CHAPTER-7

OBSERVATIONS AND FINDINGS

As a part of ongoing research, a lot of information was collected through formal and informal discussions and observations. The research being largely exploratory in nature, the researcher felt that these information form significant role in the findings. The objective of this study emerged from the interactions taken place amongst various forum of faculty, parents, students and the prospective employers. The researcher has been fortunate enough to get valuable information especially from social gatherings. They are very valuable as they reflect the sincere and honest opinion of various stake holders. They cannot be treated as mere opinion; these observations reflect the concerns of this very noble service of the society. The researcher would like to present a summary of all these information and the inferences drawn out of such observations.

7.1. Outcomes of interaction with the Members of Board of Studies in Commerce

The researcher as a special invitee of Commerce Board of Studies happened to interact with commerce faculty from different institutions of Mumbai University. One of the members has undertaken research on commerce education at universities in Maharashtra. According to the faculty, there is drastic increase in number of students enrolling for Commerce stream all over India. Maharashtra state tops the list, followed by states like Gujarat, West Bengal and Tamil Nadu. Mumbai University holds the first place followed by Pune University, Shivaji University and Nagpur University. The reason for choosing this course is due to job opportunities. Most of the universities have adopted the UGC model for commerce education. The faculty was saying that there is need for synchronizing the curriculum, examination system amongst the universities offering commerce curriculum across the country. According to her there is lot of disparity within
the state of Maharashtra itself. She also felt that though large number of commerce subjects is offered to students, students have limited scope to study only few subjects.

A senior faculty from commerce, who is a member of the Board of Studies Commerce of Mumbai University, was discussing the World Bank’s report on ‘Global Economic Prospects’. The faculty said that the report predicts that by 2030 AD, a large proportion of the labor force or working population will be from India and China. This means there is a need for the quality of work force. At present India is better placed than China as there is English speaking population. This has to be taken as a great opportunity and there is need for the restructuring commerce curriculum in Mumbai University. Given the global dynamics, ‘the role of Commerce Education is set to be quite significant’. The faculty felt that commerce being one of the major disciplines should impart such a quality education leading to core competencies on the part of the taught. The competency is understood as a bundle of skills and technologies rather than a single discrete skill or technology.

The faculty is of the opinion that keeping the current and future requirement of the society in mind, a lot of subjects should be introduced in the commerce curriculum. Some of them were soft skills comprising ‘communication skills, interpersonal skills, problem solving skills, team building and management skills, information management skills, impression management skills, presentation skills, valuing skills, research skills, conflict management skills, event management skills and so on are to be imbibed among the graduates to make them best fit in the industry and society at large. There is also a need for introducing specialized courses focusing on Retail Management, Insurance, Financial services, Banking, Transport, Logistics, International trade and politics and so on. The courses should be offered according to the socio economic situations. Especially there is a need for introducing the courses in the market driven economy like India.

The faculty also mentioned the career opportunities for commerce graduates in the present job market. The opportunities given by the liberalized and globalize environment particularly in respect of Business Process Outsourcing (BPO), Knowledge Process
Outsourcing (KPO), marketing, retail banking, etc, are galore. To meet the demand of Multi National Corporations (MNCs), big National Companies, Corporate and Commercial Banks, the Universities should tie up with the industries by entering into memorandum of understanding for mutual benefits.

The faculty also made a lot of recommendations about subjects that are the need of the hour. For instance, the study of Customer Relation Management (CRM) would help students in understanding how CRM applications help organizations manage critical consumer relationships by supporting all customer centric processes within the enterprise. CRM addresses other dilemmas confronting today’s growing companies, how it helps in increasing global customer base, ever changing customer needs, new sales, managing distribution channels, etc.

The faculty felt the need for setting up of a Syllabus Board comprising of academicians, industrialists and policy makers for curriculum development. This will enable to draft a well balanced syllabus and also focus on problem solving, placements summer training opportunities, practical orientation, seminar, workshop etc.

The Board of Studies Commerce wanted to meet other related Boards in order to prepare well balanced curriculum. Efforts were taken by Parle Education’s Sathaye College at Parle (East) in the month of February, 2008 to discuss the matter in the presence of lecturers who are teaching Commerce undergraduate students. The college invited different board members and also members from the industry to give an overview about the proposed syllabus of three year integrated B Com course of University of Mumbai. There were invitees from other Universities.

