv) The process will be slow and the participants should not become disheartened but keep working continuously and spiritedly.
UNIVERSITY OF PUNE
Restructuring of Degree Courses (B.A./B.Sc. /B.Com.)
List of subjects of 'C' Component (Application Oriented Courses)
Introduced from 1984-85 onwards

Faculty of Commerce

(1) Banking and Finance (BKFN)
(2) Insurance (INSR)
(3) Applied Statistics (APST)
(4) Computer Applications and Systems Management (CASM)
(5) Integrated Rural Development (ITRD)
(6) Industrial Organization and Administration (IOAD)
(7) Public Relations (PUB)
(8) Entrepreneurship Development (ENTD)
(9) Marketing Management (MKMN)
(10) Applied Accountancy (APAC)

Note - The above courses are of applied nature. Each course is taught with two theory lectures and two practical in a week. These practical are conducted by adopting a method other than lecture, e.g. guest lectures on the practical topic, industrial visits to observe the working of the factory or a business organisation. Commerce laboratory and Computer laboratory are used to conduct the practical. The students are required to prepare a journal on the basis of practical performed by them. Summer training and fieldwork are also organized in the vacations. Seminars and workshops motivate students to participate in the presentation of papers and discussion. Project work at the T.Y.B.Com. level requires all the students to do the fieldwork and prepare a Project Report. At the end of the year 'Viva-Voce' is conducted to evaluate the students' performance in terms of knowledge, skills and attitudes acquired by them.
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Restructuring of Courses (B.A/B.Sc./B.Com.)

List of courses under ‘D’ Component (1983-84) and ‘E’ Component (1983-84)

‘D’ Component Subjects

For Commerce Students

1. Office Management
2. Accounts Writing
3. Salesmanship & Advertising
4. Typewriting
5. Communication skills
6. English for conversation
7. Library Science
8. Preparation for Competitive Exams.
9. Secretarial Practice
10. Basic Mathematics
11. Statistical Techniques
12. Management of Co-operatives
13. Small Scale Industries
14. Store Keeping
15. Taxation & Consultancy
16. Law & Society
17. Commercial Journalism
18. Tourism Management
20. Translation Skills
21. Computer Appreciation

‘E’ Component Subjects

I) Social Work Oriented

1. National Service Scheme (NSS)
2. National Adult Education Programme (NAEP)

II) Personality Development Courses:

3. National Cadet Corps (NCC)
4. Mountaineering and Hiking
5. Sports
6. Yoga Science
7. Physical Training
8. Dramatics
9. Health in Life
10. Tree Plantation
11. Music
12. Photography, Drawing and Painting
13. Population Education
14. Habits and Culture
**UNIVERSITY OF PUNE**

**Revised Restructured Programme for B. Com. degree course from June 1994**

( Restructuring of courses was introduced from June 1983 )

<table>
<thead>
<tr>
<th>F.Y.B.COM.</th>
<th>S.Y.B.COM.</th>
<th>T.Y.B.COM</th>
</tr>
</thead>
<tbody>
<tr>
<td>'A' Component</td>
<td>'B' Component</td>
<td>'C' Component (any one subject with Paper-I)</td>
</tr>
<tr>
<td>1. Foundation Course</td>
<td>1. Busi. Communication</td>
<td>1. Mercantile and Industrial Law</td>
</tr>
<tr>
<td>5. Additional English</td>
<td>'C' Component (any one subject with Paper-1)</td>
<td>Project Work</td>
</tr>
<tr>
<td>OR Marathi</td>
<td>1. Entrepreneurship Development</td>
<td>5. Group 'B' Subject (continued from S.Y. with Paper-II)</td>
</tr>
<tr>
<td>OR Office Management</td>
<td>3. Public Relations</td>
<td></td>
</tr>
<tr>
<td>'D' Component (any one Subject)</td>
<td>4. Industrial Organisation &amp; Administration</td>
<td></td>
</tr>
<tr>
<td>1. Basic Mathematics</td>
<td>5. Insurance</td>
<td></td>
</tr>
<tr>
<td>2. Statistical Techniques</td>
<td>6. Integrated Rural Development</td>
<td></td>
</tr>
<tr>
<td>5. Accounts Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Management of Cooperatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. English for Conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Typewriting</td>
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</tbody>
</table>

**Note**

1) Subjects under ‘D’ component are minor skill oriented and equal weightage is given for theory as well as practical.

