

CHAPTER – 6

FINDINGS AND OBSERVATIONS

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Emerging needs of the Society

Education is expected to impart knowledge, develop skills and create consciousness for self-reliant development of a student. The earlier structure of B.Com. degree course was examination oriented and rigid too. Hence it could not satisfy the emerging needs of the society.

Keeping in view, the Restructured Programme was introduced in the University of Pune in June 1983. On similar lines to incorporate the concept of practical in Commerce, the general B.Com. degree course was modified in June 1990. Vocationalisation of First Degree education was initiated by UGC in 1994. The present research is an attempt to study the impact of these schemes and find out the outcomes of the practical in Commerce, besides trying to know the difficulties faced by the colleges in the implementation of the 'Scheme of Practical'. The findings that emerged out of the analysis of questionnaires are as follows :

The hypothesis that the 'Scheme of Practical' has positively contributed in the development of the basic skills among the students of Commerce is very well proved on the basis of responses from the respondents. It is evident from the responses of the respondents that the development of basic skills among the students of commerce is necessary to make them competent and employable. These skills can be developed by the effective implementation of the 'Scheme of Practical'. All respondents have unanimously agreed on this point.

The responses from Principals and Teachers prove the second and third hypotheses, that the effectiveness of practical depends upon the availability of trained teachers, adequate infrastructure facility, linkages established by the college and the implementation of the revised evaluation system. As is evident

from the interviews and the list of tables, there is a general consensus among the principals and the teachers that commerce education can be made more practical and effective if proper training to the teachers is provided along with adequate infrastructure facility. Besides this, proper evaluation system and linkages with business world contribute to make commerce students competent and employable.

The Summary of the findings and observations which have emerged out of the study is given below:

1. The analysis of questionnaires of 251 respondents has revealed the Basic skills in Commerce. (Please see Table - E)
2. All respondents have shown agreement on the basic skills in Commerce education that are necessary to make Commerce students competent and employable.
3. Students have given a positive feedback stating that the 'Scheme of Practical' benefits them.
4. Employers, HRD managers, Personnel managers and Directors expect a B.Com. graduate to be competent. It means that he should be qualified as well as competent to perform the assigned task. Competency implies some basic skills that are essential to perform the assigned responsibility.
5. The 'Scheme of Practical in Commerce' has helped students to develop some basic skills and reduce the gap between the expectations of the business world and fulfillment of the requirement by the academic institutions.
6. Initially teachers and students faced a lot of difficulties in the implementation of the scheme.

7. Effective implementation of the scheme can be ensured by providing –
 1. Training to the teachers,
 2. Adequate infrastructure facilities,
 3. Proper evaluation system and
 4. Linkages with the business world.
8. Designing of practical with an objective to develop skills, adoption of appropriate methods of teaching and learning and involvement of teachers and students is necessary for the success of the scheme.
9. The examination system of ‘C’ component is very unique. It has the following features-
 - 1) Theory examination is conducted in a batch of 12-15 students with a separate question paper for each student.
 - 2) Written practical examination is conducted in a batch with a separate practical question paper for each student.
 - 3) Viva-voce is conducted on the basis of a practical Journal.

This leads to proper evaluation of knowledge and skills of students and prevents malpractices in the examination.
10. Introduction of the ‘Scheme of Practical’ increased the teaching workload of the college by 25%.
11. Colleges located in the rural areas find it difficult to get the expertise for the conduct of practical. Facilities for industrial visits, summer training, fieldwork and project work are also lacking in the rural area.

The views expressed by the respondents, which include the employers/HRD managers, Principals, Teachers and Students are given in Annexure – VI.

The analysis of 251 questionnaires has given satisfactory and positive feedback as regards the usefulness of the practical and teaching-learning outputs. The expectations of Employers / HRD Managers, Principals and Teachers are high. They expect that students should be able to acquire the basic skill either of very good or good level and improve them in future by practice to achieve excellence. The gap between the expectations and the performance of students can be reduced by accepting and implementing the 'Scheme of Practical' in the proper spirit.