
CHAPTER - V
CONCLUSIONS AND SUGGESTIONS

Conclusions

Suggestions

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Following conclusions have been drawn after studying the various aspects of the art of typewriting and the manpower planning. Hence, consolidation has been made of the two Sections, as mentioned earlier. Totally 104 respondents were available for classification, analysis and observation.

1) Within a short span of period, i.e. from the establishment of various typewriting institutes (excluding Laxmikant Typewriting Institute, respondents are taken from this Institute since October 1982, though it is established in 1971), 1040 candidates passed the various G.C.C. examinations. It is quite noteworthy. In other words, we can say that 1040 candidates are prepared for various office jobs related to typewriting in Kankavali Taluka.

2) Sex-wise Distribution of the respondents.

Out of the total respondents, 60 respondents are female and 44 respondents are male. It indicates a progressive picture for the future. Female candidates are coming forward for obtaining typewriting skill and become prepared for getting a job. In a rural area like Kankavali Taluka of Konkan region, the sex ratio with regard to the skill of typewriting is quite notable.

3) Educational Qualification.

Though nearly half the respondents (45) are graduates, it is quite noteworthy that undergraduate candidates also are not wasting their valuable time in acquiring the typewriting skill after completing their education. They would be

well prepared with knowledge of typewriting. The mere higher number of the graduate respondents does not give a good impression.

4) All the respondents have faith that the typewriting skill will prove useful for getting a job. Due to an acute dearth of employment opportunities, merely the typing skill will not be sufficient for getting them a job. But a graduate must be well acquainted with typewriting skill. Mere education upto graduation or even post-graduation level will not be sufficient for getting a clerical or typing job. A candidate who has passed the G.C.C. examination in English and Marathi typewriting will have more job opportunities than a graduate having no typewriting skill.

5) Majority of the respondents have passed English typewriting (30 w.p.m. and 40 w.p.m.) examinations and Marathi typewriting (30 w.p.m. and 40 w.p.m.) examinations. But the respondents are reluctant to appear for examinations of 50 w.p.m. and 60 w.p.m. speeds in English typewriting. It is not a good sign for the development of the typewriting skill. A very few candidates appear for Hindi typewriting (30 w.p.m. and 40 w.p.m.) examinations. Though it is not so necessary, by passing such examinations, mobility of the candidates could be increased. These candidates would efficiently perform their office jobs in any State of the nation.

6) Out of the unemployed respondents, 69 respondents are seeking jobs for clerical posts and 37 respondents are seeking jobs as typists. It can be concluded that due to the scarcity

of opportunities for typists, the respondents who are well equipped with typewriting knowledge seek job for clerical posts instead of as typists. A very few candidates show interest towards stenography. For the best utilization of the acquired typewriting skill, the candidate should be provided maximum typing work instead of other clerical work.

7) Majority of the respondents feel that the typewriting skill will be useful to them for performing office job efficiently. But for getting benefits from the art of typewriting, the typewriter should be used to a large extent. In many offices in Kankavali Taluka, there are no typewriters. It is quite dissenting matter. For performing office job efficiently, typewriters should be applied to a large extent.

8) Majority of the respondents have passed the G.C.C. examinations at secondary or higher secondary level. They have acquired the skill of typewriting simultaneously with the formal college education. Gone are the days when a candidate completing his graduation would join the typewriting institute. It was quite a lengthy and time-consuming process. It is quite appraising that majority of the respondents are acquiring the typing skill upto graduation.

9) Majority of the respondents are enthusiastic regarding the introduction of the subject 'typewriting' in the curriculum of secondary and higher secondary examinations as a vocational subject.

10) The employed as well as unemployed respondents are not so willing to join typewriting institutes for practice only. According to them, there is no adverse effect of the gap between getting a job and passing the typewriting examination. If there indeed is a gap between getting a job and passing the typewriting examination, it can be compensated by performing office jobs related to typing. Mere practice through office jobs would compensate for the gap and hence, there is no need of joining a typewriting institute for practice after getting a job.

11) Joining a typewriting institute for practice only after getting a job will definitely be useful for attaining the desired typing speed. But it requires money and time and candidates are reluctant both to spend the money and the time for typing practice. The respondents abide that joining the typewriting institute merely for practice would prove useful for better performance.

