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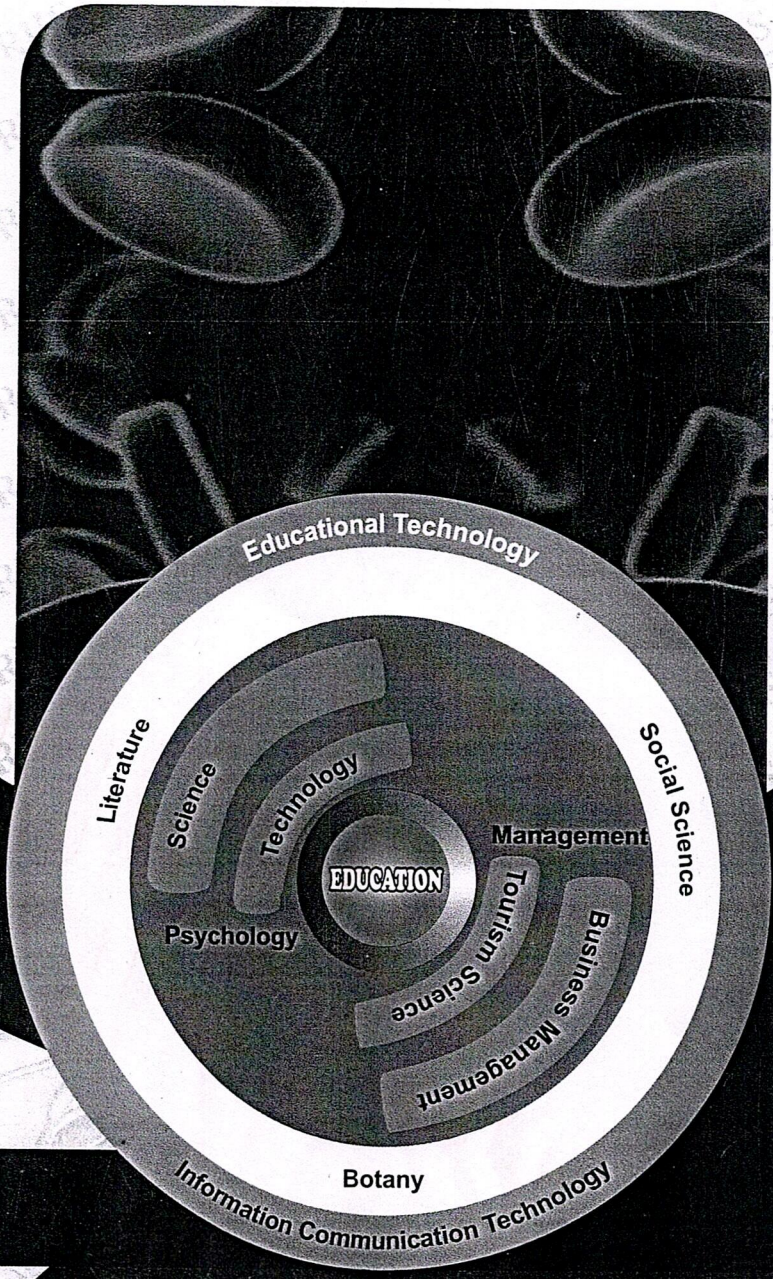

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STUDENTS DEVELOPMENT PRACTICES FOLLOWED BY THE COMMERCE COLLEGES

Prof. Akanksha S. Bhanji
Dayanand College of Commerce, Latur, Email ID: aks.14988@gmail.com

Introduction: Man is the best and the most developed creation of the creator, on the other hand wonderful & mysterious too, hardly perceivable to senses. The most constructive and destructive concepts and events are the outcomes of human brain & mind depends on cultivation and development of human nature. Out of all the available resources in the world, human resource is the basic resource which influences the universe. Even though each individual man is perishable& mortal, but tremendous power of the human resource is immortal & eternal. All resources are utilised through human resource with a view to accomplish wellbeing of the mankind. Great empires of the world either can soar or crumble with the influence of human energies. Everlasting treasure of potential H.R. power can write the destiny of global humanity. Human resources are the energies, skills, talent, spirit and knowledge of people, which potentially can and should be applied to the production of goods and services for the welfare of the society. The essence of HRD is to bring out the best in man, means HRD is just the process through which the potentialities of man can be materialised into the productivity of real times. But this needs an intensive training of the HR for the efficient utilisation of the material resources, this phase of intensive training may be called as the human resource development. HRD deals with creating conditions that enable people to get the best on of themselves and their lives. Development is an unending process. As people develop themselves in new directions, new problems and issues arise, requiring them to develop new competencies to meet the changing requirements, aspirations and problems. There are however some universal goals towards which all human resource development efforts should aim to achieve. At the individual level these goals may include developing capabilities for ensuring a happy and healthy living. The dimensions of such happiness may vary from individual to individual. These may include a good education or skill base that may be the key to income-generation and fulfillment of many other social needs; A good income base itself, self esteem, security, status and recognition in the society, good family and a sense of belongingness to a group, society or organisation.

Objectives of the Study:

- To know the nature of Students Development Practices adopted in higher education.
- To suggest some innovative and creative Students Development Practices on the basis of conclusions.