2) Subjects under ‘C’ component are applied and skill oriented and 50% weightage is given for practical.

3) Subjects under ‘B’ Group are also practical oriented. Practical prescribed under these subjects are expected to develop certain skills.
Basic human skills leading to the whole man
Fig. 2

Nature of component under the Restructured Programme
Fig. 3

Objectives of C, D & E components
CONTENTS OF EACH COMPONENT

A. BASIC KNOWLEDGE, CULTURAL AND ECONOMIC LIFE IN INDIA SCIENCE, TECHNOLOGY AND DEVELOPMENT ETC.

B. CONVENTIONAL SUBJECT / COURSES

C. APPLIED COURSES – RELATED TO B; HOME ECONOMICS, INDUSTRIAL ORGANISATION, ANALYTICAL CHEMISTRY MASS MEDIA ETC.

D. VOCATIONAL AND SKILL ORIENTED COURSES; RADIO REPAIRING, ARTS AND CRAFTS TYPEWRITING ETC.

E. COMMUNITY SERVICE AND PERSONALITY DEVELOPMENT COURSES; SPORTS, DRAMA, YOGA, A.E.P., N.C.C. ETC.

Fig. 4

Contents of the components
Fig. 5

Nature of control and mode of evaluation
% WEIGHTAGE OF COMPONENTS

A: 5 to 6%
B: 65 to 69%
C: 16 to 17%
D & E: 10 to 12%

Fig. 6

Weightage of the components
Fig. 8

Factors for the success of the Restructured Programme
UNIVERSITY OF PUNE

3.2 Modified Syllabi for Three-Year Integrated B.Com. Degree Course June 1990

‘85 Pattern’ Non Semester

a) The modified syllabi for B.Com. Course was introduced in the following order:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>First Year B.Com.</td>
</tr>
<tr>
<td>1991-92</td>
<td>Second Year B.Com.</td>
</tr>
<tr>
<td>1992-93</td>
<td>Third Year B.Com.</td>
</tr>
</tbody>
</table>

The B. Com. Degree course, under 85 pattern, consists of three years. The first year annual examination is held at the end of the first year. The second year annual examination is held at the end of the second year. The third year annual examination is held at the end of the third year.

b) Structure of B. Com. Degree Course

Students for the B.Com degree shall study seven subjects in the first year and six subjects each in the second and third year as mentioned below:

Structure of B. Com. Course

Modified Syllabi effective from June 1990

F. Y. B. Com.

1. English
2. Accountancy
3. Business Economics (Micro)
4. Business Environment
   OR
   Commercial Geography
   OR
   Office Management
5. Commercial Arithmetic & Statistics
   OR
6. Group "A" Any one subject Paper - I (with practical)
   a) Business Practices
   b) Marketing, Salesmanship & Publicity
   c) Banking & Finance
   d) Business Administration
   e) Co-operation & Rural Development
   f) Secretarial Practice & Company Management.
   g) Public Enterprises,
   h) Insurance & Transport
   i) Defence Budgeting, Finance and Management

7. Additional English / Marathi / Hindi / Modern European Language /
   Ancient Indian Language / Modern Indian Language

S. Y. B. Com.
1. Business Communication
2. Advanced Accountancy
3. Business Economics (Macro)
4. Organisation & Management
5. Group "A"
   Subject Continued with Paper - II
6. Group "B"
   Any one subject paper- I (with practical)
   a) Cost & Works Accounting
   b) Business Law, Taxation & Auditing
   c) Statistics
   d) Computer Applications for Business
   e) Managerial Economics
   f) Business Entrepreneurship
   g) Purchasing & Store-keeping
   h) Travel and Tourism

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T. Y. B. Com.

