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Revitalizing Commerce Education in India

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Commerce is an integral part of our day today life. Every economic activity is interlinked with the commerce. In order to carry trade and industry successfully and to meet growing needs of the society, it requires developed skills, attitude and knowledge which are possible only through revitalized commerce education.

The country's economy is growing at a rapid speed. Economic Liberalization has opened the gates of wide opportunities of employment. This throws up tremendous opportunities for our students. To avail these opportunities we must accept the challenge and produce young men and women for shouldering the task of nation building. The objective of general education is summarized by Ranga Reddy as:

1. Learning to know (capacity to absorb new knowledge)
2. Learning to do (capability to be a productive member of the society)
3. Learning to live together (to become integrated element of the society)
4. Learning to be (all round individual development).

In order to make the commerce student a responsible citizen of the country, the second objective learning to do attains much more

significant. Hence, development of specific skills, inculcating proper attitudes and values towards life to meet demands of industry, becomes the core objective of commerce education.

Importance of Commerce Education:

1. Today, Commerce is a promising subject. Almost every human activity is related with economy, whether in the shape of trade and industry or commerce and banking. Any concern which has transaction of money, a commerce graduate has his footing there. Some of the importance of Commerce Educations are briefed below.

2. Commerce education equips the students with the general as well as specialized knowledge about economic activities which are require for earning to live.

3. It gives information to develop management skills, problem solving skills, human resource management skills, skills to manage time etc.

4. It helps for decision making in a dynamic environment.

5. It helps for all round development of the personalities of the students so that they can manage the organization/economic activities more efficiently and effectively.

6. Many courses in commerce like C.A., I.C.W.A., and C.S. give a good career break. As the economy becomes more industrialized and society becomes more complex, the knowledge and skills required to handle the situations also vary. Hence for enabling students to acquire the present desired capabilities, contents of commerce courses and their combinations need to be revitalized.

OBJECTIVES OF THE STUDY:

1. To know the growth of Commerce Education in India
2. To understand the various gaps of commerce education.

3. To find out the causes of Gaps in commerce education
4. To suggest a new approach to revitalize commerce education in India.

Growth of Commerce Education in India:

Commerce education was started in India in 1886 in a Commercial Institute, Chennai. During the initial years commerce education had limited objectives of providing clerical and accounting personnel with emphasis on training in type writing, shorthand, letter writing and business methods. The government started a school of Commerce in Calicut in the year 1895. In 1903, commerce classes were started in the Presidency College, Kolkata. Between 1903 and 1912 commerce institutions were also established in Delhi and Mumbai. The commerce education at the Collegiate and University level began in Mumbai with the establishment of the Sydenham College of Commerce and Economics in 1913. This branch of education has seen stupendous growth in the country after independence. Following table shows the students' enrolment for commerce and management education in India.

Table No. 1- Students' Enrollment in Commerce and Management education in India

Year	Total Enrollment		
Enrollment in Commerce and Management			
% of Commerce to total enrollment			
1996-96	6842598	1180348	17.25
1997-98	7260418	1263313	17.40
1998-99	7705520	1352319	17.55
1999-00	8050639	1426568	17.72
2000-01	8399343	1500609	17.87
2009-10	14625000	2607638	17.83
2010-11	16975000	2904752	17.11

*Source: University Development in India-Basic Facts and Figures. Information and Statistics Bureau, UGC, New Delhi.

It is observed that students' enrolment in commerce and management education is growing at a rapid speed but there is severe criticism on commerce education as there is widening mismatch between the demands of Industry and the education system. The important factors missing today in our youths are Practical knowledge, Ability to take on challenge, Confidence and Hard work. Commerce education is not relevant to the present requirement of the society. It neither meets the objectives of employment nor of personality development. Industry is a major stakeholder in the commerce education and it needs vary from the instruction imparted by us in the four walls of a classroom.

Today the demand for commerce education grew because of the following reasons:

1. Speed of industrialization all over the country
2. Speed of expansions of banking and insurance industries
3. Overall attitudes of the businessmen to shift the business
4. Speed of upward growth of the economy

Causes for the gaps of Commerce Education: The curriculum:

1. The curriculum suffers from obsolescence due to lack of timely revision. It is observed and accepted truth that our curriculum is not revised as and when it is required. At the same time the present requirement of the society and industry is not considered.

2. Entire focus is made on theoretical aspects without any linkage with life skills, which makes the learning interesting for practical oriented stream like commerce.

3. Lack of zero based exercise during syllabus formation makes the end result the same syllabus with new title or just making minor changes like old wine in new bottle or the same old bottle with a new label.

4. Absence of co-ordination between the syllabus forming bodies of higher secondary's, undergraduates and post graduates levels of commerce education, as a result backward and forward integration has been neglected.

5. Inadequate importance is given to the inculcation of a drive for self employment. Our graduate syllabus still does not incorporate skill based courses in healthy way.

6. While designing the syllabus unnecessary weight age is given for non academic concerns such as workload of teachers, infrastructure requirements, surplus staff problems, etc.

Lack of synthesis with industry

1. The lack of industry interaction is the focal problem that hampers the development of necessary skills for employability of the student.

2. The composition of business structure in the particular state is neglected, leading to the mismatch between demand and supply. for ex. in Goa, Tourism sector is predominant, but little concern is demonstrated by commerce education towards tourism.

