

RESTRUCTURING OF SYLLABUS IN COMMERCE AND MANAGEMENT EDUCATION

**Dr. W.K. Sarwade
M.Com.,M.B.A.,PhD
Head, Deptt. of Commerce,
Dr. B.A.M.University,
Aurangabad.(M.S.)**

India has its share of problems and prosperity. In a global economic environment the immediate changes are witnessed towards the integration for product market, finance market and layout market. The perceived changes are more pronounced in trade and agricultural sector. The same changes could be seen in the education sector and there fore there is a need to prepare ourselves into a changing scenario. And the commerce and management education is not exception to this general rule.

The general perception regarding commerce and management education is that there is a lacuna between the social and organizational needs and the type of education that is imparting in the present system. This gap has to be bridged in systematic manner. To start with an academic exercise, and intellectual simulation in a scientific way, can provide same insight into the problems of commerce and management education.

Commerce is an integral part of our day to day life. Every Economic activity is interwoven with the Commerce. Commerce Education is that area of education which develops the required skills, attitudes and knowledge for the successful handling of trade and industry. During the last few years it has grown remarkably both in corpus and scope.

Today it is a growing discipline with a set of many advantages and job oriented career. There is a phenomenal expansion in Commerce and Management education in terms of the number of students and Colleges. According to an estimate, every year, very sixth students in higher education is a Commerce student and every year near about 1,00,000 graduates and 60,000 Post - Graduates are added to the stream with B.Com. and M.Com. degrees respectively. The rate of unemployment among the Commerce

graduates and Post - Graduates has increased significantly causing concern to both planners and academicians

Today it is a growing discipline with a set of many multi - dimensional key areas like Accounting, Finance, Marketing , Taxation, Statistics, Human resource Management, Material Management, International business and Information Systems.

As per the recommendations made by the NAAC committee for the quality education and enhancement, every University and their affiliated colleges has to concentrate on the following seven point programme.

- 1 Curricular aspects.
- 2 Teaching Learning and Evaluation
- 3 Research consultancy and extension.
- 4 Infrastructure and learning resources.
- 5 Students support and progression.
- 6 Organisation and Management.
- 7 Other healthy practices.

Quality improvement programme started by the NAAC committee was earlier slow, but in the year 2003-04 the Govt. of Maharashtra was accepted the whole programme and the directions has to be given to all the

Universities in the state of Maharashtra for the NAAC gradation. At present now in the Maharashtra 848 colleges and total 15 Universities have been accredited by the NAAC. The focus of the present paper is to analyzing the restructuring of syllabus in commerce and management education and their problems in a scientific way. Further the paper is aimed at finding the solution to the problems thereby making commerce and management stream as a vibrant discipline, which can cater to the needs of the society.

CHALLENGES BEFORE COMMERCE EDUCATION:

Following are the challenges before enhancing the Commerce education.

- 1) Government rules.
- 2) Administration policies.
- 3) Social issues.
- 4) Economic problems.

5) Individual problems.

To overcome these problems following steps has to be taken.

- 1) While framing the policy for quality education both the areas i.e. rural and Urban college areas should be considered.
- 2) Proper medium of instructions should be made & implemented.
- 3) While framing the policies regarding the commerce education there should be co-ordination between the Universities and the concerned higher education government department.
- 4) To teach the computer subjects highly qualified teachers should be appointed.
- 5) Strength of the students in the division must be kept limited, which is very high i.e. 145.
- 6) There should be proper planning to improve the regular attendance of the students in the college and Universities.

OBJECTIVES OF THE STUDY:

Following are the broad objectives of the present study

- 1 To find out the problems associated with commerce and management education in the present scenario.
- 2 To evaluate the problems of commerce and management education from different perspective.
- 3 To evaluate the present education system particularly commerce and Management Education to the future goals of the organization/society.
- 4 To highlight on the restructuring of syllabus in commerce and Management education.
- 4 To find out remedial measures associated with commerce and management education.

As it is mentioned earlier, the focus of the present paper is to highlight on the restructuring of syllabus in commerce and Management education, and identify the problems of commerce and management education in the present situation. As many as fourty problems have been identified. Some of these problems were of restructuring the syllabus, improper teaching aids, attracting best students towards commerce stream and medium of instruction etc. Many of these problems were interrelated, and to make it more comprehensive. Ten important problems have been narrowly focussed, as follows:

- 1 Restructuring of syllabus
- 2 Lack of practical training facilities.
- 3 Medium of instruction.
- 4 Declining the strength of students.
- 5 Preference of commerce graduate for B.Ed. Course
- 6 Lack of different specializations.
- 7 Lack of innovative approach.
- 8 Lack of teaching aids and methods.
- 9 Unemployment/Job opportunities.
- 10 Non inclusion of commerce subjects at high school level.

