

The Challenges and Ways of Vocationalisation of Commerce Education

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Abstract

Commerce consists of various subjects like accounting, marketing, insurance, banking, management etc. It occupies all the activities related to business and economy. Commerce is a separate wing of education system which includes management education also. Commerce education is based on business, trade, industry, organizational behaviour, management of business and now it applies the modern technology for changing the face of commerce. Though we are having everything with us, our students are not having the perfections in all subjects practically. Commerce is the backbone of economy which is having parallel contribution in the development of primary, secondary and tertiary segments of economic sector. Commerce is not only the branch of education but it is practices at whole, there should be a proper training for better implementation. As a result there is a need of vocationalisation of commerce

education to produce qualitative students in the market. This research study is descriptive in nature and based on secondary data and information. This study results how to face challenges before commerce education and overcoming with different way outs.

Key words: *Commerce, vocational, business & economy, technology, vocational education.*

Introduction

It is an essence of today to understand how vocational education can produce different architects in business sector if they are given knowledge and skills properly in the subjects of commerce. Vocational education is a combination of knowledge, skill and training. The term vocationalisation of commerce refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities . India has a cultural heritage in many aspects; as a result there are many businesses or occupations run with

traditional ways. The “Bara-Balutedari” was the famous concept in earlier period in India. Most of the people were engaged as carpenter, Cobbler, black-smiths, Potters, agro-entrepreneurship etc. and continuing the same business from generation to generation. Now the way of working gets changed, Man is replaced to Machine and the whole place is taken by modern technology in respect of the change in occupation or business.

The Vocational Education is considered as the base of traditional and non-academic knowledge of a specific cultured trade, job, occupation or vocation. Such education is known as Vocational Education. Due to the vocational education, it is possible to give works to hands of many pupils. Previously, ITI trade was more popular amongst the society, and now in current it has also same status because it is providing a bulk of skilled employees and entrepreneurs to the business and industry. The concept of apprenticeship or traineeship emerged in business and industry. As a result there is tremendous demand increased for skilled, apprenticeship and traineeship in various business concerns. The need of vocational education gets increased in higher education system. Most of the government funded agencies/institutions have taken initiative in the development of vocational education for better status of students. In

the 20th century, there is highly demand of vocational and professionals in the various economic sectors. The demand in retail, tourism, information technology services etc. is increased rapidly. It is possible to develop vocational skills in pupils at individual level for grabbing employment opportunities in various economic activities. They will get jobs to their hands. Under commerce stream there are many vocational areas to do something new in the future.

Vocational Education in India

Vocational Education is known as skill based education or education based on occupation and employment. National Council for Vocational Training (NCVT), an advisory body, was set up by the Government of India plays its important role in implementation of Vocational Education in India. Vocational Education is well known as Career and Technical Education (CTE) or Technical and Vocational Education and Training (TVET) because it prepares people for specific trades, crafts and careers at various levels. The raising importance of vocational education system, most of the universities, colleges and institutions are trying to provide vocational knowledge and skill in different areas in the specific area of education. Vocational Education and Training (VET) is an important

parameter in the development of education system. If universities, colleges/institutions initiate with VET, it will provide productive human resource to the country. There is a need to change the face of traditional education to vocational education with broader perspectives and dimensions. Today, technical skill with practical knowledge, training and skill is the essence of market and it is the responsibility of the institutions to provide such resources in time.

Now there is need of vocational training to build nation. The growth and prosperity of nation is in the hands of youth who are the leaders for tomorrow. The technical and vocational education and training system (TVET) in India is having contribution in the development of human resource at graduate and post-graduate level, Diploma-level and Certificate-level to enhance the hidden skills, qualities of the students at their education level. Though there are many hurdles in implementation of vocational system in education system. Today, most of the government and private institutions are trying to provide vocational knowledge in various trades like – GST Accounting, Tax Awareness, Industrial Accounting, SAP, financial Accounting, SAPERP Financial Accounting, SAP-IFRS, SAP Modules, Accounting Software's, GAAP V/S SAP Accounting, Multimedia &

Animation; Fashion Designing; Journalism & Media; Foreign Language Diplomas; Game Designing; Information Technology; Clinical Nutrition; Hotel Management and Tourism; Interior Designing; Beauty Consultant; Film and Media; Physiotherapy; Retail; Bio-Informatics; Packaging; Electricians; AutoTechnicians; Plumber; Baking / Confectionary; Fruit and Vegetables Preservation; Desk Top Publishing (DTP); Electric and Gas Welding; Lab Technicians; Repairing /Maintenance of Domestic/ Electrical appliances; Medical Transcription; and many other fields.