The Economic professors were of opinion that some of the topics have become outdated that there is no challenge to teach these subjects. This is the case with B A in Economics. A senior Economics faculty, in one of the premier institution told the researcher that due to lack of application in their subject which is taught are of no use to the students. This discussion happened at the exit interview. More over it has resulted in limitation to the
student who is pursuing for post graduation courses in Economics. The University is not stopping any institute to introduce subjects and curriculum. There are number of papers offered under the said Board. The only condition is to start them on non grant basis. When a course is started on non grant basis, the work load of the staff is not accounted for. This means retrenchment of existing staff for want of work load. Therefore final solution is not to make changes in the curriculum.

In the case of accountancy, the students are still practicing “T” form principle which no company uses. The accountancy students do not have any computer exposure. Ironically majority of the firms use ‘tally pack’. The commerce students learn Accountancy from eleventh standard to third year B Com. First four years they are taught to prepare accounts in ‘T’ form. At the final year, they are taught to write in vertical form. It sounds absurd to a commerce teacher. The fundamentals of students as such are very poor. Majority of the students learn accountancy only to solve given numerical problems. They do not take effort to learn the basic concepts. They have very little knowledge of why a transaction is treated in a particular manner. When the question paper is put to test the conceptual clarity, majority of them fail to understand the question paper itself.

Conclusion

The significance of GATS era in education is not limited to competing with educational institutions in India and abroad. Educational institutions must also realize the changing needs of the customers (students and their prospective employers) with the advent of globalisation. Educators are now creating the supply for the world demand for qualified and able human resources.

The information gathered indicates that a culturally accepted uniformity in curriculum designing and prefers not to take the off-beat track when it comes to education. This could be because of the intensely competitive job scenario. Further a more vocational approach to curriculum building help to mould entrepreneurs and innovators. There is also need to understand the local or regional set up of different places. It is true that a
student should learn more about agro based industry, if he/she is coming from agriculture region. Bangalore is well known for exporting flowers. Therefore the students over there should have a subject related to horticulture and packaging of the same. Ratnagiri is famous for mangoes. Along with general commerce subjects, a subject on how to enhance the commercial value of mangoes in international market is necessary.

A commerce graduate should be more exposed to practical aspects of conducting business. Thus should include more of drafting of reports, minutes, conducting case studies, undertaking project survey, etc, to get a real feel of the ever changing nature of the dynamic world of business. He/ she should develop the ability to use language effectively to think, listen, and write clearly.

A commerce student should also develop desirable work habits and interpersonal skills relating dynamics, communication, computation, consumerism, career development etc, and to apply these and business related skills for responsible participation in society.

The main function of education is to produce citizens with sound character and healthy personality. Values are described as the socially defined desires and goals that are internalized through the process of conditioning, learning and socialization.  

Some courses should be designed to meet the requirements of specific professional area like advertising, brand management, marketing communication, marketing research, selling techniques, security analysis and financial forecasting, portfolio management, financial planning and control. These courses should be designed to meet the specific needs of particular area of business and hence they should be highly practical in nature.

There should be blend of project and case method of imparting commerce education well supplemented with class rooms lectures, industry visit, extensive field research, discussions, business quizzes, simulations, interaction with executive etc, in teaching.

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36 Prahallada.N.N., Contemporary Significance of Value Education, Selections from University News-7, Value Education in India, Association of Indian Universities, New Delhi, 2000. pp-6
Balanced approach of theoretical learning and practical exposure by associating the students in various research projects in. There is also a need of qualified, self motivated, highly committed teachers. Faculty members should be constantly and continuously nourished with the fresh insights into the subjects they have been teaching. They should be encouraged to take up consultancy assignments which will enhance their sensibility to the latest happenings in the business world. The faculty also remarked that only ‘the fittest that survive’. Therefore, commerce education should really be commerce in words, commerce in knowledge and commerce in skill and practice. It should adopt a flexible course structure and must update it as per needs of the society. It should improve itself to be more professional oriented and add techno professional efficiency in the participants. Therefore the need of the hour is to make series of reforms in the current education system.

7.2. Subjects taught at B Com Course

In Mumbai University, presently commerce undergraduate students are learning twenty papers in the three year integrated B.COM course. The course includes subjects like Financial Accounts, Business Law, Business Economics, Environmental Management, Business mathematics and Statistics, and one compulsory paper of Commerce at every class. There are applied components and also some optional subjects to cover the curriculum in a broader perspective.

Unfortunately these subjects taught at degree level have lost its relevance. At degree level it is very sad to teach students what is ‘merger’ instead of ‘why there is a business strategy and why only merger’, different terms and case study of companies who have adopted these strategies.

Most of the commerce papers are still teaching basics rather than taking the students to detailed study. There is no challenge in learning these subjects. Students have a casual approach to this course. This course has become secondary and they concentrate on courses like Chartered Accountancy (CA) or employed elsewhere. The students who are
expecting quality education and degrees are going for specialized courses like Bachelor of Management Studies, B.Com with Accounts and Finance, B.Com with Banking and Insurance or Bachelor of Mass Media.