DETAILS OF THE PROBLEMS AND THEIR REMEDIES.

1) Restructuring of syllabus:-

____ Since the down of formal commerce and management, education in India more than the decades ago, there has been steady growth of institutions offering commerce and management courses culminating in a post-graduate degree or diploma in business administration in Maharashtra, a birth of commerce and management education was at the freshfold of mid seventies, after that there were number of short training programs arranged by the different institutions. There are following shortcomings of syllabus in the following manner.

- A) Most of the subjects and their syllabus are outdated since they are not related to use of computer and recent changes.
- B) Present curricula is not directly related to cost A/c, Advance A/C of the business and industrial environment of regional, national and global levels.
- C) The structure and subjects of P.G. & U.G. courses are prepared through democratic i.e. consultation with the elected members of BOS faculty and experts, and hence much time is required in revising the syllabus, many times it may take more than three to four years and by that time total interest of the concerned get lost. Most of the times the elected members are more interested in politics not interested in the academic activities.

- D) Reference and textbooks quoted at the end of subject bear no concern to the context of syllabus. A common contour is to restructure the syllabus of various courses according to the need and recent changes.

2 Practicals in Commerce & Management Education :

Another problem is the introduction of practicals in commerce & management education. The benefit of the practicals can be narrowed down in the following manner.

- a) Tapping the creativity of teachers.
- b) Bridging the gap between classroom learning and real life.
- c) Initiating the students in research methodology.
- d) Improving the examination system through the introduction of orals, for Performance assessment.
- e) Give a chance to students to apply for knowledge to a real life situation, so that they can judge it's relevance.

The practicals on various subject can be prepared according to the local conditions.

3 Medium of Instruction :-

The medium of instruction in most of the colleges particularly in rural area is in their Vernacular. Since there is a growing concern regarding English medium, there is a need of English medium at various levels of teaching. It can be introduced in a phased manner to suit the local conditions.

4 Declining the strength of Students :-

To overcome this problems, overall remedies are suggested, as follows,

- a) To make Commerce Education more & more attractive.
- b) Remedial teaching should be adopted.
- c) To introduce scholarship, Fee concession, awards etc.
- d) To make Commerce education job oriented by introducing Computer and more practical Knowledge.
- e) Internal evaluation may be introduced and implemented strictly.

Table no.1

**Student's admitted in Arts, Science & Commerce courses in Dr. B.A.M.
University Aurangabad**

Academic year	Commerce Students		Arts & Science students		% of commerce students with A&Sci.	
	Boys	Girls	Boys	Girls	Boys	Girls
2000-01	6055	2259	54367	20579	11.13	10.97
2001-02	6854	2493	69695	24133	09.83	10.33
2002-03	6957	2732	50111	24774	13.88	10.03
2003-04	10019	3226	69765	29659	14.36	10.88
2004-05	10054	3247	76522	26575	13.14	12.22
2005-06	9678	4029	85526	24512	11.31	16.44

Source: Dr. B.A.M. University Annual reports (2000-2007)

Table no. first clearly shows that, percentage of the commerce students is decreasing as compare to Arts and Science students in the college and University. The strength of the Girls is increased by 10.97% in the year 2000-01 to 16.44% in the year 2005-06 as compare to boys.

Table No.2

**Percentage of admitted Commerce students with Arts & Science in Dr.
B.A.M. University Aurangabad.**

Academic year	Commerce students	Arts & Science students	% of commerce with Arts & Sci.
2000-01	8314	74946	11.09
2001-02	9347	93828	9.96
2002-03	9689	74885	12.94
2003-04	12345	99424	12.41
2004-05	13309	103097	12.91
2005-06	13707	110038	12.45

Source:- Dr. B.A.M. University Annual reports (2000-2007)

Table no. second indicates that the overall strength of the commerce graduates and post-graduates is decreasing as compared to Arts and science graduates. The percentage rate of commerce graduates decreased by 11.09% in 2000-01 which is

constant from the year 2002 to 06 which has to increase as per the overall strength of the students.

5 Lack of innovative Approach and Teaching Aids:-

Teaching methods or Pedagogy, which is adopted in the present system is lecturing method. The lecturing method has so many drawbacks. Various methods such as group method, case study method, seminars may be introduced, and Similarly extensive use of audio-visual aids must be practiced in the regular teaching.

The evaluation system should also be changed, More objective type questions proposed by U.G.C. may be introduced at all levels.

6. Preference to Commerce Graduates for B.Ed. course

To attract the students towards the Commerce Education the preference may be given for the commerce graduates, in B.Ed. Course admission.