1. Mercantile & Industrial Law
2. Advanced Accountancy
3. Indian Economy & Economic Problems of Maharashtra
   OR
   Economics of Development
4. Group "A" : Subject Continued with Paper III (with practical)
5. & 6. Group "B" : Subject continued with Paper II & III. (with practical)

The Students shall not be allowed to change the subject at the Second or Third Year offered by him/her at the First Year.

**SCHEME OF PRACTICAL**

1. For the purpose of practical, each division will be divided into 4 batches; every batch will have one practical period per month. Every batch will have 3 practical periods per term (equivalent to 3 periods.) Thus, there will be six practical, per subject, per year, for each batch.

2. A list of ten practical in each subject falling under Group A is given and out of these 10 practical, every student will do six practical during the year, assigned to the student by his/her teacher. The list of practical will be revised every alternate year.

3. Each student will be required to maintain a journal for the practical work. The journal would be completed ordinarily before 31st of January, every year.

4. The examination of the practical will be taken at least one month prior to the date of the annual examination preferably during the month of March.

5. The practical examination of the F.Y.B.Com. students will be conducted by the respective colleges i.e. the practical examination will be conducted by the Internal Examiners only. The S.Y.B.Com. and T.Y.B.Com. practical examinations will be conducted by the University.
6. The practical examination will carry 60 marks. There will be two examiners. One internal and one external. Each examiner will give marks. Out of these 30 marks, 10 marks will be for journal and 20 marks will be for the practical examination, which may include the viva-voce test based on the journal.

7. Every student will thus be given marks out of 60 for the practical work. These marks will be converted to out of 20, for the purpose of declaring the result.

8. The term-end examination of subjects in Group (A) and group (B) will continue as at present.

9. The annual examination for subjects under group(A) and group(B) will be of 80 marks as at present. These marks will be converted to out of 60, so that the total marks of regular students in Group (A) and Group (B) will be out of 20 for the term-end examination, 20 for practical examination and 60 for the annual examination.

10. Every student will have to obtain 40% marks in practical and theory examination separately. However, for the purpose of A. T. K. T. theory and practical taken together will be treated as one head of passing.

11. In lieu of tutorials, scheme of practical for subjects under Group (A) and Group (B) is introduced.

12. In case of external students offering subjects from Group (A) and Group (B) there will be an annual theory examination of 80 marks which will be converted to 100 marks as per the existing 85 Pattern.
### UNIVERSITY OF PUNE

**Structure of B. Com. Degree Course**

**Modified Syllabi effective from June 1990**

<table>
<thead>
<tr>
<th>F.Y. B.COM.</th>
<th>S.Y.B.COM.</th>
<th>T.Y.B.COM.</th>
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</thead>
<tbody>
<tr>
<td>OR Commercial Geography</td>
<td>5. Group ‘A’ Subjects</td>
<td>4. Group ‘A’ Subjects</td>
</tr>
<tr>
<td>OR Office Management</td>
<td>(continued from F.Y. with Paper-II)</td>
<td>(continued with Paper-III)</td>
</tr>
<tr>
<td>&amp; Statistics</td>
<td>(any one subject -Paper-I )</td>
<td>(continued from S.Y. with Paper- II &amp; III )</td>
</tr>
<tr>
<td>OR Computer Concepts and Programming</td>
<td>a) Cost &amp; Works Accounting</td>
<td></td>
</tr>
<tr>
<td>6. Group ‘A’</td>
<td>b) Business Law, Taxation &amp; Auditing</td>
<td></td>
</tr>
<tr>
<td>(any one subject- Paper- I )</td>
<td>c) Statistics</td>
<td></td>
</tr>
<tr>
<td>a) Business Practices</td>
<td>d) Computer Applications for Business</td>
<td></td>
</tr>
<tr>
<td>b) Marketing, Salesmanship &amp; Publicity</td>
<td>e) Managerial Economics</td>
<td></td>
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<tr>
<td>c) Banking &amp; Finance</td>
<td>f) Business Entrepreneurship</td>
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<tr>
<td>d) Business Administration</td>
<td>g) Purchasing &amp; Store-keeping</td>
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<tr>
<td>e) Co-operation &amp; Rural Development</td>
<td>h) Travel and Tourism</td>
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<tr>
<td>f) Secretarial Practice &amp; Company Management</td>
<td></td>
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<tr>
<td>g) Public Enterprises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Insurance &amp; Transport</td>
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<tr>
<td>i) Defence Budgeting, Finance &amp; Management</td>
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<tr>
<td>7. Addl. English/Marathi/Hindi M.E.L./A.I.L/M.I.L.</td>
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</tbody>
</table>

