

AN ANALYTICAL STUDY OF LEARNERS' RESPONSE TOWARDS QUALITY OF SYLLABUS AND COURSE STRUCTURE OF BUSINESS EDUCATION



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Introduction

Business education is a very important discipline in present day system of higher education. With liberalization of economy and rapid advancement of industry, commerce and trade the role of business education has immensely enhanced. It has become most important and highlyacknowledged discipline of learning. Continuous increase in demand for business education is a clear indicator of the fact that this discipline has large potential for employability for graduates. This discipline basically focuses on skills advancement and development of a mindset which encourages formal or self-employment for the learner. In the changing economic scenario business education definitely contributes in many ways to the economy, industry and society. Therefore, the importance of business education is on continuousrise. However, it is important to understand how that business education contributes in creating ahealthy economic setup, enhancing employability of youths and giving a boost to the overall businessand commercial advancement.

The true test of any system or activity is users' response and level of satisfaction. For education, it is how the learners look at system of education and its utility is a definite indicator of its success. Every learner decides the role, utility and appropriateness of discipline of learning on the basis of its utility, quality, generation of new knowledge, advancement of skills, and shaping up of the personality of the learners. From this point of view, in this paper authors have made an attempt to evaluate the learners' response to the prevailing course structure and syllabi of various business

education program.

Rationale of the study

In this study, the researcher has analyzed the overall opinion of the students regarding the quality, status, approach, utility, and Effectivity of business education in the present-day context. For this purpose, the researcher has collected data from 1500 students who have opted for different educational programs in the discipline of Commerce. While collecting the data the researcher has taken a care that, there should be a proper representation of all the respondents from different age groups, social background as well as according to different types of programs and types of institutes. Thus, this analysis helps to know a general and overall perception of the students regarding the commerce education.

Working definitions:

For the purpose of the study the researchers have defined following terms.

1. Business education:Business education can be defined as "That area of the educational process which concerns itself with vocational preparation for a business career or vocational and professional preparation for a career in teaching business, and also with business information important for every citizen and consumer in order that he may better understand and use his business and economic surroundings

2. Professional skills: Professional skills are the specific skills that are required for any person who is working or experiencing work either their own business of some other business.

3. Syllabus: A Syllabus is an academic document that communicates course

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information and defines expectations and responsibilities.

Objectives of the study:

The principal objectives of the study are as follows:

1. To understand how the students respond to various syllabus of different programs of business education.
2. To know how the learners' evaluate the utility and appropriateness of the course structure.
3. To understand expectations of learners regarding course structure and syllabi of business education.
4. To identify limitations visualized by the learners regarding different business education programs.

Review of literature

Large number of papers and articles are published regarding status of course str and syllabus of various commerce and bus edprograsm. These papers discuss issues, probles and remedial measures to be enahnacethe quality of syllabi if diff ed program.

Lorraine Dacre Pool and Peter Sewell of Centre for Employability, University of Central Lancashire, Preston, U.K in their paper titled "*The key to employability: developing a practical model of graduate employability*" (2007) -In this paper the authors have discussed reasons of low employability for business graduates and measures to be taken to enhance the employability by restructuring the syllabus and learning systems.

"Employability of Business Education Graduates" by *Imeokparia and Kennedy Ediagbonya* (Aug 2012)- In this paper the authors have identified key issues related with employability for business graduates and how the restructured syllabus can help to enhance the employability.

The research paper titled "*Developing Generic Skills at University, During Work Placement and in Employment: Graduates' Perceptions*" written by *Dr.Crebert Gay*- In this paper the author has evaluated the type of skills

required by the employers and gap between the expected and actual skill set amongst the business graduates, as well as how the gap can be minimised by restructuring the syllabus.

Singh Prashant, has written a paper titled "*Commerce Education in 21st Century: Prospects and Challenges*"- The author has identified the knowledge and skill inputs to be included in the syllabus of commerce education to make it relevant considering socio-economic and industrial changes.

The article written by *Dr. Bhatt Manisha* and *Mandaviya Jayashree* titled "*Higher Education in Commerce- Challenges and Opportunities*"- The authors have projected the challenges that will be faced by commerce education and how it can retain its utility and appropriateness by restructuring the syllabus, course structure and pedagogies.

Parameters of the study:

Considering the nature of the study the researcher has taken five parameters, which are as follows-

- a. Age group
- b. Gender
- c. Social background
- d. Type of program
- e. Type of institute

The opinions of the respondents regarding quality of education, purpose of business education, methods of teaching of education, approach of business education, expectations from the education, and suggestions to enhance the quality of business education are analyzed.