12) Purchasing and typewriting machine and performing job work as a source of earning is a useful project. The respondents are asked to give their opinions in this regard. Nearly fifty per cent respondents felt that it is a useful project for self-employment. Some of them are already thinking in that direction. 40% of the total respondents, however, are not so optimistic about such project. They feel that due to photocopying machines, computerisation of many routine jobs and above all, scarcity of typing jobs, such a project will not be successful to a large extent. Photocopying machines (commonly known as 'xerox machines') have proved a good alternative for repetitive typing jobs. However,

in the vicinity of High Court, District Courts and other government offices, this project would prove useful as a source of earning. Obviously, it will be helpful for self-employment and will reduce the severity of the unemployment problem to some extent.

13) Occupation.

Out of the total employed candidates, eight are in service while two of them are carrying on their own typewriting institutes. It can be concluded that majority of the respondents have a tendency for getting a job and performing clerical duties instead of establishing an independent business. Typewriting skills would prove useful in business field also, but majority of the respondents are seeking jobs for clerical posts or typists.

14) Only one respondent, out of the total employed respondent, has to perform only the typewriting job. All other respondents have to do clerical and accounting work also alongwith typing job. Hundred per cent application of the typewriting skill is not possible in any office. In fact, there are no typewriters in some offices, hence there is no question of any typing job. It can, therefore, be concluded that unless there is a large quantum of typing work, full appreciation of a typist's skill would not be possible.

15) In majority cases, a 'typewriting job' meant typing financial statements and circulars, memos, etc. As all the employed respondents are working in government and private offices only, they need not type business letters. Whenever there is a cyclostyling machine, the typist has to cut stencils and

prepare master-sheets. Very few respondents have to type formats of advertisements or any such specialised material. Finally, we can say that majority of the typing work in various offices is to type the financial statements and circulars, memos, etc.

16) Majority of the respondents abide that due to the typewriting skill, neatness, saving in time, money and labour can be obtained. These are the special benefits which should be obtained by passing various typewriting examinations.

17) At last, but not the least, all the respondents feel that typewriting is a useful art for performing office jobs efficiently.

Though through various typewriting examinations, skill of typewriting can be achieved, it cannot be utilised for business field. Generally, all the candidates seek jobs in offices. As there is no demand from the business field, the candidates cannot utilise their skills fully. But the candidates are prepared to do typing job in business offices. As the offices of large business enterprises are located in big cities, there is no difficulty for them in getting qualified and experienced typists. The candidates from rural area, however, are deprived of such job opportunities.

Conclusions at a Glance

- * 1040 candidates have acquired the skill of typewriting.
- * Female candidates are coming forward for obtaining the typewriting skill to a large extent.

- * Candidates get the typewriting skill before graduation, i.e. they become well-prepared for getting a job after their graduation.
- * Candidates are reluctant to appear for English typewriting (50 w.p.m. and 60 w.p.m.) examinations.
- * In Kankavali Taluka, there is no sufficient typing work, employers cannot utilise the services of a typist to maximum extent.
- * Purchasing a typewriter and performing job work as a source of earning is useful for self-employment.
- * Candidates feel tht there should be no need for joining a typewriting institute after getting a job.
- * Majority of the candidates feel that the subject 'typewriting' should be introduced at the secondary or higher-secondary level as a vocational subject.
- * Though the respondents are well equipped with the typewriting skill, there is no sufficient demand from the business field.

Suggestions:

1) Taking into account the number of students studying in schools and colleges, there is a much wider scope for expansion of the art of typewriting. It is an acute need to establish new typewriting institutes, so that the college students should take advantage of such institutes. Sometimes, the students cannot find convenient time for obtaining the typewriting skill. There is a huge rush in the typewriting institutes from 10.00 A.M. to 1.00 P.M. To overcome such problems, following suggestions are being

put forward:

- i) Establishing some new typewriting institutes according to the need of the students;
- ii) Re-opening the old typewriting institutes that have stopped their functioning;
- iii) College and high-school students should be motivated and encouraged to join typewriting institutes.

2) There should be a link between the need for typists and stenographers by industrial and business fields and various government offices and the facilities for providing typewriting skills. Otherwise, it will also go waste just like our formal education and will result in frustration in the minds of youth. Employment Exchanges should take a lead in this behalf.

3) Only the typewriting skill is not sufficient for getting a job and it should be supplemented with the skill in shorthand. As there are six typewriting institutes in Kankavali Taluka, not a single institute provides training in stenography. According to the need of the nation, these institutes should provide not only typists and stenographers but should impart them the knowledge about 'secretaryship' in a comprehensive sense. Typewriting skill, as alone, will become obsolete in future as the use of computers becomes a routine matter in many offices.

