

Analysis of Gap Study Between Industries Requirement & Commerce Curriculum of M.D. University Rohtak.

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Abstract: From last decade, Haryana state is the hub of industrialization especially NCR area covered by Maharshi Dayanand University, Rohtak. Commerce discipline is the vital theme for growth of industrialization. As the keen competition increased, it essential for the concerned discipline that upgrade itself as the requirement of the business concerned. So that's why, this study is try to find out the causes of gap between university curriculum and industries requirement.

Introduction: What do industries expect of Commerce graduates? At present, there is perception among industries in the NCR that commerce graduates are not adequately prepared to enter the workforce. The objective of this study is: to investigate the gap between industries perception and commerce curriculum of MD University, Rohtak. Employers look for skill and experienced job seekers because low quality education feeds into poor workplace learning capacity. This study analyzing the competencies parameters of university curriculum and industries expectations.

Objectives of the study: The main objective of this research is to determine the key gap areas of commerce curriculum and industries demand and to provide some specific suggestion to make effective curriculum.

Hypothesis:

There is no gap between university curriculum and industries requirement.

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Methodology:- Primary data has taken as Direct Personal Investigation with 180 Students, 27 Asst. Professor and 35 Human Resource Personnel's from industries. Secondary data has also taken randomly from various sources of industries and university concerned. The University Curriculum during 2012 to 2019 studied with industries requirement for the like period. Nominal Scale is used with arbitrary different points of professional competences. Each subject has 50 points which divided in different competences and weightage is given as the importance of subgroup of subjects. Problem is exploratory in nature.

Competencies Skills: Different competencies skills are scaled as the required for a commerce graduate i.e.-

- **Theoretical Knowledge (TK):-** It is the pillar of each subjects and methods, principle, procedures, scope etc are introduces in it. So, weightage is decided 15 points.
- **Industrial Training (IT):-** Industrial training is the bases which make combine to theoretical knowledge with practical one. Weightage is decided 05 points.
- **Current Issues (CI):-** Subjects concerned can survive for a long period with up dated knowledge. Weightage is decided 05 points.
- **Advance Problems (AP):-** Advance Problems are proactive in nature which makes subjects progressive in nature.

- Case Study (CS):- Case study is helpful for solution of real life problem with past information's and for future reference to concerned problem. Weightage is decided 05 points.
- Computer Application (CA):- various software like Tally, Busy, SAP, SPSS etc are vital for commerce graduate for entry in the business. Weightage is given up to 10 points.

Limitation of the Research: The technology is going very fast due to it, the methods and procedures of commerce discipline is dynamic and university concerned have to face lack of industry expertise. Different weightage point of table can reflect variation in figure if scale would be changed.

Gap Analysis: Under gap analysis, the degree of variations between commerce curriculum of University and industries requirement are studied.

Gap Analysis Table

Sr. No	Subjects	TK (15)	Gap	CA (10)	Gap	CI (5)	Gap	IT (5)	Gap	AP (5)	Gap	CS (10)	Gap	Total Gap (50)
1	Accounting & Finance	14	-1	6	-4	5	0	3	-2	5	0	8	-2	-09
2	HRM	10	-5	4	-6	3	-2	2	-3	1	-4	2	-8	-28
3	Banking	12	-3	2	-8	5	0	0	-5	0	-5	2	-8	-29
4	Business Mgmt.	13	-2	1	-9	4	-1	4	-1	2	-3	1	-9	-25
5	Taxation	15	0	5	-5	5	0	4	-1	5	0	9	-1	-07
6	Capital Market	14	-1	2	-8	4	-1	3	-2	2	-3	3	-7	-22
7	Int. Trade	11	-4	2	-8	2	-3	2	-3	1	-4	2	-8	-30
8	Business Law	15	0	4	-6	5	0	0	-5	3	-2	8	-2	-15
9	Marketing	12	-3	3	-7	3	-2	3	-2	2	-3	3	-7	-24
10	Corporate Law	15	0	2	-8	5	0	2	-3	5	0	5	-5	-16
	Total	113	-19	31	-69	41	-09	23	-27	26	-24	43	-57	-205

Sources: Direct Personal Investigation

Results and Discussions:

On the basis of gap analysis table, there are following outcomes has found out:

- Theoretical Knowledge (TK) of all subject are in excellent position. All stakeholders have positive sign in this regarding All subject are easily achieved average tendency except HRM and Int. Trade. Theoretical Knowledge of university curriculum is in excellent position. There is highest gap in HRM subject only.
- Computer Application (CA) based knowledge is unsatisfactory as a chief requirement of industries. There are half subjects which are not performing average points of computer based knowledge. There are eight subjects out of ten which completely fail to provide computer application to students.
- Current Issues (CI) reflecting well position in all subjects except International Trade. University properly up dating its curriculum as per the market scenario.
- Industrial Training shows lower participation in commerce curriculum. There are two subjects which are not up to beginning stage till date and others are unsatisfactory condition. Industrial training shows highest gap among all parameters.
- Advance Problems (AP) of subjects concerned has mix output. The practical and law subjects are showing greater participation to fill gap of curriculum and industries requirements but some subjects has completely unsatisfactory performance like HRM, Banking, Int. Trade etc.
- Case Study (CS) is showing satisfactory position in four subjects but remaining are not holding good position as the requirement in practice.

- Practical and law subjects are showing good position in all parameters due to auto updating of syllabi by the external factors i.e. govt.
- There are six subjects which are showing high gap and all are traditional in nature. Only laws and accounting subjects are showing well participation in reducing the gap.
- Int. Trade, HRM and Banking have highest gap respectively. These subjects curriculum is not industry oriented.

Suggestions:

- There are different kinds of suggestion provided by stakeholders. Some chief points are as under: Like Academic Council, university should establish Training Council so that theoretical knowledge of students matches with practical one.
- University should give proportional weightage to industries personnel in Academic Council for making industries oriented curriculum.
- As suggested by industries experts, university should invite resources as Associate Professor who has sufficient experience in commerce and management field.
- Taxation and Laws subjects are automatic update as the market demand but it not going on with theoretical subjects. So, university should do special attention in this regarding
- Training Project should be assigned to student so that they aware about industries environment.
- University and Colleges should tie-up with industries for seminars, case study, and conference and extension lectures etc.
- Traditional subjects need reformative approach for facing keen industries challenges. Such as Banking and HRM subjects have to modify completely as market demand.

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