Thus, on the five parameter stated above opinions of the students' on six different criteria were analyzed. For each criterion, four or five representative statements were used to review the opinions and views of the learners.

Statement of Hypothesis:

For the purpose of the study the authors have laid down following premises:

1. The prevailing course structure of business education needs restructuring in the light of changing socio-economic and business

environment.

2. The business education today requires more practical and pragmatic approach to meet the expectations of the learners.

Analysis and interpretation of data:

How the respondents look at the overall quality of business education is a very important aspect for this purpose, a set of two statements was selected and the views of the learners are assessed based on these statements,

these statements are:

i. Business education helps to learn more about business happening and activities.

ii. Business education today should have right interaction with industries and business houses.

The data as to the opinions and views of the learners on these four statements is presented here in following tables:

Table 1

<i>Q1</i>	<i>Business Education helps to learn more about business happenings and activities.</i>						
<i>Sr. No</i>	Parameters/ Opinion	Strongly Agree	Agree	Cannot Say	Disagree	Strongly Disagree	
1	Age group	15-17	24	45	5	4	1
		18-20	181	343	38	29	5
		21-23	109	207	23	17	3
		24-26	27	52	6	4	1
2	Gender	Male	178	337	37	28	5
		Female	164	311	35	26	4
3	Social background	Pvt. Employee	96	181	20	15	3
		Govt. Servant	79	149	17	12	2
		Self employed	65	123	14	10	2
		Teacher	31	58	6	5	1
		Farmer	62	117	13	10	2
		Businessman	10	19	2	2	0
4	Type of program	UG	198	376	42	31	5
		PG	144	272	30	23	4
5	Type of Institute	Aided	192	363	40	30	5
		Non Aided	150	285	32	24	4

If one carefully analyses the data presented in above tables, one can draw following important observations-

○ When asked to the respondents, it is noticed that irrespective of age most of the respondents do not feel that business education in the present form helps to develop entrepreneurs or business leaders.

○ Similar views are noticed from the respondents studying in aided or unaided institutions and there is hardly any distinction in the views of the respondents whether male or female.

○ The statement business education helps to learn more about business

happenings and activities is also evaluated by considering views and opinions of the respondents.

○ It is noticed that most of the respondents strongly agree with the statement that business education helps to learn more about business happenings and activities.

○ The students irrespective of gender feel that good business education helps to know about various facets of business education.

○ Students who belong to UG or PG program also feel that business education is a right way to understand the present business scenario and economic activities in the country.

○ Furthermore, the type of institution has made no impact on the views of the learners regarding utility of business education.

○ Similarly, the respondents who belong to different social strata also believe that business education can be right way to understand business and economic happenings

in the country.

Thus, it can be said that all the respondents irrespective of category, social background, age or the type of program believe strongly that business education helps them to understand economy and business environment.

Table 2

Q2		<i>Business education today should have right interaction with industries and business houses.</i>					
Sr. No	Parameters/ Opinion	Strongly Agree	Agree	Cannot Say	Disagree	Strongly Disagree	
1	Age group	15-17	22	40	13	3	1
		18-20	167	301	100	24	5
		21-23	101	181	60	14	3
		24-26	25	45	15	4	1
2	Gender	Male	164	295	98	23	5
		Female	151	272	91	22	4
3	Social background	Pvt. Employee	88	159	53	13	3
		Govt. Servant	72	130	43	10	2
		Self employed	60	108	36	9	2
		Teacher	28	51	17	4	1
		Farmer	57	102	34	8	2
		Businessman	9	17	6	1	0
4	Type of program	UG	183	329	110	26	5
		PG	132	238	79	19	4
5	Type of Institute	Aided	176	318	106	25	5
		Non Aided	139	249	83	20	4

Whether business education institutions should interact with industries and business houses is a very important question. The respondents when asked about their views on this statement have given a set of diversified opinions.

The learners who are presently studying UG or PG program feel that the commerce education shall get a right meaning and importance only if there is appropriate interaction with business houses and industries. Respondents irrespective of gender also feel that there should be healthy interaction with business houses.

However, when it comes to age group it is noticed that the learners in the age group of 18-23 have a strong inclination to have industry-

institution interaction, whereas the beginners especially in the age group of 15-17 have no such understanding about importance of interaction between the industry and academic institutions.

