

Chapter – I

INTRODUCTION

- 1.1 INTRODUCTION TO EDUCATION
- 1.2 INTRODUCTION TO HIGHER EDUCATION
- 1.3 HIGHER EDUCATION IN INDIA
- 1.4 COMMERCE EDUCATION IN INDIA
- 1.5 OBJECTIVES OF COMMERCE EDUCATION
- 1.6 ROLE OF N.A.A.C.
- 1.7 ROLE OF I.Q.A.C.

1.1 INTRODUCTION TO EDUCATION

Education is a unique feature which plays the most dominant role in the life and evaluation of mankind. A fully educated man is real human resource and is considered as an important, a valuable and tangible asset to the country. The economic development of the country depends fully upon such real assets. Hence, education – Primary, Middle, Secondary, Higher secondary, College, including Arts, Science, Commerce, Technical, Medicine, Information Technology, etc plays a vital role in shaping, sharpening and refining the personality of the student. Since the education provides innovative ideas and real human resource, it has been given a supreme place of special importance. Higher education provides a proper solution to each problem of human beings, trade, commerce, industry, social, spiritual, cultural, political, agricultural, administrative, service related and the quality of overall environment.

Human life which is the best creation of God has two aspects: the biological aspect and sociological aspect. While the former is maintained and transmitted by food and reproduction, the latter is maintained and transmitted by education. ‘Education’ is an abstract entity and its concept is dynamic. It is a continuous process. It has passed through many ages and stages in the process of evaluation and at every stage it has had a different meaning according to conditions and then it is prevailing.

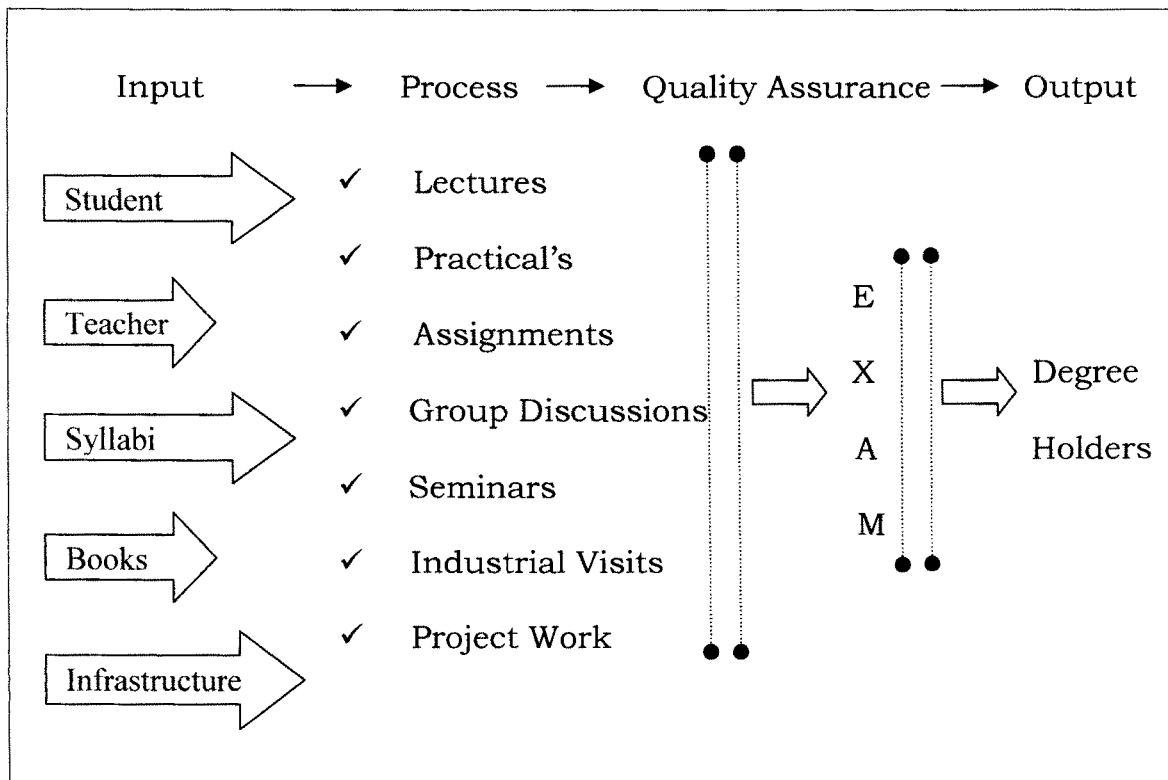
Etymologically, the term education is traced to different sources of derivation. According to one view, Education originated from the Latin word ‘educare’ which means ‘to bring up’ or ‘to nourish’. In other words, it means that the child is to be brought up according to certain aims and ends in view. There is another derivation from the Latin word ‘educere’ which means ‘to lead out’. There is yet another view according to which the term ‘education’