**Note**

Subjects under Group (A) and Group (B) are practical oriented. Students are expected to study minimum six practical in a year and maintain a journal for the same. At the end of the year, viva-voce based on the journal is conducted to test the knowledge and skills acquired by the students.
3.3 Vocationalization of First Degree Education

1. The expansion of facilities has been the major characteristic of the university scene in India since Independence. Expansion has taken place partly to meet the demands of equity and social justice and in the case of some courses to meet the manpower requirements of a diversifying economy. Expansion has been more pronounced at the first-degree level and generally in Arts Science and Commerce courses. Little consideration was given to the employability of university graduates and/or the absorptive capacity of the job market. Without commensurate increase in employment opportunities and the failure to make secondary education terminal, the products of second level of education have tended to flock to colleges and universities, exerting tremendous pressure on the latter’s material and manpower resources. In the context of the general scarcity of financial resources for educational development third level educational institution-barring the few where entry has been regulated, have been unable to ensure the quality of education and/or re-orient and restructure it in such a way as to enhance its relevance to societal and individual needs. The pursuit of university education by students has generally been without any well-defined objectives.

2. In the context of general dissatisfaction with what the colleges and universities have offered and the increasing incidence of unemployment among graduates, the University Grants Commission initiated a number of programmes-in the Fifth Five Year Plan and early eighties to remodel, restructure and redesign courses particularly with the purpose of promoting among university students, usable knowledge and skills. These efforts have met with limited success and universities and colleges have, in spite of the substantial support given by the UGC, shown little enthusiasm and less motivation to introduce restructured courses which emphasized practical training and would provide knowledge and skills more relevant to the needs of the job market.
3. Reviewing the university scene, particularly the burgeoning number of students enrolled at the first degree level in Arts, Science and Commerce courses and pursuing education without any specific and well defined objective, the U.G.C. came to the conclusion that a fresh and more meaningful exercise is needed to restructure education at the first degree level. This restructuring has to be in such a way that and productive functioning in the twenty first century and proposed courses at this level should aim at imparting among students, skills which are in demand and which a student can use to lead a dignified life as a productive citizen of a democracy. Considering the limited absorptive capacity of the organized sector, the emphasis in the proposed courses would have to be on the development of capabilities required for self-employment and diversifying the informal sector and for upgrading the productivity of household occupations.

4. The committee set up by the UGC was assigned a number of tasks which included among others; an examination of the vocational courses available at the plus two stage; identification of areas for which degree level vocational courses could be provided for students completing the plus two stage vocational courses, development of courses in identified sectors in collaboration and consultation with representatives of employment establishment; an indication of the financial and manpower resources required for the introduction of these courses at the first degree stage; suggesting steps to be taken to ensure effective implementation of the programme.

5. The Committee’s report addresses these and other related issues. It has proposed that the basic structure of the present three-year degree course be not changed. A student be required to select at least one vocational subject along with the other two or three prescribed in university regulations. This limited option has been suggested with a view to avoid the disruption of the existing first-degree programme, which might result from its wholesale and
radical transformation. With a view of gaining experience which might help in substantial widening of the coverage in latter phase the committee has proposed a more realistic and feasible beginning by suggesting introduction of 35 vocational subjects to be introduced in 100 universities and colleges offering first degree courses in arts, science and commerce. The subjects were identified and detailed syllabi prepared for each of them with the assistance of establishments; the emphasis in these courses is on providing knowledge and skills required for entry into gainful employment, particularly self-employment.