4) There should be an educational approach in the curriculum of G.C.C. examinations, in addition to the technical approach. Many candidates are science- and art-graduates and hence do not know the formalities of a business letter or a balance

sheet. They can only type whatever is written on the paper. But for the maximum utilization of a typist's services, he should be versatile in this regard. Due to the lack of educational approach, the typed financial statements mislead the reader sometimes. For example, the amount of 'authorised capital' in a balance-sheet should be underlined, otherwise it would be added into the grand-total and the balance-sheet would not tally.

5) For ensuring the above mentioned educational approach in the typewriting, it should be linked with college education. The curriculum for such examinations should be inclusive of evolution and the history of the art of typewriting, types of typewriters and their mechanism, necessary technical knowledge for repairing typewriters, new trends in typewriting skill, in addition to the regular curriculum of the G.C.C. examinations.

6) In some States, 'typewriting and stenography' or 'typewriting' is a subject for study at H.S.C. examination as a vocational subject. On the same lines, in Maharashtra, the 'typing and stenography' or 'typewriting' should be introduced in the curriculum of secondary and higher secondary standards. For ensuring an educational approach to the art of typewriting, one of the above mentioned approaches should be brought into practice.

7) The art of drawing pictures with the help of a typewriter should be developed, as it has got recognition now-a-days.

8) The examiners and the paper setters working in the Bureau of Government Commercial Certificate Examinations should adopt an educational approach while assessing the answer books and setting up the question papers. They should think that after passing the G.C.C. examinations, a candidate should perform official job more efficiently and in a systematic manner and also should play a role of 'secretary' instead of merely a 'typist'. In the question paper, 10 to 15 marks should be allotted to theoretical answers such as types of typewriting machines, their mechanisms, evolution and history of the art of typewriting. Another alternative to this issue is to give internal credit or marks such as a tutorial-scheme in higher secondary level.

9) Proprietors of typewriting institutes and employers should motivate and encourage the candidates for joining the typewriting institutes even after getting a job. For the thorough development of the skill of typewriting and the maximum utilization of the typists' services, it is essential. Candidates should be motivated for appearing for English typewriting (50 w.p.m. and 60 w.p.m.) examinations to a larger extent. They should also be encouraged to appear for Hindi typewriting examinations.

10) There is a further scope for the efforts to be taken for passing the G.C.C. examinations. Individual approach should be brought for excellent teaching. The proprietors should make continuous efforts for excellent results. Prizes should be awarded to the candidates who show excellence in typewriting examinations. Attempts should be made to encourage the candidates to

take efforts for obtaining championship awards in the examinations conducted by the Maharashtra State Commerce and Educational Institutes' Association, Bombay.

11) For showing excellence in G.C.C. examinations, ample time should be reserved for practice, if possible within the schedule. Extra periods should be arranged on Sundays or other holidays. New ways and means should be developed for good effective and efficient teaching. The proprietors should remove the problems in developing skills and exercise remedies for better performance.

12) The State Government should provide some grant for typewriting institutes. It is difficult to maintain adequate 'surplus' within the prescribed fee. Many proprietors of the typewriting institutes run the institutes with the support of job-work, cyclostyling work and photocopying. Running the Institute without such additional work is not a viable project. To overcome such difficulties and to bring educational approach in the typewriting institutes, Government should provide grants to such institutes to some extent.

13) There is a gap between the requirements of business field and supply of the skilled labour force (i.e. the typists). For getting qualified and competent typists, entrepreneurs should make contact with the typewriting institutes instead of other employment agencies.

Suggestions at a Glance.

- * Establishing new typewriting institutes and reopening the old ones which have stopped their functioning;
- * There should be a link between typewriting institutes and the need of business, industrial fields and the government offices;
- * Typewriting skill should be supplemented with shorthand and stenography for getting jobs elsewhere;
- * There should be an educational approach in the curriculum of the G.C.C. examinations;
- * Introduction of the subject 'typewriting' or 'typewriting and stenography' at H.S.C. level as a vocational subject;
- * The subject of 'typewriting' should be linked with the college education for bringing educational approach to it;
- * Provision for additional practice for showing excellence in typewriting examinations;
- * Provision for grant by the State Government to the typewriting institutions;
- * More efforts should be made for passing the candidates and showing excellence by them by the typewriting institutes.