comes from the Latin word 'educatum' which means 'the act of teaching'.

In short education is rightly regarded as the key to national prosperity & welfare and is one of the most important forms of national investments. The skill generated by education is not only highly valued by the society but is indispensable for various occupations. Modern societies cannot achieve their aim of economic growth and higher cultural standard without making effective use of talents of their citizens. This requires that education should be provided capabilities and potentialities of the students. If the student is unable to achieve adequate grades, it means that national talents have been wasted. So every education system should; therefore, offer a diversity of educational programmes suited to various aptitudes, interests, and talents of the students.

Following Chart shows process of Education

◆ **Process of Education** ◆



1.2 INTRODUCTION TO HIGHER EDUCATION

“Education, according to Indian tradition, is not merely a means to earning for living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, training of human souls in the pursuit of truth and practice of virtue”.

[University Education Commission]

“As society becomes more and more complex, the institutions are pressed to assume social obligations to train for employment, to solve social problems, to help set ethical directions for society. The purposes of higher education are several folds. They are concerned with student growth and development, the discovery and refinement of knowledge, and social impacts on the community. But all the programs should be oriented to a central purpose.”

[Aglo D. Henderson & Jean Glidden Henderson in 'Higher Education in America']

The society is full of diversity, ideologies and opinions. In such society, Higher Education means different things to different people. In terms of the level, higher education includes college and university teaching and learning process towards which students' progress to attend higher educational qualification. Higher education imparts in-depth knowledge and learning more & more about less & less. The aim of Higher Education is to acquire knowledge, develop the mind and skills which will mould the students in to responsible citizens. Higher Education also aims at educating men and women for fulfilling natural objectives and plays a crucial role in fostering natural integration on the basis of principle of unity in diversity. The main strength of any nation is its Higher Education system and

optimum utilisation of available skilled and unskilled resources which indeed includes performing and non-performing assets. With more than 17645 colleges, over 400 universities and more than 5,00,000 teachers Indian education system is one of the largest education system in world.

When we speak of the stakeholders of education system, the students hold the highest stake in enhancing the quality of teaching and learning process. The entire future will be at stake if the education system does not prepare these students' adequately for emerging situation in life. Starting as learners, they continue to sustain an emotional bond with their institutions, provided their experiences during the learning phase were fulfilling. They will cherish fond memories of their teachers, facilities and support system. On the other hand, they would like to forget their experience in a poor quality institution as a bad dream.

The national goals in establishing and nurturing educational institutions are directed towards creating human resources assets capable of generating national wealth and serving as an instrument of social change. Moulding the attitudes and competence of the students during their formative years becomes the key responsibility of academic institutions. Students coming from high quality institutions would become performing assets in the progress of the nation.

Commerce is related with every industry, trade and business. While imparting commerce education one has take in to account globalisation, liberalisation, commercialisation and competitive market today. One has to take in to account information technology and internet services. New and useful courses, according to market requirements have to be introduced. There has to be interaction between the industry and educational institutes. We must consider that job

opportunities are now almost negligible and students' personalities have to be developed with entrepreneurial attitude. Practical training has to be given to the students to develop attitude and personality needed for self employment. An ingredient of consultancy services has also to be introduced in commerce education.

Today our challenge is not to give the education to the students but as per LPG policy it has been necessary to train our students in that manner for future needs. Total Quality Management (T.Q.M) in Higher Education is very important. Quality of Higher Education depends on the following -

1. Role of Teachers
2. Students Participation in Teaching & Learning Process.
3. Role of Management and Universities in quality assurance.
4. Perfect Utilisation of Infrastructural Facilities.

