

CHAPTER – 7

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The suggestions to make the 'Scheme of Practical' meaningful and its implementation effective are listed below:

1. The analysis of questionnaires from 251 respondents has revealed the Basic Skills in Commerce, which shall be incorporated in the syllabus and the practical of the concerned subjects. These skills shall be given proper weightage in the process of teaching, learning and evaluation.
2. Teacher-training programmes need to be organised regularly to make them competent to design and conduct practical effectively and to evaluate the skills of students properly.
3. Adequate infrastructure facilities and financial resources shall be provided by the management of the colleges by utilizing the fees received for practical.
4. Linkages between colleges and business organizations should be strengthened through continuous dialogue with the business people.
5. Colleges have to ensure the involvement of the subject experts, professionals and businessmen for organising practical, seminars, workshops, exhibitions, project work, summer training and final placement of the students.
6. Teachers and students have to take a positive and dynamic approach to overcome the difficulties in the process of implementation of the scheme of the practical.
7. Quality Improvement Programme demands continuous revision of subject contents, practical and learning material.
8. In the process of teaching and learning, the focus should be on the knowledge as well as the development of skills identified through this research work.

9. Lecture method needs to be supplemented with other innovative and appropriate methods to develop the desired skills among Commerce students.
10. The University, colleges, teachers and students have accepted the concept of 'Learning by doing' in the field of Commerce education like Medical, Engineering, Agriculture, Management, Architecture and other professional faculties.
11. Practical shall be conducted in a group of 30-40 students. A class of 120 students will have to be divided into 3-4 batches, which will increase the teaching work-load of the college. This additional workload can be shared by the visiting faculty or the faculty on C.H.B. The fee received towards practical can be utilized for paying the honorarium to the visiting faculty, without increasing the financial burden of the government.
12. College and business organisations involved in the implementation of the 'Scheme of Practical' should sign the MOU (Memorandum of Understanding) for mutual benefits.
13. Teachers may be motivated to undergo a practical training during Summer Vacations in the industrial organisations who have signed MOUs.
14. A modern educational technology can be adopted for the conduct of practicals and making them rewarding.

Conclusion

'The Basic Skills in Commerce' as listed can be developed during a period of three years through practical oriented subjects combined with conventional subjects. We do not want to achieve excellence in all areas of skills but students should be aware that we have to learn these skills and achieve excellence in the chosen field in due course of time to become competitive in the dynamic world. Clarity of goals and a motivating environment will help our students to achieve success in their future career. The role of a Commerce teacher is to show the right path and help them go in

that direction which determines the effectiveness of the system. The educationists and the thinkers have given the effective programmes / schemes and it is up to the teachers to implement them in the proper spirit.

Role of Sub-systems in Commerce Education

The above schemes of Restructured Programme, Vocational Programme and Modified Syllabi of the University of Pune are very innovative because these schemes have introduced new concepts, new approach to teaching methods and techniques. The objectives of these innovative schemes are defined to meet the challenges of the time. It is therefore the task of every one in the system to play his role to achieve the desired goals.

National Scenario

At the national level, about 17 lakh students are studying in the commerce discipline. The percentage of total students in the higher education is 18%. Thus 1/6th of the college-going students come to the commerce stream with great expectations from this stream. This great human resource and its potential needs to be directed for achieving our national and individual goals.

The National Policy of Education of 1986 and revised policy of 1992, has emphasised the need to promote knowledge and skills to make our young generation internationally competent. The new thrust areas like, Information Technology, International Marketing, Technology Management, Management of Educational System, Environmental Management, Human Resources Management, Agricultural Management, Capital Market Management, Management of Services and other new areas demand high level of competency and efficiency which is the result of new areas of knowledge, excellent professional skills and right attitude for a success.

The need for the development of professional skills is evident from the 'Preamble' of UGC-guidelines for the introduction of career-oriented programmes at first degree level.

“Globalisation of education and economy has led the University Grants Commission (UGC) to reorient and reshape its policies and programmes to make the current Indian Higher Education System more relevant and career-oriented with focus on quality and excellence. It is envisaged that professionally qualified graduates with a sound knowledge of their core disciplines and expertise in a concerned skill will have more opening in service, industry and self-employment sectors. Demand and scope for such professionally trained graduates are visible in the applied fields of almost all basic/core disciplines and faculties in the current changing global scenario and is likely to increase in the future. To meet this challenge, during the Xth Plan, UGC would like to encourage incorporation of skill oriented & value added, add-on courses in colleges/universities to be opted by students as a parallel sub-discipline while pursuing their degree level education”.

Globalisation and WTO agreement have posed number of challenges before the higher education. Quality and excellence will be the watchwords for measuring the performance of the educational institutions and students. This can be achieved only through the commitment to the objectives and innovative programmes at the undergraduate and post-graduate levels. The scheme of practical and the focus on the development of the basic skills in Commerce will lead to develop competent young men and women to accept the challenges of global competition. We therefore, need the effective implementation of the present curricula with an emphasis on the practical and innovative teaching-learning methods.

The ‘Scheme of Practical in Commerce’ initiated by the University of Pune is an important milestone in the Commerce curricula. In today’s world of competition, our commerce graduates have to work hard to make themselves more competent and employable. The concept of ‘learning through practical’ has provided a golden opportunity to the commerce graduates like other professional students (viz.- MBA, MPM, B.E., B.Pharm etc.) to become self-confident and self-reliant. Thus, the scheme of practical and the development of skills in commerce students have contributed towards the achievement of overall objectives of the commerce education.

Designing of practical with focus on the skills in related areas, an effective implementation of the scheme of practical and wholehearted involvement of teachers and students in conducting practical will ensure the development of competent commerce graduates required for the economic development and social changes in the country.