Significance of the Study: It seems nobody yet or exceptionally with casual emphasis, this subject has been taken as a matter of research study. Critical evaluation of the Students Development Practices adopted by the colleges is essential to visualise the true effectiveness of academic efforts and deviation from desired fruitfulness if any. Strengths and weaknesses of the existing Students Development practices can be well-highlighted through the study. Certainly, the study can result in reforms in Students Development systems and desired improvements in educational administration' attitudes and mind-set. The study is ultimately contributing to serve the ultimate goal of education i.e. multi-dimensional development, enriched and enlightened students, with rich potentialities to contribute in social well-being and national development.

Students' Development Practices: Students' multi-dimensional development is the destination of entire educational Endeavour. Generally, the span of HRD is restricted to employees only, but in the wider context today's students are tomorrow's employees and entrepreneurs and pillars in the nation

building. So, student's development must be predominantly considered while evaluating the HRD practices. Here, some practices for the students' development are highlighted.

- Different effective methodologies of student centric teaching
- I.T. Orientation of Students
- Library and reading room facilities
- Special efforts for advanced learners' enrichment
- Remedial coaching programme for weak learners
- Internal assessment practices and feedback
- Problem Solving sessions
- Brain storming sessions
- On job training
- Personal Counseling/mentoring
- Career guidance and career development programmes
- Participation in academic competitions
- Personality development programmes
- Preparation classes for competitive examinations
- Guest lectures on current issues by eminent academicians
- Practicals and Projects
- Special efforts for women empowerment
- Special efforts for development of differently able students
- Informal dialogue with eminent teacher and external academicians
- Behavioural evaluation of students and feed back
- Evaluation of academic progression and feedback
- Group discussion, seminars, personal interviews
- Development of competitive strengths
- Stress management, Yoga-Pranayam sessions
- Initiatives to obtain students' participation in social movements
- Encouragement for participation in research activities
- Development through physical education & sports
- Participation in qualitative cultural activities
- Encouragement and guidance for self-learning
- Direction for life-long learning (L^3)
- Efforts to develop intelligence quotient (I.Q.) and emotional quotient (E.Q.)
- Efforts to inculcate desired values through value education
- College initiated study material and learning resources
- College initiated academic programmes based on students' needs
- Experiential Learning
- Development in students' inter-personal, intergroup and intra-group relations
- Discipline and observance of college code of conduct
- Behaviour with opposite genders
- Contribution in institutional image building
- Updating knowledge and development of research aptitude

Above are some important major practices contributing to students' development. It can't be claimed that these are the only practices for students' development but these can be considered as major parameters for the evaluation of HRD practices, in higher education. As far as students' development

is concerned, "Sky is the limit'. Process of development is psychological phenomenon and it belongs to behavioural science. There can't be any uniform and exact formula for the students' development.

Scope and Limitations of the Study: Human resource development can be accomplished through several channels and methodologies but here, Students Development through higher education is only considered for the study. The study is restricted to only selected colleges, affiliated to Swami Ramanand Teertha Marathwada University, Nanded. Human resource in any college can be composed with several categories of the personnel, but in this study, students are only considered as HR of the institutions. Curricular-co-curricular and extra-curricular, formal & informal, within &outside the institutional premises, mandatory by law and college initiated practices and programmes considered as contributing to HRD.

Possible Contributions of the Study: Before predicting the possible contributions of the study, let us know the nature of area of the study. Human resource development is a social science, related with human behaviour and human abilities. Rules of social sciences are always inexact, results of experiments on non living matter can be concrete and eternal but it is not so with human nature. Results of Students Development Practices may vary with the composition of developers and to be developed, concrete-eternal theory can't be drawn with these results, even no any uniform practice can be applied at all the times, today's formula of development may become outdated tomorrow, nothing is perpetual but everything is ever-changing phenomenon.. The area of study is relating to human nature, which is the most complex and mysterious, hardly perceivable to senses. In spite of such an inexact nature of the area of study, certainly an analysis and interpretation of several Students Development Practices, conclusions and suggestions will contribute to the great extent, in any field with human beings, in every walk of human life. Following are some of the probable major contributions of the study.

- Policy makers and administrators in higher education will visualise the outcomes of several Students Development Practices, which may result in improvement in their vision in this regard.
- Critical evaluation of different Students Development Practices may lead to introspection and desired reforms in the HR in higher education.
- Parameters can be set for academic audit of colleges and universities.
- Updating various systems through timely perceptions of ineffectiveness or less effectiveness of the existing conventional systems.

Conclusion: As the students' development is psychological process and the issue related with social science,there can't be any exact formula for development. Rules of behavioural sciences are always inexact. No any common methodology applicable to all verities of students. Each student and every teacher is exclusive and made unique by the creator having an independent peculiar personality. Different methodologies and styles of developmentare adapted for different students in different circumstances. Fruitfulness and result of the methodology depends on for whom by whom it is adopted? And in which circumstances it has been applied, time factor, age group of the students, backgrounds and pre-knowledge of the students etc are also influencing factors. The same methodology may not be applicable to the same student in different situations, but the teachers' should observe and evaluate the students properly and decide about methodology. Teachers should be psychologist; they must know their students' psychology and mindsets, on which the success of development practice depends. After all, whatever may be practice adopted by the teachers, result depends upon their affiliation and affection with the students' community.