1.3 HIGHER EDUCATION IN INDIA

The idea of establishing the universities in India is based on the model of London University (i.e. a university of affiliating type) was first given in Sir Charles Wood's dispatch of 1854, which has been considered as the 'Magna Carta of English Education in India'. It described the aim of Indian Education as the diffusion of arts, science, philosophy & literature of Europe and Indian language. These recommendations were followed by the establishment in 1857, of universities at Kolkata, Mumbai and Chennai (Govt. Of India, 1950). During the pre independence

period the progress of university education in India was slow to certain socio-political reasons.

After independence various institutions and commissions were appointed to develop the education in India. In 1947, the year of independence, there were 20 universities and 500 affiliated colleges with total enrolment over two lakhs. The University Education Commission under the heading of Mr. S. Radhakrishnan (1948-49) reported an uneasy sense of inadequacy of the higher education system, particularly in terms of quality and standards. Then University Grant Commission (UGC) was established by an Act of Parliament in 1956 to take for the promotion and co-ordination of university education and for the determination and maintenance of teaching, examination and research in the universities. It allocated funds and grants to the universities for the development of activities keeping in the view their financial needs, standard attained and the national purpose they serve. It also advises the central and state government on measures for improvement of university education. But unfortunately over the years University Grants Commission has not been able to exercise the powers of co-ordination and regulations effectively either because of rapid quantitative expansion or problems created by the geographical spread of higher educational institutions.

After this the Kothari commission (1964-65) noted that the situation in higher education was unsatisfactory and even alarming in some ways , that the average standards have been falling and rapid expansion has resulted in lowering the quality. The malady plaguing the higher education system appears to be deep-rooted and the increased enrolment eroding into the quality of education is apparently, the most visible one. After Kothari commission Ramamurti Committee (1990) was appointed. It mainly recommended different strategies for the development of

higher education. Punneya Committee was appointed during the years 1992-93. In 1994, the UGC set up the National Assessment and Accreditation Council (N.A.A.C) to accredit institutions of higher education. Its accreditation has facilitated institutions towards self-improvements. However, despite being in existence for more than ten years its impact on quality of higher education is not yet quite visible. The coverage of NAAC is still limited i.e. 130 universities and 3,381 colleges have been accredited when there are more than 400 universities and >17645 colleges in the country. Since accreditation is voluntary, many of the reputed universities and colleges have so far not volunteered themselves for accreditation. Universities & Colleges in Maharashtra State are leading in accreditation from N.A.A.C.

Today in India, **Central Government** is responsible for major policy relating to higher education in the country. It provides grants to the UGC and establishes central universities in the country. The Central Government is also responsible for declaration of Educational Institutions as 'Deemed to be University' on the recommendation of the UGC. Presently there are eighteen (18) Central Universities in the country. There are 99 Institutions which have been declared as Deemed to be Universities by the Govt. of India as per Section of the UGC Act, 1956.

State Governments are responsible for establishment of State Universities and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The coordination and cooperation between the Union and the States is brought about in the field of education through the Central Advisory Board of Education (CABE). Special Constitutional responsibility of the Central Government: Education is on the 'Concurrent list' subject to Entry 66 in the Union List of the Constitution. This gives exclusive Legislative

Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.

The Mid-Term Appraisal to the tenth plan noted that, hardly any Indian university ranks among the top world universities. In the Shanghai University ranking of World Class Universities, only three institutions, Indian Institute of Science of Bangalore, IIT, Kharagpur and Kolkata University figured in Worlds Top – 500 Universities in 2004. A country of the size India needs much larger number of higher education institutes to compete with the best Universities in the world.

The “marked deterioration (reduction) of standards in teaching and examination and the increasing dissatisfaction with the conduct of university administration and election of university authorities” continue to be the matters of great concern since last six decades. Over a large area of education, the content and quality are inadequate for our present needs and future requirements, and compare unfavorably with the average standards and other educationally advance countries. As per the report of U.G.C India is having 412 universities to carter the needs of 100 crores of population, where as America is having 2,364 universities to cater the needs of only 27.60 crores of population, Japan is having 684 universities for 12.70 crores of population; Germany is possessing 330 universities for 8.20 crores of population and UK has 104 universities to carter the need of 5.98 crores of population. Thus, it can be surmised that India is lagging behind when compared to other developed countries while catering the higher educational needs of the people. The gap between the standards in our country and in other educationally advanced countries is increasing. If we won't ensure our average standards in our universities, our degrees will not command recognition and respect neither in our country nor abroad.