7. Lack of Specialization

To make commerce education more vibrant, different specializations must be introduced. It was observed that the commerce teachers become lack of all trades, and master of none. Possibly introduction of specialization may make the commerce teachers more vibrant in the academic field. In the era of globalization specialist will have an edge over nonspecialist in the business and trade.

8 Lack of innovative approaches and subjects:

A) Expansion of opportunities for professional education including those for vocational subjects, I.T., Engineering and Management. In Arts and Commerce faculty subjects like Research Methodology, Mathematics, applied Statistics, Capital Markets, investment management, communicative English, Application of Computer in business applications, short term courses should be introduced.

B) Besides autonomous short term job potential courses should also be considered.

C) There should be interdisciplinary as well as applied orientation to some of the traditional subjects including languages and literature subjects in a new syllabus.

D) Emphasis on information technology and its enablement education is necessary for enhancing quality education.

E) High priority for spoken and written communicative skill of English is very much needed.

F) In consideration of the growing need for management education for the students, centers for management studies should be established. College industry relation (to make curriculum more professional).

G) Regular training and induction to college teacher.

H) Induction based learning opportunities to students.

9) lack of teaching aids and methods:-

Most of the teachers they use old notes, old books, chalk and boards, they have to use Overhead projector, L.C.D. projector, different Websites and other latest teaching aids and material.

10) Unemployment and Job opportunities:

Due to the proper motivation to the students they are unable to tap the job opportunities, some times they don't know the information about the Naukari.Com. Web sites and other details about the informative centers and the different job information's. The students must get the proper information about the job centers.

11) Non-inclusion of the commerce subjects at high school level:-

At high school level students must get the knowledge of commerce subjects, so that they can opt the commerce at college and university level. So inclusion of the different commerce and management subjects at high school level is must.

12) Industry –Institute Interaction:

Industry needs technical and managerial manpower for sustained growth, creating demand for high quality technicians, engineers and management graduates, Institutions are expected meet this demand. A high level of interaction between institute and industry will ensure best quality in education and job enrichment in industry. Industry and Institute are mutually depends on each other.

In order to overcome the deficiencies and develop Commerce Education in tune with the present day needs, **Prof. A Shankaraiah** a very senior Professor and academician put forward a few modest suggestions.

- 1) The Commerce Education should be injected with required professionalism and Vocationalisation.
- 2) Improvement in the quality of Commerce Education necessitates appropriate training and orientation to the teachers.
- 3) The preparation of text books and teaching material of required standards.
- 4) Like any other discipline, Commerce Education needs evaluation on continuous basis.

The vision 21st. Century need revamping at Commerce Education, Now concerted efforts are required to streamline Commerce Education development of entrepreneurship should be focussed .

Besides this, exposure of project reports of certain selected industries must also be given and greater importance be given to Principles and practice of foreign trade.

As far as teaching aids and methodology is concerned, L.C.D. projector, case studies, projects, role plays, group discussion and audio - video should be widely used.

If India is to become a significant economic power in twenty first century, we the leaders in commerce & Management education must think of restructuring the traditional curricula, syllabi and different subjects in higher education and change it with a mission of Education, Research and Extension. we must challenge and assumptions to weed out and irrelevant thoughts that made commerce & management, education under perform. We should not remain any teaching shops. We must become the centers for generation of new knowledge and deserve seats of learning without which "QUALITY" will not rise.

REFERENCES:

1. Prof. A. Shankariah, “ Commerce Education The emerging scenario.” The Indian Journal of Commerce, Vol. XLVIII No.-185, Part - IV, Dec - 1995.
2. Patil M.R. & Papker T.M., (1998), Business Education - emerging challenges, Indian Journal of Commerce, Vol. 51, No. 1.
3. D - Obul Reddy, (1998), Re - designing of Commerce Education in India in the context of changing business environment, Indian Journal of Commerce, Vol. - 51, No. 1.
4. Kochhar S.C., Methods and Techniques of teaching, sterling publishers Pvt. Ltd. (1994).
5. Knight Jane, (2006) www.abhe.ac.uk/news/ July 2006.html.
6. rama Chandra Dhir, (2004), globalisation of higher education in India, University News, 42 (19) May 10-16, (2004)
7. Dr. Babasaheb Ambedkar Marathwada University, Annual general reports, (2000-20007)
8. U.G.C. Hand book 2003, Globalisation of Indian higher education, 2003,vol.II and Privatisation of Higher education 2003 vol –10, and society Education and Development, (2003) vol. I
9. Sharma H.D., “Internationalization of Higher Education” a model policy and strategy for India, University News-43 (02) Jan-2005.
10. U.G.C. report of the U.G.C. committee towards New education Management, New Delhi, (1986).

* * * * *