



Manner towards Commerce Education of the Students of Education College

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Abstract

In India, commerce as an educational stream is first opted at intermediate level i.e. at 10+2 level or after Class 10th. B.Com is awarded to students if he/she pursues commerce at the undergraduate level. For example, if a candidate chooses to study Accountancy as major at Bachelors level then B.Com. (Hons.) in Accountancy is awarded. The student who makes outstanding performance in the final examination is awarded with distinction. As part of post graduate studies, a candidate chooses to do specialization from the subjects that he / she has studied as part of Under Graduate studies; Commerce / Accountancy / Business / Finance etc . Master of Commerce (M.Com) is awarded in the relevant subject. Thereafter one can go for research studies viz. M.Phil. and Ph.D. The Indian Universities / Institutions and Colleges offers admission into different B.Com and M.Com degree programs, or research programs etc according to guidelines laid by the University Grants Commission (UGC), Ministry of Commerce and Industry and Ministry of Human Resource Development (MHRD) of Government of India. Now days in Gujarat State there are no any recruitment in Commerce field on a post of teacher since 1992. So the flow of commerce students is going to be down since last ten years in schools and colleges of commerce field. Therefore the researcher decided to study to know the attitude towards commerce education of the students of first year commerce.

Keywords: *Commerce, Commerce Education, SWOT analysis, Teaching aids*

1. Introduction

Commerce is a very popular subject in India these days. Indian economy is growing at a rapid pace and since Services sector constitutes the largest chunk of India's GDP therefore there are ample career opportunities for Commerce graduates. One of the most obvious career options available to commerce students is to pursue B.Com and thereafter work as Accountants. Educational background in commerce also gives an edge to the students interested in a career in Insurance and stock market. The more ambitious and brighter ones can opt to become Chartered Accountants, Cost and Work Accountants and Company Secretary. Read for detailed information on nature of work, eligibility requirements, and course content of all the above professional courses.

2. Problems of Commerce Education

Expansion of liberal commerce education, as a matter of fact indiscriminate expansion in its wake, has brought about certain problems too. The quantitative expansion has definitely resulted in qualitative degeneration. As a result, today a commerce graduate has little edge over his

counterparts in being selected to such positions which were once considered his domain at one time. The present courses are not adequate in preparing the students for competitive examinations either. The present system of commerce education does not equip the students either for taking up jobs requiring knowledge of general subjects or jobs that demand knowledge of a technical or specialized nature. Time has come now when a commerce graduate is not being accepted even as a qualified book-keeper. Consequently, he finds himself in a “no man’s land” neither a generalist nor a specialist. In such a situation it is but natural that the popularity of the course declines. The process has started in many States especially in rural areas. The reasons for unpopularity / weaknesses of commerce education are:

- Craze for Medicine, Engineering, Management and IT courses.
- Unpopularity of commerce at competitive examinations: the syllabi of commerce at competitive examinations are not attracting even the meritorious commerce students.
- Commerce graduates are not eligible for teacher training courses, such as B.Ed in many States.
- Lack of knowledge about commerce at school level as commerce education is not introduced at school level in many States.
- No preference or reservation for commerce graduate either in employment or in admissions to professional courses like C.A, CWA, CS, M.B.A. etc. Poor teaching in many colleges forcing many students to go for tuitions, which means additional cost and effort.
- High student low teacher ratio.
- Lack of proper infrastructure: - it is sometimes remarked that many colleges are virtually academic slums.
- Instruction in regional media and inadequate or non availability of reading material in regional media.
- Inadequate teaching aids like commerce lab, CTV-Video films.
- Untrained and ill-equipped teachers.
- It is more content oriented rather than skill and practice oriented.
- Even the content (syllabus) is not up-to-date.
- It is not keeping pace with the changing business environment.
- Many a time commerce graduates are found lacking communication and decision-making skills.
- Lack of practical exposure both to the teacher and taught. Perhaps commerce may be the only practical subject which is theoretically taught without practical exposure.
- Defective admission policy: - In many a case students who are not able to get seats in other courses are opting for commerce for scholarships. In such a case it is futile to expect wonderful results.
- Commerce teacher is a jack of all trades: - perhaps he is the only person who is expected to teach all the subjects.
- Paucity of funds for improvement.