Views of respondents regarding purpose of business education

What should be the right purpose of business education is an important question. Unless and until the learners understand the purpose of business education, the type of education they receive and the system in which they learn will have no positive impact on their mindset.

From this point of view, the views and opinions of the learners are examined by using a set of four statements. These statements indicate how the learners look at the overall importance and utility of business education.

Table 3

<i>Q1</i>		<i>The present business education is totally exam oriented & provides no insight.</i>					
<i>Sr. No</i>	Parameters/ Opinion	Strongly Agree	Agree	Cannot Say	Disagree	Strongly Disagree	
<i>1</i>	Age group	15-17	13	38	16	9	3
		18-20	100	286	119	72	19
		21-23	60	173	72	43	12
		24-26	15	43	18	11	3
<i>2</i>	Gender	Male	98	281	117	70	19
		Female	91	259	108	65	17
<i>3</i>	Social background	Pvt. Employee	53	151	63	38	10
		Govt. Servant	43	124	52	31	8
		Self-employed	36	103	43	26	7
		Teacher	17	49	20	12	3
		Farmer	34	97	41	24	6
		Businessman	6	16	7	4	1
<i>4</i>	Type of program	UG	110	313	131	78	21
		PG	79	227	95	57	15
<i>5</i>	Type of Institute	Aided	106	302	126	76	20
		Non Aided	83	238	99	59	16

Whether the business education should be exam or practice oriented is a very important question. The views of the respondents regarding this issue in the age group of 18-23 are studied. It is noticed that the respondents strongly feel that the education should be more practical and utility oriented. Respondents irrespective of gender feel that the purpose of business education should not be mere conduction of examination to assess theoretical knowledge but it should have practical utility.

When it comes to social background, it is noticed that the learners irrespective of their social background and occupation of their parents strongly feel that the real purpose of business education is to provide insights into the happenings of the business and hands on experience.

The students of postgraduate program strongly feel that business education has only one purpose and that is application orientation.

It should develop right quality of business leaders and make them competent enough to take appropriate decisions.

It is noticed that all the learners irrespective of their social background and kind of institution in which they are learning agreed that business education should be practice based to make them a competent business leaders.

The students who have elite social background strongly agree that the true purpose of business education is to develop business leaders for which development of personality is essential. All the other respondents from different social background also express similar views. If one considers type of institution, it is noticed that the students in aided and non-aided institutions have a strong feeling that the real purpose of business education is to develop the personality of the learners and it should lead to development of a

Table 4

Q2	<i>Mere learning of theories & concepts helps in no ways to learn about business.</i>						
Sr. No	Parameters/ Opinion	Strongly Agree	Agree	Cannot Say	Disagree	Strongly Disagree	
1	Age group	15-17	6	26	30	16	1
		18-20	48	196	224	119	10
		21-23	29	118	135	72	6
		24-26	7	30	34	18	1
2	Gender	Male	47	192	220	117	9
		Female	43	177	203	108	9
3	Social Background	Pvt. Employee	25	103	118	63	5
		Govt. Servant	21	85	97	52	4
		Self employed	17	70	80	43	3
		Teacher	8	33	38	20	2
		Farmer	16	66	76	41	3
		Businessman	3	11	13	7	1
4	Type of program	UG	52	214	245	131	10
		PG	38	155	178	95	8
5	Type of Institute	Aided	50	207	237	126	10
		Non Aided	40	162	186	99	8

successful business leaders.
Table 4

Whether the theoretical knowledge is essential and adequate to learn about business situation. The answer to this question is given by the learners in a different way. Students irrespective of age group feel that business education should not focus merely on learning about business theories and concepts.

- Similarly, students irrespective of gender agree that the purpose of business education is to learn practical aspects of business and not mere conceptual aspects of business theories.

- The students who have opted for different programs whether UG or PG agree with the view that business education should provide them with the adequate knowledge of

theory and concepts.

