

A study of impact of commerce education reforms on conventional commerce education in Mumbai**Dr. SeemaSomani****Head, Department of Commerce****Pillai College of Arts, Commerce and Science,****New Panvel - 410 206, Maharashtra****ABSTRACT:**

There are challenges to respond to changing environment both in education sector as well as the market as Commerce education plays a significant role for the economic progress and the development of any country, especially India where the unemployment problem is increasing at a higher pace. This paper commences with introducing the concept of commerce education reforms, followed by review of literature and then it highlights significance of study which would be of immense utility to various stakeholders in the commerce education system: like students, prospective employers, clients, donors, sponsors, accreditation agencies, board of governors, Government etc.

Then the paper covers objectives of the study, Hypotheses of the study, Sources of data collection, sample size, results of statistical testing of hypothesis, followed by the findings of the study and finally paper concludes with scope for further research.

Key words: Commerce education, Reforms, conventional commerce education, academic reforms, examination reforms.

1.1 Introduction:

In the times of multidisciplinary approach to teaching and research, commerce education has a challenge to respond to changing environment both in education sector as well as the market as Commerce education plays a significant role for the economic progress and the development of any country, especially India where the unemployment problem is increasing at a higher pace.

Reform means to make changes in (something, especially an institution or practice, activities of education), in order to improve it. Reforms in conventional commerce education means to make changes in the conventional commerce education like updating curriculum, changes in course- content, text-book, teaching methods, examination pattern, assessment system etc. For this study the commerce education reforms like administrative reforms, academic reforms and examination and assessment reforms.

It was interesting to study and know:

(1) What is impact of governance and accountability reforms of commerce education on conventional commerce education quality?

(2) What is impact of curriculum reforms and e- technology reforms in commerce education on conventional commerce education quality?

(3) What is impact of examination and assessment reforms in commerce education on conventional commerce education quality?

Therefore, an attempt has been made in the present study to know the awareness of commerce teachers on commerce education reforms introduced in conventional commerce education, to assess the impact of commerce education reforms on conventional commerce education quality and to find out difference between expected impact and actual impact of commerce education reforms on conventional commerce education quality; by selecting colleges affiliated to the University of Mumbai and commerce teachers working in those colleges. Hence the statement of the problem is as under. **'A study of impact of commerce education reforms on conventional commerce education in Mumbai'**.

1.2 Review of literature:

The cry for reforms in Indian higher education actually revolve around the education system has been expressed by Rabbani and Luhar(2010)¹, "Credit system in conventional colleges content, context and cautions' The article has been divided into three parts dealing with present evaluation system, choice based credit system and the contextual facets of affiliated colleges respectively. In the opinion of the authors the higher education in our country has been largely examination centric. A credit semester system takes into account a student's performance throughout the entire course. Because of choice based credit system it enlarges curricular space and encouraged and support accelerated learning opportunities. The book edited by Bhorali (1987)² based on seminar papers discusses the perspective of commerce education at the national level Vis a Vis regional level and pattern of existing commerce curriculum at the +2 and +3 levels and suggests potential areas for future improvement. A reorientation of commerce courses to prepare students and the teachers for the Company Secretary ship, Cost Accountancy and Chartered Accountancy courses is suggested. Sirajand Pillai (2012)³ have discussed need to incorporate graduate attributes as a pre requisite for incorporating activity based learning in

commerce education to equip the graduates with specified attributes, derived from the expectation of various stakeholders. Program curriculum is revised often to accommodate to suit industry expectations. Shah and Sedani (2012)⁴ in the article, "Re-thinking Commerce Education" has tried to suggest that Faculty of Commerce needs to be renamed as Faculty of Business, UGC should encourage and facilitate creation at least three departments under the umbrella of Faculty of business i.e. Department of Accounting, Finance and taxation, Department of Business and Management and Department of Business Economics, with semester system and choice based credit system. Ranjan (2012)⁵ has tried to explain that right from the beginning commerce is a practical subject as well as related to real life, so for teaching it effectively students' participation should be encouraged. For students participation teacher should provide opportunity to students to ask questions, answer questions in a meaningful way, offer challenging and thought provoking ideas, plan interactive activities, show approval for students' ideas, incorporate student's ideas into lessons, and ask students whether they have understood the concept before proceeding. It ultimately traced the dialogue method of teaching- learning process. In the book 'Teaching of Commerce' by Singh (2011)⁶ effective commerce education for which we need to have good and effective commerce teachers. According to author one of the main reasons is that in planning the syllabus of teacher education in subject of commerce and teaching practice programme. Commerce Teacher must know the teaching acts and acquire teaching skills and classroom teaching rules with teaching theories. The book gives complete insight into commerce education: Meaning, scope, importance of curriculum, correlation with other subjects, commerce room.

