

CHALLENGES BEFORE HIGHER EDUCATION

This Chapter highlights on the overall challenges of higher education in Aurangabad, the chapter gives the detail about the Sustaining Quality in higher education in India in general, it also highlights the Quality Assurance in Higher Education. Growth and Significance of Higher Education of higher education is also given in detail in this chapter.

The fact of the matter is that the Indian elite and middle classes have not cared for making education, what to say of higher education, accessible to the other sections of society. It is ironic that the beneficiaries of privileged access to institutions of higher learning are ever ready to persuade others to believe that the Indian education system has expanded beyond reasonable limits. The fact of the matter is that the system needs to be expanded to a much greater scale to serve the needs of the Indian youth.

Many institutions of higher education in the country are excellent in the sense that their infrastructure, resources, faculty, programmes of teaching and research are almost as good as the best in the advanced countries. But, the same cannot be said of the average institutions of higher education in the country. They do not come anywhere near the level of average institutions of higher education in the advanced countries. This vast gap in standards and

facilities has been a cause of constant anxiety and concern to the policy planners of higher education in India.

The issue of accessibility to quality higher education needs to be addressed in the light of the vast economic and social disparities, cultural and linguistic diversities, and extremely uneven opportunities of learning at the school level together with the aspirations and capacities of the potential students. Therefore, the question of access to higher education needs to be addressed at the local, regional, national and international levels from Transdisciplinary, inter-disciplinary and discipline-specific perspectives. The issue of accessibility of quality higher education arises in the context of the transition in the country from elitist to mass education in the post-independence period. The issue has significant implications in the sense that it demands a redefinition of the aims of higher education.

Sustaining Quality

Quality has both absolute and relative connotations. The concept of absoluteness in quality props up the morale of the higher education system at the delivery end i.e.institutional, and at the receiving end i.e. students. Quality dimensions seem to have two implications, i.e., functionality of the output and meeting the basic standards. Hence, the quality of a higher education system may be seen from the point of view of norms and

standards, which may evolve depending on the need of the hour. In the 21st century, it is crucial to identify the relative norms for different components of a higher education system. The alternative dynamics for teacher preparation and the sustaining quality in teacher input, like: Curriculum design and development; Curricular practices vis-à-vis emerging principles of pedagogy; Evaluation of learners performance and progress vis-à-vis curriculum evaluation; and, Quality management practices become crucial. The quality of these components may also differ from institution to institution. Therefore, sharing of the experiences among institutions on quality issues may generate ideas for evolving norms and strategies for their quality assurance of management processes, curricular inputs and practices and the evaluation system as well.

Of late, various developments have been witnessed relating to quality assurance mainly through the intervention of information and communications technologies (ICT) in education, like networking of the open learning system with traditional Universities, interdisciplinary interactions at intra-institutional and inter-institutional levels, networking of institutions globally, data based management of higher education, changing the orientation of institutions by incorporating self financing in their financial management, assessment and accreditation of higher education

institutions and creation of different statutory and regulatory bodies at the national level.

Quality Assurance in Higher Education

In an environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country, Not only in their scholastic attainments, but also in terms of the value system and richness of their personality. Unless the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/professionals to compete in the World scene. This calls for suitable assessment and accreditation mechanisms to be available in the country to ensure the quality and standard of the academic/training programmes at higher educational institutions. The assessment has to be continuous and the process has to be transparent to gain the acceptance of the society at large.

The subsequent two sub-sections cover important aspects of the discussions, recommendations and action plans at the UGC Golden Jubilee Seminars organized at different Universities

Growth and Significance of Higher Education

The Indian higher education system is one of the largest such systems in the World. It is estimated that during the X Five Year Plan period (2002-07), there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of management established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more. The new regime under WTO where competence is the cardinal principle of success in international operations has made it abundantly clear that the country should exploit its excellent potential in higher education and training facilities and prepare itself to export the Indian brand of education to foreign countries. Policy planning and evolving strategies for this task are somewhat new for the country. But, this is an opportunity which cannot be missed by India, as it offers interesting possibilities for strengthening of the nation's talent and resourcefulness.

Following are the challenges before enhancing the Higher education.

- 1) Government rules.
- 2) Administration policies.
- 3) Social issues.
- 4) Economic problems.
- 5) Individual problems.

To overcome these problems following steps has to be taken.