- However, there is a great degree of differences when it comes to the students' views regarding what should be the true purpose of business education. Large number of students who have opted for UG and PG programmes feel that business education should provide them legal understanding of practical aspects of functioning of the business. When it comes to the type of institution, it is also noticed that students belonging to aided institution have more awakened view regarding the utility and purpose of business education. Thus, it is noticed that most of the learners strongly feel that business education should develop right understanding of application of business concepts than mere providing theoretical inputs.
Table 5

Table 5

Q3		<i>The prevailing system of business education prohibits use of creative & independent thinking.</i>					
Sr. No	Parameters/ Opinion	Strongly Agree	Agree	Cannot Say	Disagree	Strongly Disagree	
1	Age group	15-17	11	38	6	20	4
		18-20	81	291	48	148	29
		21-23	49	176	29	89	17
		24-26	12	44	7	22	4
2	Gender	Male	80	285	47	145	28
		Female	73	264	43	134	26
3	Social Background	Pvt. Employee	43	154	25	78	15
		Govt. Servant	35	126	21	64	12
		Self employed	29	104	17	53	10
		Teacher	14	49	8	25	5
		Farmer	28	99	16	50	10
		Businessman	5	16	3	8	2
4	Type of program	UG	89	318	52	162	31
		PG	64	231	38	117	23
5	Type of Institute	Aided	86	307	50	156	30
		Non Aided	67	242	40	123	24

The views of the learners regarding role of prevailing business education in developing creative and independent thinking are analyzed.

- The students in the age group of 15-17 do not have any specific opinion on this issue. Whereas students in the age group of 18-23 strongly feel that business, education in the present form reduces their ability to think independently.

- Gender wise analyses of views indicate that the respondents feel that education

in the existing manner cannot help them to develop independent and creative thinking.

- Students belonging to UG programme also feel that the existing format of business education does not help them to develop their creative thinking.

- Thus, it is noticed that most of the students irrespective of their class, type of program or type of institution do not support the view that the business education in the existing format helps them to develop independent and creative thinking.

Table 6

Q1		<i>The prevailing syllabus is quite comprehensive, exhaustive & need based.</i>					
Sr. No	Parameters/ Opinion	Strongly Agree	Agree	Cannot Say	Disagree	Strongly Disagree	
1	Age group	15-17	10	40	16	10	3
		18-20	76	305	119	76	19
		21-23	46	184	72	46	12
		24-26	12	46	18	12	3
2	Gender	Male	75	300	117	75	19
		Female	69	276	108	69	17
3	Social Background	Pvt. Employee	40	161	63	40	10
		Govt. Servant	33	132	52	33	8
		Self employed	27	109	43	27	7
		Teacher	13	52	20	13	3
		Farmer	26	104	41	26	6
		Businessman	4	17	7	4	1
4	Type of program	UG	84	334	131	84	21
		PG	60	242	95	60	15
5	Type of Institute	Aided	81	323	126	81	20
		Non Aided	63	253	99	63	16

Methods of teaching

Table 6

How the business education should be offered to the learners is a very important question. Whether the learners should emphasize more on self-learning or there should be interactive method of learning. Unless and until the learners are actively participating in the learning process the process cannot become interesting, useful and help the learners. From this point of view, views of the learners are examined. For this purpose, a set of four statements is used.

- Whether the existing syllabus is adequate, appropriate and comprehensive is a very important aspect. When the learners were asked to give their opinions, it is noticed that most of the learners irrespective of their age group feel that the existing syllabus does not meet their expectations and aspirations.

- Students irrespective of their gender also support the view that there has to be a modification and an improvement in the

existing form of syllabus. When it comes to social background, it is noticed that all the students irrespective of their social background feel that there is a definite gap between the expectations of the learners and the kind of syllabus presently offered to the learners.

- Similarly, the students belonging to UG or PG program also feel that there must be appropriate modifications and reforms in the present system of syllabus.

- The students belonging to aided as well as unaided institution agree that there must be an improvement in the quality of instruction, systems of teaching and the kind of inputs offered to them.

Thus, it is noticed that all the students irrespective of their age group or social background feel that unless and until the format, syllabus, and methods of teaching are rightly improvised the business education cannot deliver the expected results.

Table 7

One of the essential features of business

Table 7

<i>Q2 Hands on experience, summer training & practical exposure only can help to learn about business.</i>							
<i>Sr. No</i>	<i>Parameters/ Opinion</i>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Cannot Say</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>1</i>	<i>Age group</i>	15-17	22	33	6	16	2
		18-20	167	253	43	119	14
		21-23	101	153	26	72	9
		24-26	25	38	6	18	2
<i>2</i>	<i>Gender</i>	Male	164	248	42	117	14
		Female	151	229	39	108	13
<i>3</i>	<i>Social Background</i>	Pvt. Employee	88	134	23	63	8
		Govt. Servant	72	110	19	52	6
		Self employed	60	91	15	43	5
		Teacher	28	43	7	20	2
		Farmer	57	86	15	41	5
		Businessman	9	14	2	7	1
<i>4</i>	<i>Type of program</i>	UG	183	277	47	131	16
		PG	132	200	34	95	11
<i>5</i>	<i>Type of Institute</i>	Aided	176	267	45	126	15
		Non Aided	139	210	36	99	12

education is hands on experience and practical exposure. A learner of business education can learn more about application and utility of concepts by applying them in practice. From this point of view hands on experience and practical exposure is an important method of learning. The researcher assesses how the learners look at this issue.