5. The successful implementation of the programme will depend upon a number of factors - financial resources that are allocated; preparatory steps that are taken particularly for the preparation of teaching learning materials and for training of faculty; motivation of students and their parents; speedy action that is taken at the institutional level for introduction of these subjects; administrative arrangements that are made at various levels for implementation of the programme; support that employing establishments agree to provide; assistance that institutions concerned with promotion of self employing ventures will provide to graduates and so on. The nature of action required at macro and micro levels has been detailed out in the report. A tentative estimate of the financial requirements for the first phase of the programme has also been made. A significant point emphasized is the need for establishing suitable mechanisms for regular monitoring and evaluation of the experience of implementing the programme so that its coverage and scope is expanded in later phases. The expansion would be necessary considering the large number of institutions, which provide first degree level courses and students enrolled with them.
The scheme was introduced in seven colleges affiliated to Pune University from June 1994. At present 34 colleges are implementing this scheme in the faculties of Arts, Commerce and Science. Out of these 34 colleges, 13 colleges have been selected by UGC to implement the courses in areas of Commerce, Economics and Management disciplines. The following subjects are being taught in these colleges.

1. Principles & Practices of Insurance
2. Office Management & Secretarial Practice
3. Tax Procedures & Practices
4. Advertising, Sales Promotion & Sales Management and
5. Computer Applications

All these subjects are practical oriented with 50% weightage for practical. 30 students are enrolled as per the UGC guidelines. UGC has provided financial support for Recurring and Non-recurring expenditure for the first five years.

The steering committee consisting of Pro-vice Chancellor, Director BCUD, Dean of Commerce faculty, Coordinator, Controller of Examinations and Principals of seven colleges was monitoring this scheme successfully. At present Vice Chancellor has nominated the adhoc BOS in Vocational courses to monitor the scheme.

After the completion of five years of financial support from UGC the colleges have decided to continue the scheme with or without government support. But, we expect positive steps to be taken by the state government to support this scheme for the benefit of students.

The feedback received from students, teachers, principals and industries is encouraging. It has helped our students to develop their competence and employability. It has also motivated some students for self-employment. There are some difficulties, which are faced by teachers and colleges, but these can be solved with proper efforts by the University and concerned colleges.
### UNIVERSITY OF PUNE

**Vocationalisation of First Degree Education from June 1994**

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**Note** Vocational and Group ‘B’ subjects are practical oriented. Practical prescribed under these schemes are expected to develop some general and specific skills.³
1.0 Framework for Policy thrusts in Higher Education

The IXth Plan is coming at a time when the world, and inevitably India, are in the throes of major economic and technological changes. The process will affect not only the market economy of the nation, but also the whole system of higher education which has to prepare its graduates for participation in the social and economic development of the country and the type of cultural environment and ethos it will need to foster. Moreover, education is itself, being internationalised and universities are losing their territorial boundaries. Information technology is further contributing to this change and will have a major impact on the structure, management and mode of delivery of the educational system. We are living through a period of a social and economic revolution, which cannot leave our educational system untouched.

These major challenges are coming at a time when the system has been facing an enormous economic crunch. It does not have a level playing field to respond to the crisis of change, which is global, yet, within their scarce resources; universities are striving to meet the requirements of change. Much depends in the IXth Plan on the priority the nation gives to promoting higher education, which provides the leadership for the nation’s requirements of human resource in all walks of life. On the other hand, the universities must not be found wanting at such a time of crisis and change. Their response will depend on the quality of leadership, the flexibility of their management structures and the response of the academic community.