In the first year of B.Com degree the students are taught Business system and Society. The syllabus starts from meaning of Business, merits of business going to what are the forms of business and types of pollution, and so on. No doubt, for a student who has come from other faculty other than commerce will be interested in learning such basics. But a student from Commerce background from 9th standard finds it very elementary will treat this subject less challenging.

The very same paper can be modified by framing the syllabus where the content will be on an introduction to current business environment, How to formulate a business objective, business strategy, a comparative study of different companies’ business strategies, corporate social responsibility, business system in other countries, politics involved in international trade and business relationship, the negotiating skills required at international business, new avenues in business activities etc., The students can enhance their learning experience through case study methods, seminars, workshops or having associations in their colleges. In fact at college level the students can be encouraged to take up small time work experience or live projects that will enhance their confidence level. Also the students will understand the importance of studying these topics at their undergraduate levels. In the current first year of B.Com, the syllabus has mentioned about careers in business. But the course should also assist students to groom themselves to meet the requirements of the business avenues.

At the second year, currently students learn Marketing in the first term and Finance for the second term. Both are to be taught as a separate paper. In the marketing portion, students are learning Retail Management, Rural Marketing, Marketing of Small and Medium Scale Enterprises, Services Marketing, Agricultural Marketing, Marketing of Social Causes, E commerce, Consumer Behavior and Customer Loyalty in a very shoddy manner. In other words, they are learning only basics. Their knowledge on these topics is
very limited. But today’s situation these areas play major role and the students fail to make a mark in the job market. Regarding finance, the students have very limited scope to understand the capital market, the related regulatory boards, Corporate Governance, in depth knowledge of financial analysis, credit rating and issues related to capital structure.

At the third year level, the compulsory paper is titled as Management and Production Planning. First term Functions of management is taught and in second term human resource management, production management and material management is taught. All are dealt in very basic level. A teacher from commerce back ground finds it difficult to teach production systems. It should be taught by a qualified person. Terms like flexible manufacturing system have to be taught with a visit to a plant. The teacher on the contrary tells students to visualize a plant using Flexible Manufacturing System. It is the problem of a teacher from a college situated in Economic Capital of the country. It is very frightening to imagine the problems of teachers working in semi urban and rural areas.

It is to be noted that the current board syllabus for the plus two students are revised and the topics taught at the current level in degree classes will further become disoriented and irrelevant for them. The present students in the 12th standard commerce stream have learned many of these topics and have basic knowledge. This means that there is absolute need for change or restructure of the current commerce subjects and reframing of the syllabi.

The said curriculum must have prepared keeping in mind that an overview is sufficient for these undergraduates and that will create a foundation where a student can decide about his or her career. Unfortunately a commerce student, throughout three years of graduation, always place more importance for Accounts, Economics and Law and fails to relate oneself with any pure commerce subjects. The reason may be the identity of pure commerce subjects is lost. As a commerce teacher nobody would like to experience such a situation. The commerce teachers are not second grade citizens. Most of the subjects taught are stale and the syllabi is too basics; more so with the evaluation system.
There is great reduction in students demanding for B.Sc and BA courses. Some of the subjects have to be closed down for want of students. This will happen gradually to B.Com course. It will attract only students who have not got admission in any other stream. It is the right time to remember that universities like IGNOU have programmed for students who are aspiring for Courses like CA. The student can do B.Com and can opt out some of the subjects as he or she is learning and appearing for the professional course. The programme will become popular amongst students very soon. In order to meet the competition, the colleges will accept their role as registration office and will not insist on attendance of students. Thus the tax payers’ money is put to use unproductively.

**Conclusion**

In the light of globalisation subjects like Business Environment, Banking, Insurance, Financial Markets, Services Marketing and Management, Retail Management, E-Commerce, Consumer Behavior, Customer Relation Management, Rural Marketing, Entrepreneurship, Brand Management, Export Marketing, Marketing Management, Supply Chain Management, Integrated Marketing Communication, International Finance, Corporate Social Responsibility, Investment Portfolio Management are to be introduced and the syllabi should enable the B.Com graduate to finally focus on an area of his or her liking. Some of these subjects can be introduced as compulsory and others as applied component.

It will attract more quality students to join B.Com course. The students at this age group can be attracted to the class only by providing topics of interest: where there is room for application in the current business situation. These subjects should create confidence in the minds of the students that they can adapt themselves to any industry. The learning process should enable them to adapt easily to any new avenue or opening.

It is not fair to develop a student towards any one specific industry. Due to globalisation the changes are taking place at such great pace that the student will become redundant if the education system develops the individual for a particular industry. The curriculum
should be developed only in such a way that students will be accepted by the industry without much difficulty. It should enhance the learning and analytical ability of a student.

The researcher would like to make the point clear that there is a need for restructuring and revising the commerce subjects. There will be severe competition between the educational institutions of Indian Origin. The Government may have to sacrifice its motto ‘Equity and Equality’ in education. The subjects that are recommended will become stale in few years. The academician should be proactive to introduce changes as it enhances the quality of commerce education. These programmes should be meaningful and attract more number of students to commerce stream.

The Educators are the First Citizen of the society. This was the way the duty and responsibility is been indirectly put towards the educators in the Education Policy of 1948. As a responsible teacher and academician it is the duty to of all educators to live up to the society’s expectations.

There is no meaning in criticizing the earlier curriculum. The objective behind the drafting is not known. Curriculum has to be developed. There is need for continuous improvement. The researcher has no intention to criticize the current curriculum. But is in firm belief that the curriculum has to adapt to the changes and be proactive.

**7.3. Admission and Attendance**

It was experienced in the current academic year admissions. Students who had high percentages preferred to take such specialized courses to B.Com degree. Exceptional cases took B.Com as they wanted to either do CA or look after their family business. They feel that this degree can be acquired just by spending a week study before the examinations. It gives lot of time to prepare for professional courses or to engage oneself in earning some living to the family.
It is very disturbing to see the fall in attendance level too. The root cause for all these seems lack of relevance of commerce subjects in current scenario. The students do not gain any knowledge at the end of the course. There is no value addition. The students do not possess any functional or technical skill after three years of graduation course. The teachers too feel very difficult to teach elementary or sometimes stale topics. There is no motivation to teach such subjects! The students are not interested in learning nor the teachers are comfortable with such subjects and the end result is less students attending lectures.

Conclusion

Higher Education is not taken lightly outside India, and no foreign university will tolerate low attendance. While the current situation is very convenient for students who are also pursuing professional/ vocational courses or have commenced employment elsewhere, the average student is already looking for demanding, rigorous courses that add more value to the learner. This explains the immediate demand for course like the Bachelor of Management Studies course.

Indian universities that wish to compete with new entrants must take immediate action to correct the prevalent apathy in classroom attendance. Attendance rules must be made mandatory, and teachers must be asked to go beyond the curriculum to make classes more pleasurable for the students.

7.4. Implications of Regulatory Bodies

It is necessary to understand the formalities involved in revising or restructuring the syllabi. It has to be drafted keeping in mind the standards set by UGC. UGC feels that there is no scope for practical training as far as Commerce Curriculum is concerned. Probably this must be of the case before liberalization and globalization. These guidelines need changes. However, it talks about holding workshops and seminars to enhance the
learning experience. It is restricting the number of students in the class. The major concern today is the number of students in each division is too large and thus unmanageable. The researcher always wonders why these bodies do not take effort to learn from successful professional institutions like Chartered Accountancy.

There are other committees like Board of Studies, Academic Council and Joint Director who have a significant role to play in regulating the academic activities. These bodies are required to streamline the education system and benefit the society. But all these bodies should be flexible, proactive and dynamic. These bodies, if fail to understand the need of the hour, will become redundant and Government may think for replacement. The Colleges affiliated to Universities and aided course are facing such restrictions.

Many of the regulatory bodies in the economic system have restructured and redefined their roles to adopt reforms in the globalize era. With the introduction of GATS, the educational bodies have to redefine their roles. Institutions like ISB, SP Jain will thrive and may not wait for the certification of these bodies. These institutions have set a trend that quality education is the major criteria and not the fees or recognition from the institutions like AICTE or UGC attract students to institutions. ISB was not approved by AICTE. But it has secured the tenth rank in the world. The order of the day will be private raters start giving rates and the society will give more weight-age to their ratings than the formal organizations like NAAC, NBA, and ISO.

**Conclusion**

The real impact of globalisation is yet to percolate to these regulatory bodies. A day will come just like major structural change took place in banking and insurance sector. Indian education system has to go a long way to create a significant impact in the globalised scenario. The HRD Ministry, Regulatory Bodies, Universities, educational institutions should find out means to export the education services at least to Asian countries and then gradually to whole world.
7.5. Accreditation and Autonomy

Many studies show that some institutions that have not undertaken accreditation process. It is said that the UGC will make accreditation mandatory for all institutions. Accordingly more funds will be provided to weak institutions to enhance their functioning. An institution that goes for autonomy should have undertaken accreditation. It should get at least A Grade. An institution is benefited if it chooses autonomy.

The Central Advisory Board of Education Committee was headed by West Bengal Education Minister Kanti Biswas. The Committee made certain observation that the desiring institutes should be given autonomy for designing curriculum. It also made many more recommendations. The Universities and colleges should be allowed to commence self funded courses. Quality of education imparted should be regularly monitored by setting up an Internal Quality Assurance Cell. Institutes should also practice ‘transparency’ to a very great extent. This information should be in relation to fees charged. The Government should always fix ceiling for fees to be charged by these institutions. The institutions should also be allowed to establish academic and research collaborations with other institutes that includes domestic and international academic institutions and also industry and professional organizations. There is a need for developing code of professional ethics for teachers. Also there should be proper and systematic mechanism to check the practice of code of conduct by the teachers.

Autonomy is required to reduce the burden of the universities in India. Due to the large number of institutions affiliated to the universities, the ‘functioning’ of these institutions is slowed down. The efficiency of these universities is at stake. Entry of foreign university will create more stress on the domestic educational institutions. Unfortunately the autonomy is chosen by private institutions than Government institutions. They are situated in urban areas. Autonomy will surely improve the quality of courses. These institutions are free to decide their curriculum. They can design courses according to ‘market need’. The process can be completed with less time. Generally, a University takes lot of time to make changes in the curriculum. The reason behind this is to get approval on changes to be made from different authorities. There are number of
vacancies in teaching post. These vacancies are not filled due to number of procedures involved at the university and government level. This can be sorted out if an institution chose for autonomy.

**Conclusion**

It is increasingly being recognized that the quality of higher education should be assessed at an international level. Higher education institutions are seeking to improve their quality through international networks, consortia and international benchmarking and accreditation exercises.

Autonomy has to be implemented with great care. In the name of autonomy, the institutions may charge exorbitant fees. It means that students who can afford will get quality education. This will also reduce the number of girl child entering into higher education. It will also lead to more concentration of institutions at urban areas. There will be chances of exploitation of staff too. They may be appointed by paying paltry income. There will be uncertainty in the academic environment. There will be problem in having a common academic calendar. Each of the autonomous institution will conduct examination according to its schedule. The institutions will start more self funded courses, especially course like engineering, medicine and management. There will be few institutions starting humanities and science courses. In short they will be functioning like a commercial establishment. The only motive will be to make profit; in the meanwhile ignoring the irreversible cost incurred by students. Therefore, there should be a strong monitoring system.

**7.6. Other Stakeholders**

The researcher had ample opportunity to meet educational experts, members from the industry, and also parents sharing their opinion about the current education system in India and particularly in Mumbai. The effort of the entire teaching fraternity is to develop
the students’ skills i.e., technical and functional skills. They also felt that there is need for summer internship that enhances the learning process of students.

Well, as a placement coordinator of the institute, the researcher was approached by many firms for people who have flair for writing. The job profile was as content writer for their esteemed institutions. Unfortunately the response from students is very poor. Most of these companies are now going for students who are pursuing Bachelor of Mass Media. This is a self funded course. The class size is only sixty. The students specialize in either Advertising or Journalism. In the job market, the value for literature students will be very negligible.

The researcher has attended number of workshops and is a member of committee for syllabus restructuring, and also the paper setter for undergraduate courses. Deliberate efforts were made to understand other participants’ views on the current education system. The discussions were on the improvement required for the undergraduate courses i.e., about BA, B Sc, B Com, and BMS courses.

For instance in the case of B Com curriculum the students are required to study subjects like Business Economics, Business Law, Accountancy, Foundation Course, Mathematics and Statistics, Environment Studies, pure Commerce subjects and applied components like Advertising, Export Marketing, Human Behavior at Work, Direct Indirect Taxes and so on. The need of the hour is a constant and conscious effort to create and maintain an industrial and academia linkage.

The researcher as well as faculties present there put forth this proposal towards invitees from industry. They, in one voice, said that they do not have time to spare also they lack willingness to come forward and enhance the learning experience of students. They felt that the academicians and institutions should take initiative and promote their students profile in to industry. They had accepted that there is lot of job opportunities available but the number of employable graduates is very less in number. One of the panelists from industry during his presentation was narrating his experience in a well known luggage
company. He was then the Human Resource Manager of the said company. The company’s practice was to manufacture the luggage and the price was decided according to the movement of stock. The sales representative and the dealer fixed the price according to the market conditions. The company felt that the ideal candidates are B.Com graduates and recruited them. By the end of the annual year the company posted a very huge loss. The induction training was given and still selected candidates posted a poor performance. The company found that these candidates lack numerical skills. According to the curriculum, the commerce students are expected to learn mathematics and statistics. Unfortunately at their work place they fail to display their skills. Finally they recruited Science graduates for the job. The company started getting excellent results.

What must have gone wrong? The researcher had a unique experience. One of the students was not comfortable with algebra. The researcher tried to convince the student to put more effort to make the weakest link to a strong point. The student asked a valid question that the researcher could not answer. The student wanted to know the applicability of the same in day to day life. It was a great eye opener. The researcher thereafter makes sure to tell students the application of knowledge that is been imparted in the class room. The students were told to ask questions to their respective faculty about the relevance of what they are learning in their life.

Students and parents would like to join institutions that will fetch them a ‘decent’ job profile after the completion of their graduation. This has become one of the major criteria in selecting the colleges. At the time of admission, many students have asked for the details of the companies visiting the campus and the highest compensation offered by them.

The effect of globalisation is felt as many contemporary courses which had lost their ‘marketability’ due to failure in understanding the market needs, are today struggling hard to get students. Students have variety of choice of subjects and courses. Number of institutions is increasing exponentially every year. Unfortunately the enrolment for higher education is not very encouraging. There is a dearth in number. Institutions are fighting
with each other to get good quality learners. The quality of output always depends on the quality of input. The institution has to produce good results by the end of the academic year. The consequences are many. The number of students to the next level will be affected if there is large number of failures. If an institution is getting grant from the government then it has to maintain the stipulated number of students in the class. A decrease will naturally leads to reduction in work load of teaching and non teaching staff. Once a division is deleted for want of students, it will be closed permanently. This will be tackled by setting very lenient question papers and followed by sub standard assessment. When these students appear for final year of their graduation, many fail to attain even minimum passing marks. Thus it will result in more failures at the graduation level. This will have multiple impact on the institution specifically and the University. The colleges will become less reputed ones. University will be looked down by the raters as a less performing university. To avoid this if the colleges put pressure on university for lenient assessment, then the industry that recruit them will be suspicious about the ‘knowledge’ of graduated candidates.

In case the institution, if it starts a course on self funded basis, there is no financial or academic autonomy. No institution has freedom to fix the fee structure. There is limited freedom in fixing fees, designing the curriculum, and designing the teaching learning process. The institutions that have resorted to autonomy have freedom to design their curriculum.

The researcher was in charge of a certificate course ten years back. The course was called as ‘Practical Accounting’. This course was conceived and sponsored by two chartered Accountants. They were middle aged and are hailing from business family. The reason behind mentioning their age is to reveal the short comings in the teaching learning process even when they were in undergraduate course. One of the sponsors said that he had a very bad experience when he joined his firm to learn accounting procedure. His accountant was very disturbed to notice his knowledge of accountancy was very bad and dismal. The commerce student, who has spent five years learning accountancy, could not write even one entry properly. Therefore, the sponsor felt that there is a need to
develop a course which enables students to understand the actual practice at the firm. He did not want the same, the humiliation he underwent, to be experienced by the commerce students. The course content was to encourage students to set up an imaginary firm and to develop at least three hundred entries. There were chartered accountants who were taking class room sessions also guiding students. The number of students for the course was limited to twenty. It was a one year certificate course. The students had to prepare accounts both manually as well as computerized. They were then placed in firms for six weeks for ‘hands on’ experience. The students were given certificates by the end of the course. The motive behind the course was to help needy and economically backward student to learn a vocational course which will enable them to get a desirable job profile. It did help those who completed the programme. Some of them, especially girls, could get ‘work’, which were brought to their house and could earn a decent living. This also enhanced their understanding of the subjects. It led to concept clarity.

The researcher is in teaching profession for more than two and a half decade. There is drastic change in the behaviour of students too. Initially there was no problem in attendance in the class. However, for last four years the situation is becoming very disturbing. The students attend in large number till the month of January. The final exams were conducted during the month of March. Therefore, the number starts decreasing after January. Unfortunately, this phenomenon in certain classes is experienced at the beginning of the term. The researcher was anxious to know the motive behind this. The issues emerged were noteworthy.

The researcher had an opportunity to discuss the issue with students from various colleges belonging to various courses and classes. The first and foremost reason was that there is no practical application of their subject. It is only a perception that the practicality is lacked in their curriculum. The teaching faculty, belonging to different courses felt that their respective subject do have ‘meaning’ and a lot of scope is there for future endeavors. The subjects are carefully designed to meet the need of the hour. All possibilities are used to enhance the learning process. Some faculty even went to the
extent of organizing field trips. Students, who had genuine reasons for not joining the field trip, were assigned current issue and were asked to present papers on the same.

The Vice Principal had taken disciplinary action against students who had failed to attend regular lectures. Parents were asked to accompany these students. The authority was shocked to hear the parents’ observation. Majority of them felt that there is no room for such disciplinary action to be taken. Their observation was that their wards are ‘productively’ engaged. These students are employed in service industry. As long as their wards spend time in activities that enhance their personality, there is no need to worry about the attendance in the colleges.

It is very difficult to prevent students from going to work. There are many issues involved. The researcher’s institution is predominantly has students coming from business community. These students are put in family business immediately after their tenth standard examinations. The motive is to teach them when they are very young. There are other sets of students who are appearing for professional courses like Chartered Accountancy.

**Conclusion**

It is high time that education tends to thinks of itself as an end in itself. The cultural position enjoyed by education in India has brought our Universities to a comfortable position where they are no longer market ready. The sector needs to understand that one of its primary responsibilities is toward the country’s work force. There is no alternative to an active partnership with the industry aimed at creating employable, competent graduates.

In the future, the quality and marketability of higher education programmes will be measured according to the international dimension they have, and the international competence they are able to provide to their students.
7.7. Competition from Professional Boards

The Institute of Chartered Accountants of India wants more number of students to enroll themselves for the course. They are facing direct competition from management institutions where students can secure Post Graduation Degree in Finance. CA course actually demands hard work and to maintain the quality of the output and standard, the success rate is very marginal. In short, the number of candidates successfully completing the course is very marginal. All this led to decrease in enrollment of students.

The institution therefore made lot of modification in their functioning. A candidate after the completion of twelfth standard can appear for the entrance exam. Along with their graduation course they can continue with the programme. Thus, a candidate can join this programme at the age of 18 and by the age of 22, he/she will be securing the CA degree.

Aspiring candidates after qualifying themselves through entrance examination will join Chartered Accountancy firms as article clerk. These firms are very strict with timings and strictly go by the rules stipulated by the institution. Apart from attending the practical training these candidates may join coaching classes for preparing themselves for inter and final examinations. It is, therefore very obvious that the students have little time and energy to attend the regular lectures held by colleges. The Board of Studies Chartered Accountancy Institute is visiting many schools in different parts of the country to create awareness in the young minds. The Institute magazine is inviting the readers to write an article about the course, as a better career option and a reward is been announced for the best essay. It shows that the institute’s motive to use these tools to spread the awareness and attract more and more students towards the course.

The colleges can proceed with disciplinary action; they can prevent students from appearing from the final examinations. However, there is a need to think laterally and logically. There will be serious impact in the enrollment of students. There are deemed universities like IGNOU offering graduation courses especially for commerce students. The degree is valid and recognized for post graduation courses by any premier institution.
The researcher’s college once tried to detain twelfth standard students having poor attendance record. The following year, the college saw students withdrawing their admission for twelfth standard and joined other institutions that have relaxed policies towards students’ attendance.

**Conclusion**

The only way out for this kind of situation is to have a curriculum that enhances the students’ overall development. The age group which these institutions are dealing with requires a different approach in teaching and learning process. The teacher should define his/her role in the teaching and learning process. It is an integral part to conduct ‘role analysis.’ Role analysis can be defined as a process of analyzing the role of an individual in relation to the roles of other members of the institution who are affected by his/her performance.

In one of the institutions at the time of exit interview the lecturers were asked to comment on their contribution to the students’ achievements. All of them unanimously agreed that their contribution to students’ achievement is very marginal. In short, the absence of these teachers, have not created any gap in the institution. Institution does not face any threat in conducting the courses in the absence of the teaching staff.

However, one has to give a serious thought to this incident. The teachers play very important role in any institution. If they can be replaced, or the absence of teachers is not a major concern will surely affect life span of the institution. Students can choose distance learning programmes, or attend classes on video conference or virtual class rooms.

**7.8. Opinions of Faculty Teaching Various Subjects**

The members of Accountancy Board felt that there are many new concepts to be included and the members are putting lot of effort to introduce relevant topics that will result in
value addition. The Board felt that the students should have knowledge in computerizing the accounts of enterprises. Also they are of opinion that the tally pack should be taught at the undergraduate level. There will be soon an international standard of accounting procedure will be introduced and students should know the accounting standard also should learn application of SAP.

The researcher had an opportunity to discuss with colleagues who have more than three decades of experience in their respective streams. A very senior lecturer in English department had shared her experience. According to the said faculty the subject taught at third year literature students are purely academic oriented. There is a dearth in employable skills imparted at this level. Those who have a flair for teaching can surely benefit out of it. However, they are required to acquire additional degrees like, MA or B Ed. If they are planning to join the colleges then they should have cleared NET or SET criteria. This means that there is a need for at least two more years to be invested before taking up a job. Others are compelled undertake short term or long term courses after graduating in order to equip themselves to enter the job markets.

The faculty is of the opinion that some part of the teaching learning process should impart ‘training’ the students in analytical writing skills. This could be done through assigning projects. Subjects like journalism, mass communication, public relations should be included in the curriculum. This will enable the students to be effective critics of theatre, books, and films. Also care should be taken inculcate managerial skills to these students.

There is no industrial linkage for these students that will help them to understand their potentiality and also assist them to develop the same. The projects or summer internship with print media like magazine, or newspapers or a house journal also a movie houses will sharpen their technical and functional skills. In the current curriculum, students do have a paper on theatre. However, this has been taught with more emphasis on theory and least application. The faculty, with great disgust also said that, even after post graduation,
the marketability of these students is disappointing. The question is in the competitive world ‘who will choose literature as their undergraduate program?’

The faculty who is teaching Business Economics for commerce students is very much supporting the present curriculum. She, in her two and half decades of teaching was of opinion that economics syllabus is updated looking at the requirement of the market. At first year of degree course, the students are exposed to Micro-Economics. The topics covered are Law of demand, elasticity, demand forecasting, production function, project appraisal, and various markets like, monopolistic competition, oligopoly, and so on. For better understanding, these topics are taught with case studies. The objective of the subject is justified as students are exposed to theory and application of the same at the market place.

In the second year level, the students are learning Macro Economics. The topics that are covered are National Income, and various concepts like GNP, NNP, and so on. The syllabus also includes topics like, Inflation, trade cycle, classical and modern theory of employment, investment, banking, foreign exchange market, functions of SEBI, and so on. However this syllabus gives students brief understanding of Macro Economics theories, and changes there in to make them more close to reality.

In the final year of Commerce graduation, the students study ‘Development Issues of Indian Economy’. The content of the syllabus include study of HR Policies, Agriculture, Industry, Trade, Public Finance and so on. This gives them understanding of current Indian economic scenario.

A research guide and an experienced faculty of Micro Biology and Bio Technology said that there is absolute need for interdisciplinary subjects. They do teach subjects like Entrepreneurship, Kaizen techniques and so on. Their Board of Studies has taken all these factors into consideration.
Faculty from Mathematics Department, who is involved in Mathematics Olympiad, also a research scholar, felt that the current syllabus for Commerce students has placed more stress on theory rather than practical applications in especially business. Their Board has proposed to include topics like series and properties in calculating premium of insurance, investment in mutual funds, compound interest and so on. The students will also be taught to analyse of economic data by using statistical tools and techniques like $F$ test etc., that will enable them to frame economic policies.

The mathematics syllabus for BSc is too abstract. The faculty feels that an applied component like computer related or operation research should be offered to the students at final year level. The current system fails to motivate students to take Mathematics as their specialization and the number of students choosing Mathematics for their final year is very negligible. At Third Year, there were sixty students opting for Mathematics. The number is reduced to seven in the last two years. The number of staff in this department is more than the number of students for Third Year B Sc Mathematics.

This faculty of Zoology is a research guide, a member in the Academic Council and a senior most faculty, was talking about globalization and marketability of the course. The undergraduate curriculum was revised in 2003-04 in order to meet the challenges of Globalization. New topics like Bio-Technology, Bioinformatics, Bio-statistical approaches, Environmental issues like Global warming, epidemiological studies, Wild Life conservation are few to quote. Thus the syllabi of Undergraduate, is a judicious combination of classical Zoology topics and modern topics as per U G C guidelines which forms 40% of the syllabi. The students are given projects which encourages them to do basic research by visiting sites on internet. This keeps them abreast of the global issues and research orientation.

The basic exposure in topics like Physiology, Hematology, Immunology, and Genetics gives them a better understanding of the effects of drugs on target organs. They are in a better position to interact with the doctors and consultants who are their clients where they market their products. These students are able to understand the drug delivery
mechanism of the products of their company and thus have an edge in marketing strategy or selling their products effectively. Over the years the students are able to carve a niche for themselves and find jobs in industries.

**Conclusion**

These interactions and the outcomes indicate that the impact of globalisation is felt by faculties teaching various subjects. There will be a sea change in curriculum designing and in the teaching learning process. The Indian education system will contribute right talents to the enhancement of the society. The challenges of globalisation can be met by institutions providing facilities for the best possible education and research to all motivated learners from every part of the world, irrespective of their financial capabilities.