It is noticed that the students in the higher age group especially 21 to 26 feel that, there must be more emphasis on hands on exposure. The students belonging to PG program strongly believe that practical exposure, training, and hands on exposure only can help them to learn various concepts in business.

- Students who belong to the upper social strata especially the wards of self-employed and government servants feel that hands on exposure is key to learn various concepts, systems, and techniques.

There is a regular discussion as to what the business learners should learn? Whether he should learn more about the concepts or

whether he should learn through practice. This being issue having two dimensions different views are expressed by different classes of respondents. The researcher studies how the learners look at this issue.

The opinion of the learners of UG programme is inclined towards learning more about concept than practical aspects of business. Whereas the PG program students strongly feel that it is the practical aspect of concept, which is more important than mere learning theories.

- When it comes to gender, both male and female respondents have similar views regarding utility of practical training and exposure to business situation than to learn various concepts and theories.

- The respondents irrespective of their social background feel that practical training is more important than learning concepts and theories.

- The type of institution also makes hardly any change in the views and opinions of the learners, students belonging to both aided and unaided institution believe that

Table 8

<i>Q3</i>							
<i>The curriculum of business education is not having right orientation for practical & experimental learning.</i>							
<i>Sr. No</i>	<i>Parameters/ Opinion</i>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Cannot Say</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>1</i>	<i>Age group</i>	15-17	9	32	18	14	6
		18-20	72	239	134	110	43
		21-23	43	144	81	66	26
		24-26	11	36	20	17	6
<i>2</i>	<i>Gender</i>	Male	70	234	131	108	42
		Female	65	216	121	99	39
<i>3</i>	<i>Social Background</i>	Pvt. Employee	38	126	71	58	23
		Govt. Servant	31	104	58	48	19
		Self employed	26	86	48	39	15
		Teacher	12	41	23	19	7
		Farmer	24	81	45	37	15
		Businessman	4	14	8	6	2
<i>4</i>	<i>Type of program</i>	UG	78	261	146	120	47
		PG	57	189	106	87	34
<i>5</i>	<i>Type of Institute</i>	Aided	76	252	141	116	45
		Non Aided	59	198	111	91	36

more hands-on exposure be given to the learners than mere theoretical inputs.

Table 8

Considering the views of the learners regarding teaching methods and syllabus it becomes obviously clear that how the learners look at business education can be rightly understood and appropriate measures can be taken to enhance the quality of business education. The quality of business education basically depends on the quality of curriculum and therefore, views of the learners regarding the curriculum of business education are examined here.

How the learners look at the curriculum and its application in practice is analyzed by the researcher.

The researcher has noticed that the students in the age group of 18-23 feel that there

is a need to reform the syllabus and the curriculum in a pragmatic manner.

Most of the male students strongly believe that there is a need to restructure the syllabus. Similarly, the students of PG program believe that unless and until the syllabus is restructured it will not deliver the desired results. The students belonging to aided institutions feel that the existing syllabus has become less applicable and useful in the practical situations.

Thus, it is noticed that the students belonging to different social strata, educational programs and institutions all feel that there is a need to reform the syllabus. There is need to orient the learners about practical applications of various business concepts.

Table 9

Table 9

<i>Q4</i>							
<i>In colleges only conceptual knowledge is given which is not adequate</i>							
<i>Sr. No</i>	<i>Parameters/ Opinion</i>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Cannot Say</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>1</i>	<i>Age group</i>	15-17	23	36	7	8	4
		18-20	176	272	52	62	33
		21-23	107	164	32	37	20
		24-26	27	41	8	9	5
<i>2</i>	<i>Gender</i>	Male	173	267	51	61	33
		Female	160	246	48	56	30
<i>3</i>	<i>Social Background</i>	Pvt. Employee	93	144	28	33	18
		Govt. Servant	77	118	23	27	14
		Self employed	63	97	19	22	12
		Teacher	30	46	9	11	6
		Farmer	60	92	18	21	11
		Businessman	10	15	3	4	2
<i>4</i>	<i>Type of program</i>	UG	193	298	57	68	37
		PG	140	215	42	49	26
<i>5</i>	<i>Type of Institute</i>	Aided	186	287	55	66	35
		Non Aided	147	226	44	51	28