India’s National Policy on Education, 1986, revised in 1992, states about higher education:
Higher Education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is, therefore, a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the educational system. (NPE, 1992, p.24)

Recognising the key role that the university system plays in the development and leadership of the country, in providing the wide number of professions and personnel required, the Programme of Action, 1992, states that “The university system should move to the centre stage.” (POA, 1992, p.116)

Moreover, the Approach Paper of the Steering Group, Planning Commission, for the IXth Plan, states in its opening paragraph:

The crucial role of higher education, in the process of development and modernisation, was well recognised from the beginning of Indian Planning. This recognition is abundantly evident in the observation of its first Prime Minister, Jawaharlal Nehru, that, if all is well with the universities, it will be well with the nation. (Planning Commission, 1996, p.1)

In his remarks, Frederico Mayer, Director general, UNESCO, in a recent document states:

However, like many other problems facing contemporary societies, those concerning higher education call for concentrated and integrated action. I therefore take this opportunity to appeal for greater co-operation among all the sectors to achieve our common goal- the further development of higher education as an instrument for reaching sustainable human development. (UNESCO, 1995, pp.3 and 4).
The above policy statements of the National Policy on Education, the Programme of Action, the Planning Commission and UNESCO, restress the major role of the university system in promoting sustainable development, the quality of human life and its crucial position in providing leadership in all walks of life to achieve these goals. They also underline the crucial need for the “revival of support” for university education, which, for various reasons, appears to have been reduced. The UNESCO document recognises this fact when it states:

As we approach the end of this century to prepare to enter a new millennium. We are witnessing an unprecedented development of higher education and increased awareness of its vital role for economic and social development. Yet higher education is in a state of crisis in practically all countries of the world. Although enrollments are on the increase, the capacity for public support is declining. The gap between the developing and the developed countries with regard to higher learning and research, already enormous, is becoming wider. (UNESCO, 1995, P.3)

As we move to the 21st century, it is the country’s policy option to decide whether the complex university system, built over 5 decades since India’s Independence with tremendous investment of both human and material resources, is to be adequately supported so that it is able to play a key role in the world through its major presence in the various world institutions educational, economic and professional and be able to face the competition unleashed by a new world economic order, or, decline for want of the necessary support which has characterised it for over half of the last decade of this century.

Unfortunately, because government-university linkages have been weak, much of the research and policy implications, whether in the humanities, social sciences or the sciences, are inadequately utilised in policy formulation. As a result, investment in research and field action initiated in the universities has not been adequately integrated for achieving national development goals. The
place of the university in national planning and development, as also that of the higher education system, has become increasingly marginalised. A reversal of the process is imperative if government has to utilise the results of such new knowledge generated in the universities and at the same time, universities are to respond to public needs for the type of knowledge society will require for fulfilling the goals of sustainable human development.
3.5 Effective Teaching and Learning

Effective Teaching

The obvious goal of every member of the teaching profession is good teaching. Traditionally, teaching has been looked out as the process of imparting to the learner the knowledge and skills required to master prescribed subjects. A dictionary definition goes a little further than the traditional concept. It defines teaching as "to show how to do; make understand and give instruction to".

Today teaching means the understanding and guiding of children as individuals and as groups. It means providing learning experience that will evolve each learner to grab continuously and sequentially toward his/her own adult role in society.

Good teaching must be defined in terms of the goals of the teaching process, and these goals are usually multiple. For example, we want students to learn certain facts and skills, to develop a set of values, to think and act independently – while at the same time being cooperative and so on. The overall emerging goal is that of teaching students how to learn.

Learning

In any learning situation there is a learner with his/her past experience, present abilities, needs and feelings. The learner undergoes some kind of experience. He/She does not learn simply by growing older, his/her experience, whether it is reading a book, listening to a lecture or a recording, or practicing a skill, includes: (1) some perception, (2) some manipulation of ideas, (3) some feeling, and some motor activity. As this perceiving, thinking, feeling and doing take place, changes occur in the learner's ways of perceiving, thinking, feeling & doing.
Thus learning can be defined as changing one's potential for seeing thinking feeling and doing through experiences partly perceptual, partly intellectual partly emotional and partly motor. It is assumed to involve processes in the nervous system that so far have been only partially identified.