Over the years there has been an increase in the number of universities which leads to needless duplication of educational services. Universities offered similar programmes and there were instances where academic programmes of one university were adopted verbatim though the courses were totally irrelevant and inappropriate to the local requirements. One finds multiplication of educational institutes and duplication of educational programmes which neither takes into consideration the development need of the state nor satisfies the demands of the student community. Thus, there is unplanned and haphazard growth of higher educational institutions in the country. This has contributed to the lowering standards, in quality and viability.

1.4 COMMERCE EDUCATION IN INDIA

Commerce and business education particularly in India is as old as our history is. In India we had *gurus* and they used to teach their disciples. Business tactics were transferred from father to his son. Separate institutions in a formal way of commerce education were not there. Business education in India in formal way was started soon after the British traders and industrialists wanted recruit clerical and accounting personnel from local sources. Several recognized and unrecognized schools sprang up to train students in vocational subjects. The supply of British trained persons proved inadequate to meet the growing demands for more diversified and higher talent enterprises.

Consequently, Indian universities, which were growing since establishment of universities in Calcutta, Mumbai and Madras in 1853, turned their attention to imparting education in commerce subjects. The first step in this establishment process was the Sydenham College of commerce in 1913, to provide higher

education in commerce. Other universities gradually embraced the teaching of commerce subjects in their curricula. These universities adopted British model, as their contact with European the United States were virtually nominal. Commerce education, therefore, depend heavily on economics for its theoretical foundations and on professional education for its practical orientation. Economics Department was entrusted to manage Commerce Department as its Head and majority of teachers were part-time teachers from economics and law department, business houses & chartered accountancy firms. Amongst the various Universities Bombay and Allahabad gave grater importance to Commerce education.

With the expansion of trade and commerce, banking and financial institutions, introduction of various regulations in commercial activities, taxation laws and emergence of business enterprises increased the importance of Commerce education greatly. After several years on the model of Bombay University a syllabus was framed for I.Com (Intermediate of Commerce) , B.Com & M.Com in 1951. With this syllabus Commerce was bifurcated even at Intermediate level and after this development commerce stream in India has gone through several modifications & specialization till today. During the last two decades a mushrooming growth was also noticed in management institutions in the country.

1.5 OBJECTIVES OF COMMERCE EDUCATION

In India the need for knowledge of commerce field was noticed because of rapid development in Industry & Business after independence. Since there the primary objective of commerce education is to prepare students for personally fruitful and socially useful carriers in business and related types of activities. Teaching of commerce should always keep in view the expectations from the

business world. Business looks towards the commerce education to give it generalists and specialists, if possible embodied in the same person. The Commerce graduates must be trained in such a manner as they will be ready trained hands to business & industry.

The objectives can be defined in three stages of education –

At Intermediate Level : The objective of the Commerce education at intermediate level or Higher Secondary level is to train the students in elementary principles of Commerce along with the other subjects in Social Sciences and Languages. The students must to be made confident and ready to study the further advanced elements of Commerce education in future.

At Under Graduate Level : The Under Graduate Level courses aim to acquaint the students about the economic principles involved in business decisions, method book-keeping and accounts, working with the organizational structure of business enterprises, legal provisions regarding business concern in production and sales of commodities or services. A commerce degree holder should be trained in such a manner that he should be able to assist different type of business.

At Post Graduate Level : The Post Graduate Level courses aim to masterate the student with full commercial knowledge. These courses aim to equip the student with practical problems of business and industry in such a manner that he should be able to suggest solutions to such problems with the help of theoretical knowledge.

1.6 Role of N.A.A.C

In1994, the UGC set up the National Assessment and Accreditation Council (N.A.A.C) to accredit institutions of higher education. Every stakeholder of higher education has a role to play

for quality enhancement and sustenance. The stakeholders such as the Government, management, teachers, students and the external quality assurance agencies—have an important role in ensuring quality of higher education. The National Assessment and Accreditation Council (NAAC) strive to play a catalytic role in synergising the stakeholders' efforts.

Of all the stakeholders mentioned above, the students have a unique role to play in ensuring quality of higher education institutions (HEIs). Firstly, the students should realize that they have the right for quality education and it is the responsibility of the HEIs to provide quality educational experience to learners. Secondly, the students should equally be aware of their responsibilities which in turn will help the institutions to provide quality education. This means that the students should demand quality education and demonstrate their commitment to quality education by accepting their responsibilities. Otherwise the HEIs will have very little motivation for quality enhancement.

An initiation has been made by the National Assessment and Accreditation Council (NAAC) in this direction by developing a sample student charter for all higher education institutions. It is hoped that the charter will help educational institutions to articulate their obligations to learners in clear terms and can be used as a benchmark for institution's accountability to learners. The NAAC advocates the public display of student charter in every institution as an act of promotion of student participation in Quality Assurance.

A) Institution's responsibilities towards students

The institution shall

- ⇒ communicate its goals and objectives systematically and clearly to all students

- ⇒ offer programmes that are consistent with its goals and objectives
- ⇒ offer a wide range of programmes with adequate academic flexibility
- ⇒ obtain feedback from students on the initiation, review and redesign of programmes if and when necessary
- ⇒ facilitate effective running of the teaching-learning programmes
- ⇒ implement a well-conceived plan for monitoring student progress continuously
- ⇒ ensure that the student assessment mechanism is reliable and valid
- ⇒ provide clear information to students about admission and completion requirements for all programmes, the fee structure and refund policies, financial aid and student support services
- ⇒ ensure sufficient and well-run support services to all students
- ⇒ promote healthy practices

B) Student's responsibilities of learning

The student shall

- ⇒ appreciate the institutional goals and objectives and contribute to the realisation of the same by participating in relevant institutional activities
- ⇒ have a clear knowledge of the programmes, admission policies, rules and regulations of the institution
- ⇒ follow the time schedules, rules and regulations of the institution
- ⇒ undertake regular and intense study of learning materials

- ⇒ make optimum use of the learning resources and other support services available in the institution
- ⇒ prepare for continuous internal assessment and term-end examinations
- ⇒ give feedback for system improvement
- ⇒ have faith and ability to pursue life long learning
- ⇒ live as worthy alumni of the institution

[Ref.- Student Charter, www.naacindia.org]

1.7 Role of Internal Quality Assurance Cell (IQAC)

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up gradation of institutions of higher education, the NAAC proposes that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance.

The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step

towards the internalization and institutionalization of quality enhancement. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or recordkeeping exercise in the institution; it will be a facilitative and participative voluntary system/unit/organ of the institution. The IQAC has the potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. Quality circles in industries operate on similar lines.

The basic purposes of the IQAC are:

a) To ensure continuous improvement in the entire operations of the institution, and

b) To assure stakeholders connected with higher education – namely, students, parents, teachers, staff, would-be employers, funding agencies and society in general - of the accountability of the institution for its own quality and probity.

Some of the functions expected of the IQAC are:

1. Development and application of quality benchmarks/parameters in various activities of the institution.
2. Dissemination of information on quality aspects.
3. Organization of discussions, workshops, seminars and promotion of quality circles.
4. Recording and monitoring quality measures of the institution.
5. Acting as a nodal agency of the institution for quality-related activities.

6. Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time.

The Annual Quality Assurance Report (AQAR) of the IQAC

All the accredited institutions which have established the IQAC will submit a self-reviewed progress report annually to the NAAC, detailing the tangible results achieved in key areas which are specifically identified by the IQAC in the beginning of the academic year by devising a perspective plan. The AQAR is the outcome of the perspective plan of the IQAC.

[Ref.- Revised Guidelines for the creation of Internal Quality Assurance Cell (IQAC) in Accredited Institutions, N.A.A.C, Bangalore, India., www.naacindia.org]

In short researcher has explained all the basic and important concepts related to education, higher education & commerce education in India in this chapter. The next chapter discovers information about research design and its internal aspects in detail.