- 1) While framing the policy for quality education both the areas
i.e. rural and urban college areas should be considered.
- 2) Proper medium of instructions should be made & implemented.
- 3) While framing the policies regarding the commerce education
there should be co-ordination between the Universities and the
concerned higher education government department.
- 4) To teach the computer subjects highly qualified teachers should
be appointed.
- 5) Strength of the students in the division must be kept limited,
which is very high i.e. 145.
- 6) There should be proper planning to improve the regular
attendance of the students in the college and Universities.

As it is mentioned earlier, the focus of the present paper is to highlight
on the restructuring of syllabus in commerce and Management education,

and identify the problems of commerce and management education in the present situation. Some of these problems were of restructuring the syllabus, improper teaching aids, attracting best students towards commerce stream and medium of instruction etc. Many of these problems were interrelated, and to make it more comprehensive. Ten important problems have been narrowly focused, as follows

- 1 Restructuring of syllabus
- 2 Lack of practical training facilities.
- 3 Medium of instruction.
- 4 Declining the strength of students.
- 5 Preference of commerce graduate for B.Ed. Course
- 6 Lack of different specializations.
- 7 Lack of innovative approach.
- 8 Lack of teaching aids and methods.
- 9 Unemployment/Job opportunities.
- 10 Non inclusion of commerce subjects at high school level.

DETAILS OF THE PROBLEMS AND THEIR REMEDIES

1) **Restructuring of syllabus**

Since the dawn of formal commerce and management education in India more than the decades ago, there has been steady growth of institutions offering commerce and management courses culminating in a post-graduate degree or diploma in business administration in Maharashtra, a birth of commerce and management education was at the fresh fold of mid seventies, after that there were number of short training programs arranged by the different institutions. There are following shortcomings of syllabus in the following manner.

- A) Most of the subjects and their syllabus are outdated since they are not related to use of computer and recent changes.
- B) Present curricula is not directly related to cost A/c, Advance A/C of the business and industrial environment of regional, national and global levels.
- C) The structure and subjects of P.G. & U.G. courses are prepared through democratic i.e. consultation with the elected members of BOS faculty and experts, and hence much time is required in revising the syllabus, many times it may take more than three to four years and by that time total interest of the concerned get lost. Most of the

times the elected members are more interested in politics not interested in the academic activities.

D) Reference and textbooks quoted at the end of subject bear no concern to the context of syllabus. A common contour is to restructure the syllabus of various courses according to the need and recent changes.

2 Practical's in Commerce & Management Education

Another problem is the introduction of practical's in commerce & management education. The benefit of the practical's can be narrowed down in the following manner.

- a) Tapping the creativity of teachers.
- b) Bridging the gap between classroom learning and real life.
- c) Initiating the students in research methodology.
- d) Improving the examination system through the introduction of orals, for Performance assessment.
- e) Give a chance to students to apply for knowledge to a real life situation, so that they can judge its relevance.

The practicals on various subjects can be prepared according to the local conditions.

Medium of Instruction

The medium of instruction in most of the colleges particularly in rural area is in their Vernacular. Since there is a growing concern regarding English medium, there is a need of English medium at various levels of teaching. It can be introduced in a phased manner to suit the local conditions.

4 Declining the strength of Students

To overcome this problem, overall remedies are suggested, as follows,

- a) To make Commerce Education more & more attractive.
- b) Remedial teaching should be adopted.
- c) To introduce scholarship, Fee concession, awards etc.
- d) To make Commerce education job oriented by introducing Computer and more practical Knowledge.
- e) Internal evaluation may be introduced and implemented strictly.

5 Lack of innovative Approach and Teaching Aids

Teaching methods or Pedagogy, which is adopted in the present system, is lecturing method. The lecturing method has so many drawbacks. Various methods such as group method, case study method, seminars may be introduced, and similarly extensive use of audio-visual aids must be practiced in the regular teaching.

The evaluation system should also be changed; more objective type questions proposed by U.G.C. may be introduced at all levels.

6. Preference to Commerce Graduates for B.Ed. course

To attract the students towards the Commerce Education the preference may be given for the commerce graduates, in B.Ed. Course admission.

7. Lack of Specialization

To make commerce education more vibrant, different specializations must be introduced. It was observed that the commerce teachers become lack of all trades, and master of none. Possibly introduction of specialization may make the commerce teachers more

vibrant in the academic field. In the era of globalization specialist will have an edge over no specialist in the business and trade.

1 Lack of innovative approaches and subjects:

A) Expansion of opportunities for professional education including those for vocational subjects, I, T., Engineering and Management. In Arts and Commerce faculty subjects like Research Methodology, Mathematics, applied Statistics, Capital Markets, investment management, communicative English, Application of Computer in business applications, short term courses should be introduced.