The student teacher ratio:

Our classes are overcrowded as the number of students allowed in each class is 60 and further expansion of 10% is allowed. If more division is made, Higher education will not bear the expenditure, thus we accommodate even 80 and 100 in single class which is practically impossible for the teachers to implement and student centric method and we are bound to go with traditional method without any option. The evaluation system also affect adversely as there is no viable system for evaluation, and thus we have to go with examination which is just yearend memorization without any practical application to real life. That is test for content –not skill system.

Important deficiencies in commerce:

Besides the above mentioned gaps, many loopholes prevail in commerce education. Some of these deficiencies are:

1. Preparing course material specific to industry context
2. Shortage of competent and committed faculties
3. Library and computer and other facilities
4. Promoting research culture
5. Corporate Governance for the Institutions
6. Lack of interaction with industry
7. Negligible or no investment in faculty development.

Need for Revitalizing of Commerce Education:

It is well accepted truth by majority of us is through theoretical classroom teaching; we are creating the employees and not the employer. Further, we do not provide the knowledge and skill to the student which will give them job faster as our syllabus mismatch for the industrial requirement. This has resulted in large number of commerce graduates remaining unemployed. This phenomenon has now been recognized by academicians, administrators, policy-makers and hence there is a greater thrust on revitalizing.

The main objectives of revitalization are to achieve rapid and inclusive growth through Enhancing individuals' employability (wage/ self employment) and ability to adapt to changing technologies and labour market demands Improving productivity and living standards of the people. Strengthening competitiveness of the country. Create opportunities for all to acquire skills throughout life Develop a high-quality skilled workforce/ entrepreneur relevant to current and emerging employment market needs. Formal and informal apprenticeships and other types of training enterprises. Practical training for self employment/entrepreneurial development.

How to revitalize?

Revitalization is present day need, otherwise survival will be difficult for commerce

people. However, revitalization is not possible over the night. It is a lengthy process wherein all of us unitedly have to work. Some of the following ways definitely will help for revitalizing commerce education.

Strategic tie-ups:

Our Universities should have Tie ups with industries to provide industry based projects. Syllabus should include of industrialists, businessmen to have interaction with key industry people to share views on latest business developments etc. Syllabus should also include foreign exchange programmes with other universities in order to taste of globalization, professionalism and enhance personality development.

Designing new content:

Educational curriculum needs to be examined from time to time in order to ensure that the education received by the students is relevant and up to date. Appropriate courses have to be designed to achieve wide general and practical knowledge of specialization. Increased information of local resources and local industries are to be added into the commerce curriculum to enhance the knowledge.

Student-centered education:

Student-centered education with new attitudes and new skills should be developed. Methods of teaching through lectures will have to be replaced by other methods that will lay stress on self study, case studies and dynamic sessions of seminars and workshops etc. E-Education programmes should be focused more so as to face all type of challenges.

Role of a teacher:

Special emphasis on value oriented education will impart a new dimension to the role of the teacher. Teacher must develop his/her own academic personality to develop student's personality. Orientation programmes for training new teachers with innovative teaching techniques and also re-

fresher training courses for existing teachers definitely enable teachers to upgrade the teaching skills and keep themselves updated with the latest happenings in the business world.

Teacher should take up active research and publish papers to update their subject knowledge regularly.

Teachers should have industry or business experience or exposure to get the practical knowledge.

Teachers have to upgrade continuously through solving real life problems by applying the knowledge gained through the classroom teaching.

Suggestions:

Today industries expect a trained, qualified and multi talented specialist who can meet the industry requirement, for which there is an urgent need of redefining the goals and objectives of commerce education. New specializations curriculum and approaches should bring in the commerce education to face the changing business and economic environment in the country.

We should impart relevant, current, and cutting edge knowledge to the students. Institutions imparting commerce education should play pivotal role in equipping our future dynamic managers. The technological revolution has provided new dimensions E-banking, E-finance, E-marketing, E-commerce, E-investment, E-trade. Commerce education is totally different from other disciplines as it must create new routes to develop tomorrow's administrators, leader's manager and professionals. Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Banking and Broking etc, besides academics, research, and many more.

Conclusion:

Globalization and liberalization of our economy with privatization and technological

revolution has posed the most unique challenge before the commerce education. With trade and commerce assuming innovative dimensions in the context of growing International business, the curricula for Commerce faculty should be adapted and need to re-structure to meet the future challenges of the economic, manufacturing and service sectors. Placement or self employment is the ultimate goal of any business education. To place the students in industries, colleges/universities can arrange campus recruitment and placement. The educational policy makers need to think on this matter seriously so that.

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Effective Teaching to special children

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Introduction :

Teaching effectively is the most important of all the competencies required of a successful teacher. Effective teaching deals with the needs, interests and abilities of pupils as individuals, it requires knowledge of the environment in which the pupil lives, the developmental problem the pupil faces and his mental abilities.

1. It calls for an understanding of the learning processes essential for creating an environment where learning can take place and for making instruction so simulating that every pupil will be motivated to learn.
2. Effective teaching helps to stimulate pupils to think critically, independently and creatively.
3. Effective teaching involves intervention strategies pertaining to specific skill areas such as reading, speaking, writing and mathematics.
4. Effective teaching also pertains to behavioural interventions.

STAGES OF LEARNING

1. Acquisition Stage

During the acquisition Stage, the learner can enter the learning process at 0%. It means that the student has no knowledge of how to perform the task accurately.

2. Proficiency Stage