Vocational Education and NEP 2020

Our government has polished National Education Policy (NEP) 2020 focusing on issues related to the implementation of vocational education in education system. The Kothari Commission presented a report in 1966 on introduction of vocational education at higher secondary levels through vocational courses. Afterwards, the National Education Policy (NEP), 1986, focused on improving the organizational and management structure of vocational education. It was applicable to both at secondary and higher education levels. According to the National Institute of Open Schooling, it is observed that only 2% of the total population in between 15-

29 years is provided formal vocational training while 8% have received non-formal vocational training. As per the available data from the 12th Five-Year Plan (2012–2017), it is observed that not more than 5% of the Indian workforce between the age of 19-24 received formal vocational education.⁹ Therefore, NEP has to face various challenges to set future goals for implementation.

Objectives of the study

The main objective of the study is to know the challenges before vocationalisation of commerce education and some way outs to remove bottlenecks.

Research Methodology

The study is purely descriptive in nature and based on secondary data. This study reveals various challenges before the vocationalisation of commerce education and how we come out from this traditional education system. The application of vocational education system in most of the colleges is the major problem; therefore this research focuses on the some of the issues related to it.

Challenges before vocationalisation of Commerce Education

Following are the challenges before vocationalisation of Commerce education:-

1. Lack of Awareness of competitive examination:- Most of the commerce students are unaware about banking competitive examination like Probationary officers, technical officers, Bank clerical examination, Recovery officers, Specialist Officer, IBPS specialist officer, and statistical officer, RBI Assistant officer etc. The syllabus of commerce is not popular to grab the opportunities in the society. Even the syllabus cannot attract the students to acquire vocation skill and knowledge.

2. Inadequate teaching aids:- Most of the colleges or institutions which are providing commerce education not having adequate teaching aids like commerce lab, LCD projector system, internet facility etc. Therefore, students are not getting technical knowledge while getting education. Students will get technical experience if they are given such facilities in time.

3. Lack of infrastructure facilities:- There is a lack of proper management of infrastructure facilities in most of the colleges due to the funds. If the infrastructure is provided to the students by considering the utility of the students, the students will be benefited most. But it is observed that many colleges are not having adequate infrastructure.

4. Market and Need base syllabus:- The syllabus of commerce is inadequate, outdated and needs to update as per the requirements of society and market. If the students are provided current and market need base syllabus, the students will get more practical knowledge and experience while learning.

5. Lack of soft-skills :- Today there are many more opportunities in KPO, BPO and Information technology companies to the commerce students, so that the students should get various ICT skills, soft skills etc. Similarly, they should have proficiency in English, but lack of training facilities, it is difficult to provide skilled manpower in the market.

6. Lack of practical exposure: The way of traditional commerce education learning should be changed to the modern education by acquiring technical skills and practical approach of learning. If commerce subjects are taught with vocational aspects, the students can be trained with market oriented skills. It is also a challenge before vocationalisation of commerce education.

Ways for vocationalisation of Commerce Education:

Following are some of the ways for vocationalisation of commerce education:-

1. Business oriented ideas and courses:-

It is the need of change the way of commerce education and start various business oriented courses through the implementation of vocational education. It will provide direction to the students to run the self-business and generate new ideas of the business. The students will able to develop logical thinking, initiative, and attitude to life.

2. Development of Self business attitudes:

After vocational training, the students can change their attitude towards self-business. The students can start small-medium businesses, management consultancies, tax consultancies etc. Similarly the professional attitude should be amongst the students to do professional course like CA, CS, ICMAs, CFAs etc.

3. Job oriented Practical courses:-

Job oriented courses such as GST Accounting, Tax Awareness, Industrial Accounting, SAP, SAP-ERP Financial Accounting, SAP-IFRS, SAP Modules, Accounting Software's, GAAP V/S SAP Accounting, Tally-ERP computer courses, salesmanship, advertising, secretarial practice etc. should be possible to start on a large scale.

4. Management oriented Executive courses:-

Commerce education produces executives or officers in the field of management. Due to the vocationalisation

of commerce education, the students will get more knowledge and exposure about managerial and executive aspects of any company. The students will acquire the position from all the levels of management.

5. Industrial visits and Internship :-

There should be strictly industrial visits are to be organized, so that students can understand the importance of industry, business and all economic activities. The internship programme should be done by students very effectively and seriously. Such training can increase the work experience of students while learning process.

Conclusion

Today there is needed to change the face of commerce education by applying vocational education and NEP 2020. The syllabus is updated on the basis of market orientation; it is possible to meet the requirements of society, Industry and business. The vocational education will provide experienced hands to strengthening the economy. It is possible only if we think about a seed of commerce which will be turn into a huge tree with qualitative fruitful products.

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