1.3 Significance of study:

1. This study would be of immense utility to various stakeholders in the commerce education system: like students, prospective employers, clients, donors, sponsors, accreditation agencies, board of governors, Government, Policy makers, industry or business institution, trustees, teachers, society etc. In a market driven education system, stakeholders specially students and teachers are the key components who should be satisfied due to reforms and its impact.
2. This study would be helpful to find out the awareness of the teachers, one of the key stakeholder and difference between expected impacts and helps to know the experience of teachers towards impact of reforms implemented in conventional commerce education during study period.

1.4 Objectives of the study:

The main objectives of the present study are as under:

1. To study and assess the growth of and trend in conventional commerce education in India and Mumbai during 2001-2012.
2. To study and assess the extent of awareness of commerce teachers on administrative, academic and examination and assessment reforms on conventional commerce education during 2001-2012.
3. To study and assess the expected impact and actual impact of commerce education reforms on conventional commerce education quality.

1.5 Hypotheses of the study:

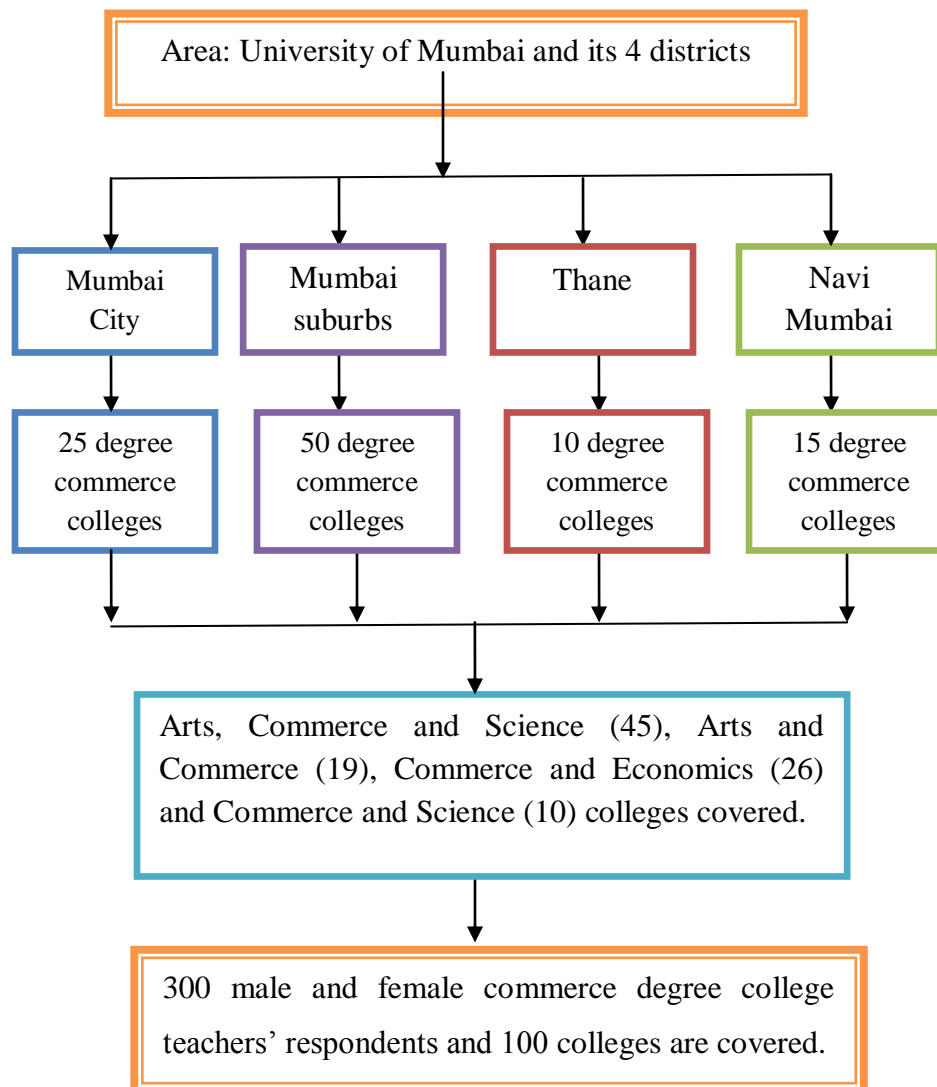
In the light of the above cited objectives, the following hypotheses have been framed by the researcher for the present study purpose:

Hypothesis 1:

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

Hypothesis 2:

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

1.6 Research methodology:**1.6.1 Area and scope of the study**

1.6.2 Sources of data collection:

This study is based on both – primary and secondary data sources. The secondary data was collected through books, Journals, internet, websites, UGC, University, Government- reports, circulars and notifications etc. Researcher visited to University of Mumbai library, S.N.D.T Women’s University, Tata institute of social sciences library, UGC office Pune etc. for collecting the desired data.