B) Besides autonomous short term job potential courses should also be considered.

C) There should be interdisciplinary as well as applied orientation to some of the traditional subjects including languages and literature subjects in a new syllabus.

D) Emphasis on information technology and it enable education is necessary for enhancing quality education.

E) High priority for spoken and written communicative skill of English is very much needed.

F) In considerations of the growing need of commerce and management education for the students, centers for management studies should be established College industry relation (to make curriculum more professional).

G) Regular training and induction to college teacher.

H) Induction based learning opportunities to students.

9) Lack of teaching aids and methods

Most of the teachers they use old notes, old books, chock and boards, they have to use Overhead projector, L.C.D. projector, different Websites and other latest teaching aids and material.

10) Unemployment and Job opportunities

Due to the proper motivation to the students they are unable to tap the job opportunities; some times they don't know the information about the Naukari.Com. Web sites and other details about the information centres with different job information's. The students must get the proper information about the job centers.

11) Non-inclusion of the commerce subjects at high school level

At high school level students must get the knowledge of commerce subjects, so that they can opt the commerce at college and university level.

So inclusion of the different commerce and management subjects at high school level is must.

12) Industry –Institute Interaction

Industry needs technical and managerial manpower for sustained growth, creating demand for high quality technicians, engineers and management graduates, Institutions are expected meet this demand. A high level of interaction between institute and industry will ensure best quality in education and job enrichment in industry. Industry and Institute are mutually depends on each other.

In order to overcome the deficiencies and develop Commerce Education in tune with the present day needs, **Prof. A Shankaraiah** a very senior Professor and academician put forward a few modest suggestions.

- 1) The Commerce Education should be injected with required professionalism and Vocationalisation.
- 2) Improvement in the quality of Commerce Education necessitates appropriate training and orientation to the teachers.
- 3) The preparation of text books and teaching material of required standards.

4) Like any other discipline, Commerce Education needs evaluation on continuous basis.

The vision 21st. Century need revamping at Commerce Education, now concerted efforts are required to streamline Commerce Education development of entrepreneurship should be focused.

Besides this, exposure of project reports of certain selected industries must also be given and greater importance be given to Principles and practice of foreign trade.

As far as teaching aids and methodology is concerned, L.C.D. projector, case studies, projects, role plays, group discussion and audio - video should be widely used.

If India is to become a significant economic power in twenty first century, we the leaders in commerce & Management education must think of restructuring the traditional curricula, syllabi and different subjects in higher education and change it with a mission of Education, Research and Extension. We must challenge and assumptions to weed out and irrelevant thoughts that made commerce & management, education under perform. We should not remain any teaching shops. We must become the centers for

generation of new knowledge and deserve seats of learning without which
“QUALITY” will not rise.

Table No:-5.1

Student’s admitted in Arts, Science & Commerce courses in Dr. Babasaheb

Ambedkar Marathwada University Aurangabad

<i>Academic year</i>	Commerce Students		<i>Arts & Science students</i>		% of commerce students with A&Sci.	
	Boys	<i>Girls</i>	Boys	Girls	Boys	Girls
2000-01	6055	2259	54367	20579	11.13	10.97
2001-02	6854	2493	69695	24133	09.83	10.33
2002-03	6957	2732	50111	24774	13.88	10.03
2003-04	10019	3226	69765	29659	14.36	10.88
2004-05	10054	3247	76522	26575	13.14	12.22
2005-06	9678	4029	85526	24512	11.31	16.44
2006-07	--	--	1,02,818	45,930	13.31	21.12

2007-08	--	--	1,06,582	48,887	14.12	29.57
2008-09	--	--	1,26,402	51,432	16.20	32.12

Source: Dr. B.A.M. University Annual reports (2000-2009)

Table no. first clearly shows that, percentage of the commerce students is decreasing as compare to Arts and Science students in the college and University. The strength of the Girls is increased by 10.97% in the year 2000-01 to 16.44% in the year 2005-06 as compare to boys.

Table No: -5.2

Percentage of admitted Commerce students with Arts & Science in Dr.

B.A.M. University Aurangabad.

Academic year	Commerce students	Arts & Science students	% of commerce with Arts & Sci.
2000-01	8314	74946	11.09
2001-02	9347	93828	9.96
2002-03	9689	74885	12.94

2003-04	12345	99424	12.41
2004-05	13309	103097	12.91
2005-06	13707	110038	12.45
2006-07	13900	112454	12.89
2007-08	14023	116841	13.00
2008-09	14540	120369	12.58

Source: - Dr. B.A.M. University Annual reports (2000-2009)

Table no. second indicates that the overall strength of the commerce graduates and post-graduates is decreasing as compared to Arts and science graduates. The percentage rate of commerce graduates decreased by 11.09% in 2000-01 which is constant from the year 2002 to 06 which has to increase as per the overall strength of the students.

Table No: - 5.3

Overall Education at a Glance in Aurangabad District (2008)

SR.	Particular	Total No	Total o of	Total	Number of

No		of Students	Teachers	Number of Non Teachers	Primary Schools/High, Sr college
1	Total no of Primary Schools	4,24,673	12,846	3,420	2255
2	Total no of High School & Jr College	229894	10021	2920	788
3	Total no of Sr	62000	11,300	642	113

Source: - Compiled From Annual Report of the Dr. B.A.M. University
(2007-2009)

We can see from the table No 5.3 the overall education at a glance in Aurangabad district in the year 2008, the total number of primary schools students was 4,24,673 with 12,846 number of teachers, the total number of high school student was 229894 with 10021 number of teachers. There are good amount of student in senior college i.e 62,000 with 11,300 number of teachers.

Table No: - 5.4

Overall Education at a Glance in Aurangabad District (2009)

SR.No	Particular	Total No of Student	Total o of Teachers	Total Number of Non Teachers	Total Institute
1	Total no of Primary School	431859	15951	3851	2911
2	Total no of High School & Jr College	234858	10310	2096	805
3	Total no of Sr College	70,000	11,300	680	136

Source: - Compiled From Annual Report of the Dr. B.A.M. University
(2007-2009)

We can see from the table No 5.4 the overall education at a glance in Aurangabad district in the year 2009, the total number of primary schools students was 4,31,859 with 15,951 number of teachers, the total number of high school student was 2,34,858 with 10310 number of teachers. There are

good amount of student in senior college i.e 70,000 with 11,300 number of teachers.

Table No:- 5.5

Higher Education at a glance in Aurangabad District 2007-08

SR.No	Particular of the educational Institutions	Total No of Students	Total o of Teachers	Total Number of Non Teachers	No of Colleges
1	Arts,Science and Commerce	33,480	7,000	279	50
2	Management Science	660	266	48	11
3	Engineering College	1200	190	80	10
4	Medical/ Pharmacy	660	120	55	11

	Colleges				
5	Other Educational Institutions	26,000	3724	180	26
Total		62,000	11,300	642	100

Source: - Compiled From Annual Report of the Dr. B.A.M. University
(2007-2009)

The Table No 5.5 highlights the higher education in Aurangabad district in the year 2007-2008 we can see from the above table that there are good amount of students in professional colleges i.e 1440 in number with good amount of the teachers i.e 576 in number. When we the non- professional courses we can see that there are 33,480 students with 7000 teachers.

Concluding Remark:-

As it is mentioned earlier, the focus of the present paper is to highlight on the restructuring of syllabus in commerce and Management education, and identify the problems of commerce and management education in the

present situation. Some of these problems were of restructuring the syllabus, improper teaching aids, attracting best students towards commerce stream and medium of instruction etc. Many of these problems were interrelated, and to make it more comprehensive.

References:-

1. Chandraseker Raju & Chanda Rupa (2007). Impact of International Conventions and Treaties on WTO and GATS, University News, vol 45, No 26.
2. Daily Sakal Dt. 10/01/07, Aurangabad
3. Jagdish Kumar, “How to develop world class students from our schools and colleges” English edition publishers and distributors (India) Pvt.Ltd.mumbai
4. Makarnd Upadhyay & Swati Soni (2007). Quality of Management Education in India, University News, vol 45, No 23.
5. M.P.Jain “Indian Constitution Law” Wadhava Publishers, Agra, Nagpur,

6. P.B. Sharma. (2007). Technical Education in Knowledge Age,
University News, vol 45, No 26.
7. TMA Pai foundation V.State of Karnataka FIR 2003-SC-335EPW –
May 1998 Vol No. 35 EPW-NOV 11,2006,Vol NO. –XLI 45
8. Ritu Magotra (2007). Higher Education in India : Hard Pressed for
9. Quality and Quality of Faculty, University News, Vol 45,No 20, 2007.
10. Writing and speeches of Dr. Babasaheb Ambedkar –Vol.No. 2,
Published by Govt.of Mah.