Learning is defined as changes in behaviour that involve perceptual, intellectual, emotional and psychomotor components.

**Kinds of Learning**

Some of the specific learning outcomes that students need in order to reach maturity are

- Concepts, generalizations, principles, understandings.
- Skills in communication and quantitative thinking
- Competence, convictions, opinions, goals values, ideals
- Ability to solve problems, to meet new situations effectively
- Creativity & flexibility
- Intelligent self direction
- Use of own's capacities
- Ability to love beyond oneself in another's place and feel as he does.

These are all components of maturity, and they are obtainable only through learning.

These learnings may be classified broadly into the several curriculum areas. They may also be classified into three categories: skills, concepts, generalizations, problem solving, creativity and attitudes. Although these are different kinds of learning outcomes.
Characteristics of Learning Process

1) Learning is a continuous process.
2) People learn from experience – personal, stimulated and other’s.
3) People learn step-by-step, from known to unknown and simple to complex.
4) Repetition is necessary to improve skill and to attain perfection.
5) Practice makes a man perfect. Hence, opportunity be given for the application of knowledge.
6) Conflicts in learning - Arises when the trainer knows or has developed some habits, which are incorrect in terms of the method being learnt.

Teaching - Learning Aids

- Films, slides, Projectors, Movies, Stills.
- Charts, Graphs, Flash Cards, Flannel Boards, Pictograms.
- Pamphlets, Brochures, Handbooks, Manual.
- Libraries and Reading Rooms.
- Teaching Machines, Closed Circuit TV.
- Exhibits, Posters and Displays.
- Notice Board, Bulletin Boards, Enlarged Drawings.
- Cartoons, Comic Books, Books.

Principles for the achievement of skills

HePeN Mccracken Carpenter and Alice W. Spieseke have suggested the following principles:

1. The learning activity must focus on skill development.
2. Experience designed to promote growth in skills must be meaningful.
3. Experience used in skill development must be geared to maturation level.
4. For the successful learning of skills, repetitive practice is necessary.
5. Skills should be developed in connection with on-going activities and not in isolation. Every skill is an integral part of the life equipment of the citizen.

6. Development of different skills should go on simultaneously.

7. Evidence of skill development must be sought to changes in behaviour.

8. Provision for the systematic development of skills must be made through the college programme. This principle is a summary of all the other seven.

**Steps in skill lesson**

1. **Preparation** – The mind of the student should be prepared to learn the new skill. They must be motivated. They should be made to feel the necessity of acquiring a skill. The preparation or introduction may take different forms.
   
   (i) The students may be taken to markets or banks etc.

   (ii) Skills of some experts may be exhibited

   (iii) A model of some good work my be show to the students.

2. **Statement of the Aim** – The students must know clearly what they are going to learn.

3. **Presentation** – The teacher presents a new form of skill. The teacher should give a few instructions to the students so that they may properly watch and observe the demonstration given by him.

4. **Practice** – The students will imitate what the teacher has demonstrated before them. He will supervise and guide the practice of each student.

5. **Correction** – The teacher will point out the defects and show a correct ways of performing the activity.

6. **Re-practice** – Then again the students will practice the skill and acquire improvement.

**Guidelines for teaching and development of skills**

1. The teacher should possess the skill, which he proposes to the students.

2. He should identify the factor, which determine the pattern of the skill.

3. He should appeal to as many senses as possible in teaching a skill.
4. Each segment of the class period should have a specific objective.
5. Repetition is of great value only when it is with conscious direction.
6. In teaching a skill, practice time should be divided into short periods.
7. Practice should be varied before the law of diminishing return applies.
8. Group practices are useful only for establishing the desirable pattern.
9. Attainable goals should be set for each student.
10. A skill should be developed to the level of automization.
11. The teacher must lay more stress on the techniques rather than the speed.
12. The teacher should not overemphasise testing on skill development.
13. The teacher has to promote a skill through proper demonstration.