Opinions and views of the learners towards commerce education-

The learners especially the students who have opted for B.Com, BBA program at UG level and M.Com, MBA program at PG level are considered for the study. The observations based on the opinions and views of the learners are as follows:

Observations regarding overall quality of Business and Commerce Education

Observation:-

It is noticed that in the view of large number of students, business education at present is the best stream of learning to get meaningful employment, develop leadership qualities, and enhance overall skills of the person. It is also admitted by many respondents that business education helps them to learn about current business happenings and activities, and they feel that it can provide them an opportunity to interact with industry, business houses, and learn more about

contemporary issues regarding business events (Reference: Table 1, Table 2)

Insight gained-

Thus, it can be said that, in view of the learners the business education has great relevance and utility in the present context. However, right quality of business education is not provided to the learners, which can make a meaningful life and can acquire leadership qualities, develop entrepreneurial abilities.

Opinions regarding purpose of business education

The researcher also analyzes the views of the respondents towards purpose of business education. It is observed that most of the respondent students feel that the main purpose of business education is to develop a right mindset and personality. It should focus more on understanding concepts and theories and apply them in practice. However, most of the respondents have also expressed a view that the present business education is more examination

oriented and lacks ability to provide insight regarding contemporary happenings, systems and practices. Similarly, it is also noticed by the respondent learners that the existing system of business education prohibits use of creative & independent thinking and thus limits application of business concepts in real life. (Reference: Table 3, Table 4, Table 5)

Insight gained-

From the above observation, it can be rightly said that there is an urgent need to restructure the present system of business education to make it relevant, appropriate and useful in the real-life situations. It is also necessary that the business education should provide skills that will help the learners to enhance their ability develop creative thinking and work independently in each business situation.

Opinions regarding methods of teaching of business education-

The researcher also analyzes the views of learners regarding methods of teaching of business education. Few important observations related with the approach of learning and pedagogy presently adopted as visualized by the learners is studied. The main observations are as follows:

Prevailing system of pedagogy needs to be revamped. More emphasis should be given on practice-based learning as well as experimental methods of learning. The students should be encouraged to go for summer training practical exposure and hands-on experiments. Similarly, the syllabus should be more need based and comprehensive and include various issues of contemporary nature through which a learner can get insights regarding happenings in the business and economic environment. (Reference: Table 6, Table 7, Table 8 & Table 9)

Insight gained-

From the above observation it can be said that, it is essential that the existing system of business education should be restructured, emphasis should be given on practical and hands on exposure. More opportunities be given to the learners to learn from experience,

interaction and practical training.

Suggestions offered by the learners

What improvements are required in the present system and what are the suggestions of the learner to bring in this improvement is also studied by the researcher. The important observations regarding expected improvements and the measures to be taken in this regard are presented here:

- Most of the learners feel that self-study should be the focus of business education.
- The learners should be encouraged to learn about contemporary business happening through practical as well as hands on exposure and through case study method.
- The focus should be on giving the right understanding of concepts and their applicability.
- Instead of using lecture method on a large-scale practical situations and real life situations having relevance as well as useful to gain insights should be provided as learning methods.
- The learner should be given opportunities to interact with businessman managers, industrialist, and entrepreneurs through various real-life situations they should be given opportunity to study the problems faced by the industries & offer solutions.

There must be a higher level of interaction among the learners and the teachers, the teachers should share their experience, should provide them insights and the teacher should act more as a mentor hen just as instructor and tutor.

Conclusion

From the above discussion it is clear that there is a significant change in overall perception of the learners regarding the course structure, course curriculum and syllabus of different programs in the faculty of commerce. The learners are not just interested in having conceptual inputs and theoretical knowledge but they also wants hands on experience and practical insights about application of various concepts. Unless and until a desired meaningful

change is brought in the syllabus the learners may not get right knowledge and skills which can enhance their employability. From this point of view, the students have rightly understood the urgent need to restructure course curriculum and prevailing system of instructional mechanism. It is necessary that while redesigning the course and syllabus opinions, views and expectations of the learners should be rightly taken into account. This can be a better way to enhance utility and acceptability of various courses in the faculty of commerce.

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