1.6.3 Collection of data through questionnaire:

The researcher has designed a comprehensive questionnaire, covering awareness of reforms in commerce education, impact of reforms on conventional commerce education quality, socio- economic profile of the respondents etc. A pilot survey was undertaken after preparing initial survey questionnaire and the questionnaire were distributed to 50 commerce colleges. Discussions were conducted with senior commerce faculty, Deans of Commerce Faculty belonging to S.N.D.T Women’s University and University of Mumbai and then questionnaire was finalized. 7 point Likert scale was employed for the present study.

1.6.4 Sample size:

University of Mumbai has 314 commerce colleges i.e. Universe of the study spread over 7 districts such as (1) Mumbai City, (2)Mumbai suburbs, (3)Thane (4)Navi Mumbai,(5) Raigad,(6) Ratnagiri and (7) Sindhudurg. But for the present study only four districts are considered indicated in the Table 1.1 presented below.

Table 1.1
Sample size of selected colleges

Types /district wise Colleges	No .of total Colleges	No .of selected Colleges
(A) : Type wise total colleges	247	100
1. Arts, Commerce and Science	106	45
2. Arts and commerce colleges	52	19
3. Commerce and Economics colleges	62	26
4. Science and Commerce	27	10
(B) : District wise total colleges	247	100
1. Mumbai City	38	25
2. Mumbai suburbs	97	50
3. Thane	88	10
4. Navi Mumbai	24	15

Source: Compiled from University of Mumbai Annual reports

2. Results:

Testing of Hypotheses 1.1- Statistical test results.

Hypothesis No.	Hypothesis	Rejected/Accepted	Statistical tool used
1.	There is a significant difference/gap between expected impact and actual impact of academic reforms on conventional commerce education quality.	Accepted	Chi Square test Chi-square value :1083.975df :5 p value : 0.000 Significant at: 1.00 percent level of significance
2.	There is a significant difference/gap between expected impact and actual impact of commerce education reforms on conventional commerce education quality.	Accepted	Chi Square test Chi-square value :783.087(a)5df :6 p value : 0.000 Significant at: 1.00 percent level of significance

Hypothesis 1 is accepted and it can be concluded that there is a significant difference between expected impact and actual impact of academic reforms on conventional commerce education quality and Hypothesis 2 is accepted and it can be concluded that that there is a significant difference between expected impact and actual impact of commerce reforms on conventional commerce education quality

3. Findings of the study:

3.1 Findings on growth of and trend in commerce education in India 2001-2012:

- 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.
- 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.
- 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.

- The share of commerce education in total enrolment in Mumbai 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

3.2 Findings on socio-economic profile of the respondents:

- 33.5 percent out of 600 respondents belonged to the age group 20-30 years of age.
- The majority of the respondents (58 percent) were females covered for this study and (42 percent) were males.

3.3 Findings on awareness of commerce teachers on commerce education reforms in conventional commerce education:

- 71 percent majority respondents stated that they were aware of governance reforms initiated during 2001-2012 period.
- 65.34 percent majority respondents are aware about accountability reforms initiated by University Grants Commission, Government of Maharashtra and University of Mumbai.
- 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.
- 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.
- 54 percent (324) respondents agreed that they are aware of the reforms in assessment/ evaluation reforms. Overall awareness of commerce teachers on reforms in conventional commerce education is to the extent of 59.50 percent.

3.4 Findings on the impact of commerce education reforms on conventional commerce education quality:

It was 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 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 (33.17percent) 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.

4. Limitations of the study:

1. Out of 7 districts only 4 districts are considered for the study purpose and therefore study is not applicable to the entire Mumbai.
2. The sample respondents are commerce degree college teachers only.
3. The study was limited to University of Mumbai and hence it may not be applicable to other Universities.
4. The study did not include other stakeholders of commerce education i.e. students, parents, Government, educational institutes, industry etc.

5. Scope for further research:

1. To study reforms in other faculty and its impact on that education.
2. To study in different Universities at different geographical locations.

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