Thus, commerce education is facing innumerable problems today. These problems have a direct bearing on the course objectives, course content and course conduct. These problems need serious attention and close scrutiny. It is high time for soul searching for an objective appraisal which will provide the basis for evolving a new strategy for giving a better deal to commerce education in the years to come. Therefore, the need for an all-out effort to re-orient and re-designing the commerce education in such a way that it will be relevant for today and tomorrow. For this we have to make some sort of **SWOT/TOWS** analysis.

T = Identify the threats to commerce education

O = Identify the areas of opportunities still available for commerce even after providing for CA, CWA, CS and MBAs and new opportunities into which you can enter.

W = What are your weaknesses because of which you are not preferred? (Here, deliberate efforts have to be made to overcome the weaknesses).

S = What are your strengths, if any? It is better to concentrate on and consolidate on your strengths.

3. Objectives of the Study

The present study has been conducted to pursue the following objectives.

1. To prepare the attitude scale to know the attitude towards Commerce education of the students of B.Ed. College.
2. To know the level of attitude towards Commerce education of the students of B.Ed. College.

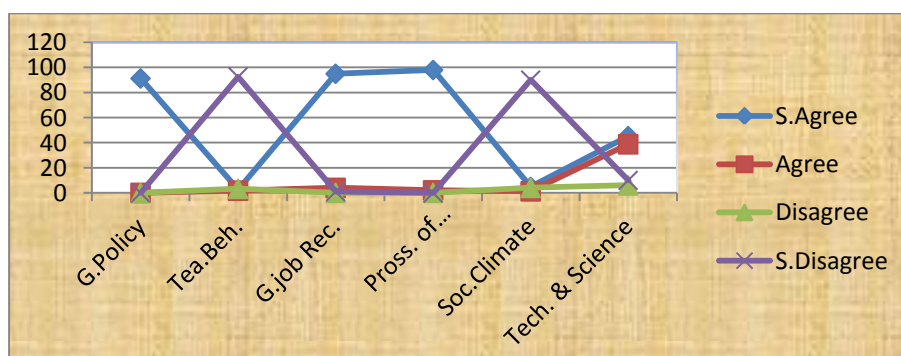
4. Research Methodology

In the light of the foregoing discussion, this empirical study gauges the attitude of the students about attitude towards Commerce education with the help of a well designed four point attitude scale. The students of this faculty have been chosen purposefully. The scale was administered to 89 students of College of Education Vadasma. Random sampling was used for collecting the data. Out of which, 84 students provided the response in time. The students were requested to respond fairly and fearlessly on the assurance that their identities will not be disclosed.

Table 1 Overall response of all students (In Percentage)

Parameters for Degradation of Commerce Education	A Strongly Agree	B Agree	C Disagree	D Strongly Disagree	Total %
1. Govt. Policy	91.25	8.75	-----	-----	100
2. Teacher's Behaviour	2.50	1.75	3.25	92.50	100
3. Govt. Job Recruitment in Commerce faculty	95.00	4.00	-----	1.00	100
4. Possibility of the Govt. job for post of Lecturer/Teacher	98.00	2.00	-----	-----	100
5. Social Climate	4.75	1.25	4.00	90.00	100
6. Science & Technology	45.25	38.75	6.00	10.00	100

Chart 1 Overall Response Chart



5. Conclusion

Table 1.1 indicates that 91.25 % students strongly believed that Government policy is responsible for degradation of commerce education. 92.50 % students strongly disagree about teacher's attitude towards degradation of commerce education, it indicates that no role of the teacher for degradation of commerce education. 95 % students strongly agree for the responsibilities of the Government job recruitment in commerce faculty. 98 % students strongly agree for the possibility of Govt. job for the post of Lecturer/Teacher. 90% students strongly disagree about social climate for the degradation of commerce education. 45.25 % and 38.75 % students agree about Science & Technology is responsible for the degradation of commerce education.

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