3.6 Education for tomorrow

Introduction

In 1993, UNESCO set up an independent International Commission on Education for the 21st century, chaired by Mr. Jacques Delors. The Commission, whose members and advisors were drawn from the major world regions, has completed its work after a worldwide process of consultation and analysis over a period of three years. Mr. Delors presents a roundup of the main issues studied by the Commission and previews some of its conclusions.

The Pillars of Education

The four main pillars that the Commission has presented and illustrated as the bases of education are:

1. The first of these is learning to know - Bearing in mind the rapid changes brought about by the scientific progress and new forms of economic and social activity, there is a need to combine a broad general education with the possibility of working in depth on selected number of subjects. In a sense, such a general education is the passport to learning throughout life, insofar as it
should teach people to enjoy learning and also lay the foundations that will enable them to carry on learning throughout their lives.

2. Learning to do is the second pillar: In addition to learning to practice a profession or trade, people need to develop the ability to face a variety of situations and to work in teams, a feature of educational methods that does not receive enough attention at present. These skills are more readily acquired if pupils and students have the opportunity to develop their abilities by getting involved in work experience schemes or social work while they are still in education. Increased importance should thus be attached to all schemes in which education alternates with work.

3. Learning to be was the theme of the Edgar Faure Report published under UNESCO’s auspices in 1972. The Reports recommendations are still extremely relevant, for in the twenty first century everyone will need to exercise greater independence and judgement combined with a stronger sense of personal responsibility for the attainment of common goals. Learning to live together, finally, by developing an understanding of others, of their history, their traditions and their spirituality. This would provide a basis for the creation of a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way. Some might say that this is utopian; and yet it is a necessary utopia, indeed a vital one if we are to escape from the dangerous cycle sustained by cynicism and complacency.

4. Learning Throughout Life The concept of learning throughout life advocated in the Faure Report is one of the keys to the twenty-first century. It meets the challenge of a rapidly changing world, and it is necessary because of its advantages of flexibility, diversity and availability at different times and in different places. It also goes beyond the traditional distinction between initial schooling and continuing education.
The idea of life-long education must be re-thought and broadened. As well as adapting to changes in working life, it should not only comprise a continuous shaping of the personality, knowledge and aptitudes, but also the critical faculty and the ability to act.

The truth is that every aspect of working life and social life offers opportunities for both learning and doing. There is a great temptation to make too much of this, and stress the educational potential of the media, the world of work, and cultural and leisure pursuits, even to the extent of forgetting a number of fundamental truths. Although people need to use all these opportunities for learning and self-improvement, they will not be able to make good use of all their potential unless they have received a sound basic education. School should impart a desire for and pleasure in learning, the ability to learn how to learn, and intellectual curiosity. One might even imagine a society in which each individual would be in turn both teacher and learner.

The basis for a learning society is a formal system where each individual is introduced to the many different forms of knowledge. There is no substitute for the teacher-pupil relationship based on authority and dialogue. This has been said time and again by the great classical thinkers who have studied the question of education. It is the teacher's responsibility to impart to the pupil the knowledge that humankind has acquired about itself and about nature and the essence of human creativity and inventiveness.

Education should therefore constantly by adapting to changes in society, and be also pass on the attainments, foundations and benefits of human experience.
Expected Outcomes of the Teaching-learning Process

Students → Process → Outcomes

Interaction between Teachers and Students with the help of teaching aids
Library / Laboratory Audio-visual Aids Learning Materials and Methods of teaching

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Research skill
7. Communication
8. Motivation
9. Public Speaking
10. Decision Making
11. Self-thinking
12. Leadership
13. Positive Attitude
14. Technical/Performing skills
15. Social or Group skill
16. Appreciation & Evaluation
17. Behaviour
18. Creativity
19. Managerial Skills
20. Values
21. Self confidence

References: