CHAPTER 7
SUMMARY OF THE FINDINGS AND SUGGESTIONS

7.1 Introduction:

138 reviewed studies shows that there are many studies on general type of quality assessment but not a single study conducted on the basis of 6 indicators consisting of 30 attributes assessing the gap/ difference between expected impact and actual impact of commerce education reforms on conventional commerce education quality. Therefore, an attempt is made to study and assess:

1. The Growth of and trend in conventional commerce education in India and Mumbai during 2001-2012;

2. The extent of awareness of the respondents on reforms in conventional commerce education during 2001-2012;

3. The expected impact and actual impact of administrative reforms, academic reforms and examination and assessment reforms on conventional commerce education quality;

4. The expected impact and actual impact of commerce education reforms on conventional commerce education quality;

5. The extent of difference/ gap between expected impact and actual impact of administrative reforms, academic reforms and examination and assessment reforms on conventional commerce education quality;

6. The extent of difference/ gap between expected impact and actual impact of commerce education reforms on conventional commerce education quality.
For this purpose 4 hypotheses are formulated by the researcher which is as under:

**Hypothesis 1:** There is a significant difference/gap between expected impact and actual impact of administrative reforms on conventional commerce education quality.

**Hypothesis 2:** There is a significant difference/gap between expected impact and actual impact of academic reforms on conventional commerce education quality.

**Hypothesis 3:** There is a significant difference/gap between expected impact and actual impact of examination and assessment reforms on conventional commerce education quality.

**Hypothesis 4:** There is a significant difference/gap between expected impact and actual impact of commerce education reforms on conventional commerce education quality.

The entire study is divided into seven chapters as under:

1. Introduction and Research Methodology.
2. Review of literature.
4. Awareness of the respondents on reforms in conventional commerce education.
5. Impact of commerce education reforms on conventional commerce education in Mumbai.
6. Measuring and identifying the gap between expected impact and actual impact of commerce education reforms on conventional commerce education.
7. Summary of the findings and suggestions.
155 commerce degree colleges affiliated to the University of Mumbai and 600 commerce teachers are covered as sample and sample size. Frequency, percentage, average, SERVQUAL model, Chi-Square and Paired sample ‘t’ test etc are utilized as statistical tools and techniques for data analysis and interpretation. The major findings are summarized as under:

7.2 Summary of the findings on growth of and trend in commerce education in India: 2001-2012:

The main objective of Chapter 3 was to study and assess the growth of and trend in conventional commerce education in India and Mumbai during 2001-2012 based on secondary data source. The following were found out:

1. As compared to 2001, enrolment of students in India has increased to 27,49,997 in 2006 and 120,49,455 in 2012.

2. Growth in commerce enrolment in India has increased from 14,25,428 in 2001 to 19,86,146 in 2006 and in 2012 to 35,71,083 respectively. This indicates that upward growth is seen in commerce enrolment in commerce students’ during 2001-2012 period.

3. The share of Commerce education in total enrolment of India was 17.21 percent in 2001, it has increased to 18 percent in 2006 and further it increased to 17.56 percent in 2012 University of Mumbai.

4. The overall result shows that share of commerce education in total enrolment during 2001-2012 period has moved upwards to the extent of 2.03 percent and that of non-commerce education’s share has decreased to -0.43.
5. Year to Year change shows that highest change was seen in 2011 in commerce, non-commerce and all faculty to the extent of 17.27 percent, 18.86 percent and 18.58 percent.

6. During 2001-2006 number of male students in commerce have increased by 3,28,013 whereas during 8, 21,775 2007-2012, Overall period shows that enrolment in male students in commerce has increased by 12, 33,306.

7. During 2001-2006 number of female commerce students have increased by 2,32,705 and during 2007-2012 by 6, 62,157 whereas during 2001-2012 by 9,12,349.

8. During 2007-2012 as compared to 2001-2006 enrolment of female and male commerce students has increased by more than 2.8 times and 2.5 times.

9. The share of female in total enrolment has increased from 35.25 in 2001 to 39.62 percent in 2012 as against male share has decreased for same period from 64.75 percent to 60.38 percent.

10. Growth in enrolment during 2007-2012 was to the extent of 61.57 for males, 87.98 percent for females and 71.09 percent indicating as compared to males’ enrolment females’ enrolment was higher during 2007-2012 in comparison all over India.

11. Growth of and trend in male and female commerce enrolment during 2001-2012 period as shown by index number was higher in females to males that at all India level.
7.3 Summary of the findings on growth of and trend in commerce education in Mumbai: 2001-2012:

1. Total enrolment of commerce students in Mumbai has increased from 3,41,418 in 2001 to 4,42,448 in 2006 and further to 6,53,350 in 2012 respectively.

2. Enrolment in commerce students’ in Mumbai has increased in 2012 over 2001 to 1,10,323. During 2001-2006, enrolment has increased by 52,483 and during 2007-2012 it has increased by 34,438.

3. The share of commerce education in total enrolment during 2001-2012 period has decreased to the extent of -14.25 percent and that of non-commerce education’s share has increased to 14.47 percent.

4. The growth of commerce enrolment as compared to non-commerce enrolment and all Mumbai was higher during 2001-2006 period.

5. Year to year change showed that in 12 years there are 10 positive and 2 year negative changes in commerce, whereas in non-commerce 11 positive and one year negative change was observed.

6. Overall period shows that enrolment in male students in commerce in Mumbai has increased by 51,519. This further shows that as compared to 2001-2006 period, in 2007-2012 period enrolment in male commerce student decreased by 0.70 times.

7. Enrolment growth of 2007-2012 is upward and positive as compared to 2001-2006 in commerce in respect of male and female is concerned in Mumbai.

8. Share of male commerce student enrolment in Mumbai has moved downwards from 53.78 percent in 2001-2006 period to 52.41 percent in 2007-2012 period.

9. Growth in enrolment during 2001-2006 was 26.68 percent for male, 35.11 percent for female and 29.59 for Mumbai respectively. This shows that growth of commerce enrolment as compared to males was higher for females.
7.4 Summary of the findings on socio-economic profile of the respondents:

In the chapter four an attempt was made to study the socio-economic profile of the respondents along with awareness of the reforms. The following is the summary of socio-economic profile assessment:

1. 33.5 percent out of 600 respondents belonged to the age group 20-30 years of age.

2. The majority of the respondents (58 percent) were females covered for this study and (42.0 percent) were males.

3. Out of the total respondents 77.5 percent respondents were married and remaining 22.5 percent were unmarried.

4. Majority (78.17 percent) of the respondents are post graduates only.

5. Out of 600 respondents 68.2 percent were having permanent appointment.

6. Distribution of Monthly salary of the respondents was in six slabs from which the maximum respondents (27 percent) belonged to Rs. 51,000-75,000 slab.

7. The majority of (61.5 percent) the appointment of the respondents was in aided post covered for the study.

7.5 Summary of the findings on awareness of commerce teachers on commerce education reforms in conventional commerce education:

Awareness of commerce teachers on administrative reforms (governance and accountability), academic reforms (curriculum and e-technology) and examination
and assessment reforms (examination and assessment/evaluation) are assessed in Chapter 4 section 4.3, 4.4 and 4.5 and overall awareness of commerce teachers on commerce education reforms in conventional commerce education was assessed in section 4.6. On the basis of these it was found out:

1. 71 percent majority respondents stated that they were aware of governance reforms initiated during 2001-2012 period.

2. 65.34 percent majority respondents are aware about accountability reforms initiated by University Grants Commission, Government of Maharashtra and University of Mumbai.

3. 68.17 percent (409), 13.17 percent (79) and 18.66 percent (112) are aware, to some extent aware and not aware of the administrative related reforms indicate that majority respondents are aware of introduction of administrative reforms.

4. 75 percent majority of the agreed that they were aware of all types of curriculum reforms that have taken place during 2001-2012 period in commerce education.

5. 43.67 percent majority of the respondents have agreed that they are aware the e-technology reforms brought in commerce education since 2001 and onwards by various competent authorities.

6. 59.33 percent (356) state that they are aware of the academic reforms that have taken place during 2001-2012 period .It means that majority of the respondents are aware of the introduction of the academic reforms.

7. Majority (58 percent) are aware of the reforms in examination.

8. 54 percent (324) respondents agreed that they are aware of the reforms in assessment/evaluation reforms.

9. 56 percent (336) respondents are aware of the reforms in examination introduced by University of Mumbai.
10. Administrative reforms awareness is higher than that of academic reforms and examination reforms.

11. Overall awareness of commerce teachers on reforms in conventional commerce education is to the extent of 59.50 percent.

**7.6 Summary of the findings on impact of administrative reforms on conventional commerce education quality:**

Section 5.2, 5.3, and 5.4 of the Chapter 5 assessed governance, accountability and administrative reforms on conventional commerce education quality. Attributes 1-10 were considered as under for this purpose.

1) Improve decision-making and management process, 2) Enhances total quality management, 3) Enhances participative and democratic management style, 4) Enhances competency of stakeholders, 5) Enhances work culture of stakeholders, 6) Effectively working the accountability pentagon in conventional commerce education, 7) The self-financing accountability reforms creates equal opportunities to take conventional commerce education to all social strata, 8) Ensuring maximum Transparency and fairness in conventional commerce education, 9) Enhances association between private and public partnership (PPP) and generating resources and (10) Resolve the identity and total quality management crisis of conventional commerce education.

Summary of the findings in respect of governance reforms (Table 5.1 to Table 5.6), accountability reforms (Table 5.7 to Table 5.12) and administrative reform (Table 5.13) is presented in the Table 7.1.
Table 7.1
Summary of the findings impact of administrative reforms on conventional commerce education quality

<table>
<thead>
<tr>
<th>Attribute No.</th>
<th>Table No.</th>
<th>Expected impact</th>
<th>Actual impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5.1</td>
<td>Very high (41.67%)</td>
<td>Moderate (34.17%)</td>
</tr>
<tr>
<td>2.</td>
<td>5.2</td>
<td>World class (43.33%)</td>
<td>Average (40%)</td>
</tr>
<tr>
<td>3.</td>
<td>5.3</td>
<td>World class (59.83%)</td>
<td>High (38.50%)</td>
</tr>
<tr>
<td>4.</td>
<td>5.4</td>
<td>World class (48%)</td>
<td>Average (51.67%)</td>
</tr>
<tr>
<td>5.</td>
<td>5.5</td>
<td>Very high (39.50%)</td>
<td>Average (56.17%)</td>
</tr>
<tr>
<td>6.</td>
<td>5.7</td>
<td>Very high (42.84%)</td>
<td>Average (46.83%)</td>
</tr>
<tr>
<td>7.</td>
<td>5.8</td>
<td>World class (52.50%)</td>
<td>Average (48.50%)</td>
</tr>
<tr>
<td>8.</td>
<td>5.9</td>
<td>Very high (50.50%)</td>
<td>Average (41.67%)</td>
</tr>
<tr>
<td>9.</td>
<td>5.10</td>
<td>Very high (48.50%)</td>
<td>Average (37.67%)</td>
</tr>
<tr>
<td>10.</td>
<td>5.11</td>
<td>World class (39.67%)</td>
<td>Moderate (40%)</td>
</tr>
<tr>
<td>(A) Governance reforms</td>
<td>5.6</td>
<td>World class (43.33%)</td>
<td>Average (34.67%)</td>
</tr>
<tr>
<td>(B) Accountability reforms</td>
<td>5.12</td>
<td>Very high (44%)</td>
<td>Average (39.33%)</td>
</tr>
<tr>
<td>(C) Administrative reforms</td>
<td>5.13</td>
<td>World class (41.17%)</td>
<td>Average (37%)</td>
</tr>
</tbody>
</table>

1. Out of 5 attributes of governance reforms (1 to 5) it is observed that ‘world class’ impact is expected from 2, 3, 4 attributes and ‘very high’ impact is expected from the attribute no. 1 and 5 respectively on conventional commerce education quality.

2. Attribute No. 2, 4, 5 of the governance reforms shows ‘average’ actual impact and attribute no. 1 and 3 shows ‘moderate’ and ‘high level’ actual impact on conventional commerce education quality.

3. From the accountability attributes no. 6, 8 and 9 it is found ‘very high’ and attributes no. 7 and 10 as ‘world class’ expected impact on conventional commerce education quality.
4. Average level actual impact is found out from the attribute no.6, 7, 8 and 9 whereas attribute no. 10 is found as ‘moderate’ level actual impact on conventional commerce education quality.

5. Out of 10 attributes (1 to 10) of administrative reforms 5 each found to have ‘world class’ and ‘very high’ expected impact whereas 7, 2, and 1 number attribute shows ‘average’, ‘moderate’ and ‘high’ level actual impact on conventional commerce education quality.

6. Out of 600 respondents, the majority respondents (43.33 percent) expected ‘world class’ impact of governance reforms on conventional commerce education quality. As against this, the majority respondents (34.67 percent) experienced ‘average’ level actual impact from governance reforms on conventional commerce education quality and hence difference between expected impact and actual impact of governance reforms on conventional commerce education quality is found to the extent of ‘world class’ expected impact minus ‘average’ actual impact respectively. (Table 5.6).

7. Regarding accountability reforms impact on conventional commerce education quality (Table 5.12) has been found out that out of 600 respondents, the majority respondents (44 percent) expected ‘very high’ impact from accountability reforms on conventional commerce education quality, whereas 39.33 percent respondents (majority) experienced ‘average’ level actual impact in this respect. The difference between two is found out to the extent of ‘very high’ expected impact minus ‘average’ actual impact respectively.

8. Regarding administrative reforms impact on conventional commerce education quality it has been found out that out of 600 respondents, the majority respondents (41.17 percent) expected ‘world class’ as against this ‘average’ level actual impact is experienced by majority respondents (37 percent) from administrative reforms impact on conventional commerce education quality respectively (Table 5.13).
9. Difference between expected impact and actual impact of administrative reforms on conventional commerce education quality is found out to the extent of ‘world class’ expected impact minus ‘average’ actual impact. (Table 5.13).

7.7 Summary of the findings on impact of academic reforms on conventional commerce education quality:

Academic reforms consisting of curriculum reforms and e-technology reforms and its impact on conventional commerce education quality was studied and assessed in Chapter 5, section 5.5, 5.6 and 5.7 respectively. Table 5.14 to Table 5.19 concerned with impact of curriculum reforms whereas Table 5.20 to Table 5.25 concerned with impact of e-technology and Table 5.26 is on academic reforms impact on conventional commerce education quality. Following 11 to 20 attributes were considered for the academic reforms:

(11) Credit based semester curriculum reforms improves the performance, capabilities of the conventional commerce education stakeholders, specially employability of the students, (12) An internship curriculum reform enhances opportunities of conventional commerce education to develop communication skills, high morale and personality and meet the demand of the industries to create entrepreneurs, (13) Module curriculum reforms for professionalization of conventional commerce education like Doctor, Engineer, Counselor, Economists and Chartered accountant etc., (14) Grade based marking curriculum reforms to narrow down existing mismatch between training as per the needs of industry and conventional commerce education, (15) 60:40 pattern(Theory and practice) curriculum reforms reduced stress of conventional commerce education stakeholders and it would demonstrate the high quality conforming total quality management i.e. high standards, (16) E-technology reforms improves the teaching- learning process of conventional commerce education, (17) E-technology reforms enhances effective interactions and co-ordination between stakeholders of conventional commerce education, (18) E-
technology reforms effectively quality functional deployment (QFD) or six sigma model to complete the mission of total quality service/management of conventional commerce education, (19) Bio- metric and CCTV camera technology reforms enhances / brings academic discipline in conventional commerce education and (20) Five hours mandatory model adoption reforms introduced satisfactory sound educational environment in conventional commerce education. On the basis of this a summary statement of findings is made which is as under.

Table 7.2
Summary of the findings impact of academic reforms on conventional commerce education quality

<table>
<thead>
<tr>
<th>Attribute No.</th>
<th>Table No.</th>
<th>Expected impact</th>
<th>Actual impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>5.14</td>
<td>World class (65%)</td>
<td>Low (45.50%)</td>
</tr>
<tr>
<td>12.</td>
<td>5.15</td>
<td>World class (69.33%)</td>
<td>Average (42.33%)</td>
</tr>
<tr>
<td>13.</td>
<td>5.16</td>
<td>World class (52.34%)</td>
<td>Low (53.50%)</td>
</tr>
<tr>
<td>14.</td>
<td>5.17</td>
<td>World class (73.83%)</td>
<td>Low (38.50%)</td>
</tr>
<tr>
<td>15.</td>
<td>5.18</td>
<td>World class (81.33%)</td>
<td>Average (45.00%)</td>
</tr>
<tr>
<td>16.</td>
<td>5.20</td>
<td>World class (55.50%)</td>
<td>Average (47.33%)</td>
</tr>
<tr>
<td>17.</td>
<td>5.21</td>
<td>World class (67%)</td>
<td>High (49.67%)</td>
</tr>
<tr>
<td>18.</td>
<td>5.22</td>
<td>World class (57.33%)</td>
<td>Average (36.34%)</td>
</tr>
<tr>
<td>19.</td>
<td>5.23</td>
<td>World class (73.34%)</td>
<td>Moderate (36.17%)</td>
</tr>
<tr>
<td>20.</td>
<td>5.24</td>
<td>World class (76.33%)</td>
<td>High (35%)</td>
</tr>
<tr>
<td>(D) Curriculum reforms</td>
<td>5.19</td>
<td>World class (68.34%)</td>
<td>Low (35%)</td>
</tr>
<tr>
<td>(E) E-technology reforms</td>
<td>5.25</td>
<td>World class (66%)</td>
<td>Average (29.67%)</td>
</tr>
<tr>
<td>(F) Academic reforms</td>
<td>5.26</td>
<td>World class (67.17%)</td>
<td>Average (31.50%)</td>
</tr>
</tbody>
</table>

1. From 11 to 15 attributes of curriculum reforms it is found out that ‘world class’ impact is expected from 11 to 15 attributes by the respondents on conventional commerce education quality.
2. ‘Low’ actual impact was found from attributes no.11, 13 and 14 whereas average actual impact was seen from attribute no. 12, 15 of curriculum reforms on conventional commerce education quality.

3. From e- technology attribute no. 16 to 20, it is found that ‘world class’ expected impact by majority respondents on conventional commerce education quality.

4. E- Technology attribute no. 16 and 18 shows ‘average’ level actual impact, attribute no. 17 and 20 shows ‘high’ level actual impact and from attribute no.19 found ‘moderate’ level actual impact on conventional commerce education quality.

5. All attributes of academic reforms (i.e. attribute no.11-20) shows ‘world class’ expected on conventional commerce education quality. Whereas 3 attributes (11, 13 and 14), 4 attributes (12, 15, 16 and 18), one attribute (19) and 2 attributes (17 and 20) shows ‘Low’, ‘average’, ‘moderate’ and ‘high’ level actual impact on conventional commerce education quality.

6. It is found out from the Table 5.19 that out of 600 respondents 68.34 percent respondents expected ‘world class’ impact of curriculum reforms on conventional commerce education quality, indicating majority respondents ‘world class’ impact. Whereas majority respondents (35 percent) experienced ‘Low’ level actual impact from curriculum reforms on conventional commerce education quality respectively. The difference was found out between expected impact and actual impact of curriculum reforms on conventional commerce education quality is to the extent of ‘world class’ expected impact minus actual impact.

7. From the Table 5.25 regarding e- technology reforms on conventional commerce education quality it was found out that majority respondents (66 percent) expected ‘world class’ expected impact. In practice ‘average’ level actual impact is
experienced by majority respondents (29.67 percent) on e-technology reforms on conventional commerce education reforms respectively. The difference between two was to the extent of ‘world class’ expected impact minus ‘average’ level actual impact.

8. Regarding academic reforms (Table 5.26) on conventional commerce education quality it is found that out of 600 respondents, ‘world class’ impact is expected by majority (67.17 percent) respondents from academic reforms on conventional commerce education quality.

9. Majority respondents (31.50 percent) experienced ‘average’ overall impact of academic reforms on conventional commerce education quality.

10. The comparison between expected impact and actual impact of academic reforms on conventional commerce education quality shows that majority respondents (67.17 percent) expected ‘world class’ impact whereas actual impact shows that majority respondents (31.50 percent) experienced ‘average’ level impact and difference is wide between two.

7.8 Summary of the findings on impact of examination and assessment reforms on conventional commerce education quality:

Section 5.8, 5.9 and 5.10 of Chapter 5 is concerned about examination reforms, assessment reforms and together examination and assessment reforms. Table 5.27 and Table 5.39 assessed expected impact and actual impact of examination and assessment reforms on conventional commerce education quality. Attributes No. 21 to 30 were related to examination and assessment reforms.

21. Commerce teachers’ information database reform would help to improve the availability of teachers for conventional commerce examination work.
22. Outsourcing commerce examination form submission reform improves the efficiency in generating and distributing hall-tickets in time (i.e. before eight days semester end commerce examination) in conventional commerce education.


24. Bar-coding, scrutiny and handing over of photocopy of answer sheet removes malpractices in conventional commerce education.

25. Switching from annual examination (i.e. one time) pattern to continuous (i.e. two times) examination improves the quality of service of conventional commerce education.

26. Synoptic answers and marking scheme reforms removes biasness and differentiation in paper assessment of conventional commerce education (i.e. enhances standardization in conventional commerce).

27. Grading assessment (i.e. 7 scale, O, A, B, C, D, E, F) builds employability in students of conventional commerce education.

28. Decentralized CAP system reforms speedup assessment work and enhances total quality service in conventional commerce education.

29. Shift from evaluation (test examination) to assessment (project work, assignment, research, field study etc.) discourages selective study and selective teaching in conventional commerce education.

30. Assessment reforms help to declare result of conventional commerce education in time (i.e. within 40 days from last paper).
The summary of findings in this respect is presented in the Table 7.3.

**Table 7.3**

**Summary of the findings impact of examination and assessment reforms on conventional commerce education quality**

<table>
<thead>
<tr>
<th>Attribute No.</th>
<th>Table No.</th>
<th>Expected impact</th>
<th>Actual impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>5.27</td>
<td>World class (54.33%)</td>
<td>Moderate (41.67%)</td>
</tr>
<tr>
<td>22.</td>
<td>5.28</td>
<td>World class (69.84%)</td>
<td>Average (65.67%)</td>
</tr>
<tr>
<td>23</td>
<td>5.29</td>
<td>World class (81%)</td>
<td>Very high (55.50%)</td>
</tr>
<tr>
<td>24</td>
<td>5.30</td>
<td>Very high (46.67%)</td>
<td>Average (55.83%)</td>
</tr>
<tr>
<td>25.</td>
<td>5.31</td>
<td>World class (44.50%)</td>
<td>Moderate (53.50%)</td>
</tr>
<tr>
<td>26.</td>
<td>5.33</td>
<td>World class (62%)</td>
<td>Very high (42%)</td>
</tr>
<tr>
<td>27.</td>
<td>5.34</td>
<td>World class (82%)</td>
<td>Average (52.17%)</td>
</tr>
<tr>
<td>28.</td>
<td>5.35</td>
<td>World class (65.33%)</td>
<td>High (50.33%)</td>
</tr>
<tr>
<td>29.</td>
<td>5.36</td>
<td>World class (77.33%)</td>
<td>High (67.33%)</td>
</tr>
<tr>
<td>30.</td>
<td>5.37</td>
<td>World class (87.67%)</td>
<td>Average (57.67%)</td>
</tr>
<tr>
<td>(G) Examination reforms</td>
<td>5.32</td>
<td>World class (54.16%)</td>
<td>Average (37%)</td>
</tr>
<tr>
<td>(H) Assessment reforms</td>
<td>5.38</td>
<td>World class (74.84%)</td>
<td>High (27.67%)</td>
</tr>
<tr>
<td>(I) Examination and assessment reforms</td>
<td>5.39</td>
<td>World class (64.50%)</td>
<td>Average (30.83%)</td>
</tr>
</tbody>
</table>
1. Attributes 21, 22, 23 and 25 of examination reforms it is found out that ‘world class’ but for the attribute no. 24 ‘very high’, impact is expected by the respondents on conventional commerce education quality.

2. ‘Moderate,’ Average ‘and ‘very high’ actual impact was found from attributes no. 21 and 25, 22 and 24, and 23 actual impact was seen of examination reforms on conventional commerce education quality.

3. From assessment attributes no. 26 to 30, it is found that ‘world class’ expected impact by majority respondents on conventional commerce education quality.

4. Assessment attributes no. 26 shows ‘very high’ level actual impact, attribute no. 27 and 30 shows ‘average’ level actual impact and from attribute no.28 and 29 it was found ‘high’ level actual impact on conventional commerce education quality.

5. All attributes of examination and assessment reforms (i.e. attribute no. 21-30) except for attribute no. 24 which shows ‘very high’ expected impact while other attributes shows ‘world class’ on conventional commerce education quality. Whereas 2 attributes (21 and 25), 4 attributes (22, 24, 27 and 30), 2 attributes (23 and 26) and 2 attributes (28 and 29) shows ‘moderate’, ‘average’ and ‘very high’, ‘high’ level actual impact on conventional commerce education quality.

6. It is found out from the Table 5.32 that out of 600 respondents 54.16 percent respondents expected ‘world class’ impact of examination reforms on conventional commerce education quality, indicating majority respondents as ‘world class’ impact. Whereas majority respondents (37 percent) experienced ‘average’ level actual impact from examination reforms on conventional commerce education quality respectively. The difference was found out between expected impact and actual impact of examination reforms on conventional
commerce education quality is to the extent of ‘world class’ expected impact minus actual impact.

7. From the Table 5.38 regarding assessment reforms on conventional commerce education quality it was found out that majority respondents (74.84 percent) expected ‘world class’ expected impact. In practice ‘high’ level actual impact is experienced by majority respondents (27.67 percent) on assessment reforms on conventional commerce education reforms respectively. The difference between two was to the extent of ‘world class’ expected impact minus ‘average’ level actual impact.

8. Regarding examination and assessment reforms (Table 5.39) on conventional commerce education quality it is found that out of 600 respondents, ‘world class’ impact is expected by majority (64.50 percent) respondents from examination and assessment reforms on conventional commerce education quality.

9. Majority respondents (30.83 percent) experienced ‘average’ overall impact of examination and assessment reforms on conventional commerce education quality.

10. The comparison between expected impact and actual impact of examination and assessment reforms on conventional commerce education quality shows that majority respondents (64.50 percent) expected ‘world class’ impact whereas actual impact shows that majority respondents (30.83 percent) experienced ‘average’ level impact there is a wide difference between
7.9 Summary of the findings on the impact of commerce education reforms on conventional commerce education quality:

Chapter 5 assessed and studied expected and actual impact of commerce education reforms on conventional commerce education quality and found out the difference between the two in terms of ‘no’, ‘low’, ‘average’, ‘moderate’, ‘high’, ‘very high’ and ‘world class’ quality impact; based on the primary data collected through questionnaire from commerce teachers from colleges affiliated to University of Mumbai. This is qualitative as well as quantitative assessment of the impact. The following can be summarized from the impact of commerce education reforms in governance, accountability, curriculum, e-technology, examination and assessment on conventional education quality.

1. Majority respondents (57.66 percent) expected ‘world class’ impact from impact of commerce education reforms on conventional commerce education quality.

2. The majority respondents (33.17 percent) experienced ‘average’ level impact of commerce education reforms on conventional commerce education quality.

3. The comparison between expected and actual impact of commerce education reforms on conventional commerce education quality indicates that majority respondents (57.66 percent) expected ‘world class’ impact whereas actual impact shows that majority respondents (33.17 percent) experienced ‘average’ level.

7.10 Summary of the findings on gap between expected impact and actual impact of commerce education reforms on conventional commerce education quality:

The objective of the Chapter 6 was to measure and identify the extent of gap between expected impact and actual impact of administrative reforms, academic reforms and
examination and assessment reforms on conventional commerce education quality; based on SERVQUAL model. After measuring and identifying the gap, following is the summary of the findings.

Table 7.4
Summary of findings on gap based on SERVQUAL model

<table>
<thead>
<tr>
<th>Gap No.</th>
<th>Reforms/ Dimensions</th>
<th>Table No.</th>
<th>Gap in the impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Governance</td>
<td>6.1</td>
<td>2.82</td>
</tr>
<tr>
<td>2.</td>
<td>Accountability</td>
<td>6.2</td>
<td>2.86</td>
</tr>
<tr>
<td>3.</td>
<td>Curriculum</td>
<td>6.3</td>
<td>3.88</td>
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<tr>
<td>4.</td>
<td>E- technology</td>
<td>6.4</td>
<td>2.79</td>
</tr>
<tr>
<td>5.</td>
<td>Examination</td>
<td>6.5</td>
<td>2.47</td>
</tr>
<tr>
<td>6.</td>
<td>Assessment</td>
<td>6.6</td>
<td>2.37</td>
</tr>
<tr>
<td>7.</td>
<td>Administrative</td>
<td>6.7</td>
<td>2.86</td>
</tr>
<tr>
<td>8.</td>
<td>Academic</td>
<td>6.7</td>
<td>3.39</td>
</tr>
<tr>
<td>9.</td>
<td>Examination and assessment</td>
<td>6.7</td>
<td>2.42</td>
</tr>
<tr>
<td>10.</td>
<td>Commerce education reforms (overall)</td>
<td>6.7</td>
<td>2.87</td>
</tr>
</tbody>
</table>

1. The governance reforms are performing well in case of participative and democratic management style while it is not satisfactory in case of enhancing competency of the stakeholders. (Table 6.1).
2. The gap / difference between expected impact and actual impact of governance reforms on conventional commerce education quality is on an average to the extent of 2.82 (i.e. 44.62 percent). (Table 6.1).

3. Gap in the self- financing accountability reforms which would create equal opportunities to take conventional commerce education to all social segment is maximum whereas the minimum gap is observed in enhancing association between private and public partnership (PPP) and generating resources to the extent of 3.54 and 2.23 respectively. This clearly shows privatisation is increasing at faster rate and accountability /measures reforms are helping in generating good physical as well as other resources as the gap is minimum.

4. 2.86 is the average gap between expected impact and actual impact of accountability reforms on conventional commerce education quality as the average expected rate score and the actual rate score for impact is to the extent of 6.17 and 3.31. (Table 6.2).

5. Maximum (4.21) gap is observed in the credit based semester curriculum reforms in improving the performance, capabilities of the conventional commerce education stakeholders, especially employability of the commerce students; whereas minimum gap (3.06) is observed in internship curriculum reform’s impact. (Table 6.3).

6. The gap between expected and the actual impact of curriculum reforms on conventional commerce education quality is 3.88; as average rated gap score for the expected impact and actual impact of curriculum reforms on conventional commerce education quality is to the extent of 6.47 and 2.59 i.e. gap 3.88. (Table 6.3).
7. Regarding e-technology reforms impact it is found that gap in expected impact and actual impact on attributes 16, 17, 18, 19 and 20 is to the extent of 3.59, 2.06, 3.23, 2.65 and 2.42 respectively. The highest and the lowest gap is observed in the attribute number 18 and 17 that is maximum or highest gap is found in e-technology reforms effectively employed quality functional deployment (QFD) or six sigma model to complete the mission of total quality service/management of conventional commerce education. This means as compared to the expectation impact, actual experience in this respect is very minimum as the gap is more. On the other hand, as compared to attribute number 18, attribute 17 performing somewhat better and gap is lower than that of an attribute 18. It means interaction and co-ordination between stakeholders of conventional commerce education is effectively enhanced due to e-technology reforms. (Table 6.4).

8. Gap between expected impact and actual impact of e-technology reforms on conventional commerce education is on an average 2.79 (i.e. 42.40 percent) and the highest and the lowest gap is found between 18 and 17 attribute. (Table 6.4).

9. About examination reforms’ impact it is found out that the highest and the lowest gap is observed in attribute 22 and 23 to the extent of 3.68 and 1.00 respectively. This means that outsourcing is not working well and the reform is giving negative result whereas attribute 23 is working well and the reform is close to expected impact hence, gap is very narrow. It is just scored as 1. (Table 6.5)

10. Gap between expected impact and actual impact of examination reforms on conventional commerce education quality on an average is 2.47 as rated score for expected impact and actual impact is 6.35 and 3.88 indicating 38.90 percent gap in term of percent (Table 6.5).
11. Assessment reforms (Table 6.5) shows that attributes 26 to 30 refers to the assessment reforms. Attribute 30 has received a gap score to the extent of 4.09, highest gap among the five attributes. Whereas attribute 26 has lowest gap the extent of 1. The gap score ranges between 4.09 maximum to 1 minimum.

12. Average gap between expected impact and actual impact of assessment reforms on conventional commerce education is 2.37, as expected and actual rated score is 6.66 and 4.29 respectively. It means in terms of percentage there is 35.59 percent gap between expected impact and actual impact of assessment reforms on conventional commerce education quality (Table 6.6).

13. Regarding overall gap in impact of commerce reforms on conventional commerce education quality, it is found out that Gap between expected impact and actual impact of governance reforms, accountability reforms, curriculum reforms, e-technology reforms, and examination and assessment reforms on conventional commerce education is to the extent of 2.82, 2.86, 3.88, 2.79, 2.47 and 2.37 respectively. (Table 6.7).

14. Gap in curriculum reforms between expected impact and actual impact is higher than other reforms. (Table 6.7).

15. Gap between expected impact and actual impact of administrative reforms is to the extent of 2.84 (45.44 percent) on conventional commerce education whereas it is in academic reforms to the extent of 3.34 (51.15 percent). (Table 6.7).

16. Gap between expected impact and actual impact of examination and assessment reforms is to the extent of 2.42 (i.e. 37.17 percent). (Table 6.7).

17. Gap in administrative reforms is higher than that of administrative reforms and examination and assessment reforms. (Table 6.7).
18. Gap between expected impact and actual impact of commerce education reforms on conventional commerce education covering 30 attributes is 2.87 that is 44.63 percent. (Table 6.7).

7.11 Summary of hypotheses testing:

The following is the summary of hypotheses testing

<table>
<thead>
<tr>
<th>Hypothesis No.</th>
<th>Hypothesis</th>
<th>Rejected/Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There is a significant difference/gap between expected impact and actual impact of administrative reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>1.1</td>
<td>There is a significant difference/gap between expected impact and actual impact of governance reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>1.2</td>
<td>There is a significant difference/gap between expected impact and actual impact of accountability reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>There is a significant difference/gap between expected impact and actual impact of academic reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.1</td>
<td>There is a significant difference/gap between expected impact and actual impact of curriculum reforms on conventional commerce education quality.</td>
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</tr>
<tr>
<td>2.2</td>
<td>There is a significant difference/gap between expected impact and actual impact of e- technology reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>There is a significant difference/gap between expected impact and actual impact of examination and assessment reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.1</td>
<td>There is a significant difference/gap between expected impact and actual impact of examination reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.2</td>
<td>There is a significant difference/gap between expected impact and actual impact of assessment reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>There is a significant difference/gap between expected impact and actual impact of commerce education reforms on conventional commerce education quality.</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
7.12 **Suggestions:**

Following can be suggested to move towards World Class Quality Education in Conventional Commerce Colleges.

1. A research activity should be undertaken to find out the inter-district, inter-subject inter-colleges and inter-stakeholders difference / gap in expected impact and actual impact of reforms on quality of conventional commerce education.

2. A research activity should be undertaken to find out the inter university difference / gap in expected impact and actual impact of reforms on quality of conventional commerce education.

3. AAE model is suggested to find out the difference / gap in expected impact and actual impact of reforms on quality of conventional commerce education. The model is as follows.
4. GACETEA model is suggested to measure and identify the gap between expected impact and actual impact of reforms on quality of Conventional Commerce Education which is as follows:

5. A committee should be appointed to find out the impact of reforms in Commerce Education on Conventional and Non-Conventional Commerce Education by considering above two suggested models.