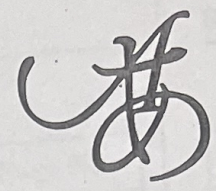


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Restructuring Commerce Education to Face the Global Competition in the New Millennium

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If the education is a social process and if the form and content of education is a product of society education dialectics, then today's virtual learning system needs change. A change is to compass the social realities. Today we have to think of democratization education, emergence of new knowledge in education and globalization in education. This thought very naturally leads to insist in the quality of education. Qualitative change in education insisting on means :

- 1) The managerial perspective.
- 2) The measurability of the intrinsic excellence of educational operations.

In the context of Commerce faculty education

- 1) The quality of goals.
- 2) The quality of processes are to be thought over. Students learning in Commerce faculties expect universal knowledge and the same time making of a living from the existing education.

The question is whether the objectives of education include national development or not?

Education has three fold process of imparting knowledge, developing skills including proper attitude and value towards life and society in general. Commerce education is a such type of education which can help to achieve the general aim of education of any given level for its primary objectives of preparation of students to enter upon a business carrier or having entered upon such carrier to tender more efficient service therein and to advance from their present level of employments to higher levels. Commerce education guides and enriches the students to develop the required knowledge, skill and attitudes for the successful handling of trade, commerce and industry.

Commerce as a field of discipline is almost more than one and half century old of India. Commerce education in our country began in colonial environment to support the growing manpower needs of business enterprises. Commerce is living discipline and it totally different from other disciplines. The growing impact of Liberalisation Privatization and Globalization (LPG), in India can be clearly seen now with nearly all the sectors and systems under its tremendous influence. Education system particularly commerce education is no exception to this. In the new millennium LPG has brought tremendous market pressure on academics making it totally commercial.

The rapid change in the business and industry through new inventions in science and technology market demands rapid individual and social adjustment because it renders products and procedures obsolete

along with skills and attitudes of men and job too. Thus commerce education has to be restructured for not only today's requirement but also to tomorrow and those of days after tomorrow.

In the present global competition market drastic improvement should be assured in the quality of commerce education in India. The mismatch between the capability demanded by the industry and developed society in the new era and the types of capabilities developed among the commerce students in the presents education system should be removed. This can be done only in the context of long term planning and overall strategy to be followed both at the macro and micro level. University education in India is inherited from British universities. Therefore, restructuring of higher education in general, and, Commerce education in particular is an urgent need to meet the challenges of LPG in new millennium. The restructuring of higher education obviously develop the human skills and which in turn positively increase business and industrial productivity economic development of the country.

Revolutionary improvement in information and communication technologies made a dramatic change in worldwide commerce education system. But in India most of the education institutes are still running on the old technologies i.e...chalk and talk method. But introduction of latest Information Technology (IT) into a classroom is a must in near future of face the competition from Foreign universities, which have already been enter in India. On the other hand, with the growth of management institutes, Commerce education is facing a lot of problems and challenges. It is felt that specialized knowledge at higher level should be imparted in commerce education. It is a fact, those institutions, which can afford must bring the changing IT classroom into for commerce education, and the students of those institutions are in a better position in the present employment market.

In the changing scenario of LPG, the conventional system of commerce education curriculum has to change drastically to adjust with the global context. It is encouraging to the Commerce related people that the market and industry oriented Commerce education being planned on by our academicians. In the present days, commerce is a growing discipline with a set of many dimensional key areas like accounting, finance, marketing, human resource management, material management, information system taxation and statistics. The Commerce education of India should be restructured in such a way by introducing modern technologies like E Commerce, B learning, E banking, and E finance etc. so that it will be up to the mark of foreign universities and students of those institutions may compete the students of any modern institutes In the new millennium, contents of Commerce courses and their combination in India need to be revised, diversified and made more flexible to enable the Commerce students to acquire the desired quality knowledge, skill, attitudes and capabilities to face the competition from abroad. The present teaching, learning process and examination system should be changed as per requirement of the new millennium.

Kothari commission titled its report as "Education and National Development maintaining that "The destiny of India is now being shaped in her classrooms". There is thinking on the sustainable development that is development of the present generation without sacrificing the interests of future generations which is the primary goal of all educational institutions imparting Commerce education. The need is also felt to nurture

habits among students which will promote lifelong-learning behaviours outside the formal academic setting. Students are to be trained to know the skills of formulation, synthesis, analysis, and argumentation. They are also required to contribute to humanistic and social development of the nation. Students are mainly to be guided to develop the competencies required for the world of work. Commerce faculty students have to develop entrepreneurial skills and Art faculty students also have to study the labour market realities.

While leading students of Arts and commerce faculty towards the above objectives of education, the thrust should be on the values for living. The colleges that is the educational institutes have to be much more value building institutions. Along with the values of life, nurtured in the personal life, students should be guided properly to contribute to the promotion of civic behaviour, nation building and social cohesion.

There should be inclusion of 1) Democratic values and 2) Cultural norms be known to the students. They should not remain to be over developed minds an underdeveloped hearts as experienced today. In a way, the educational institutions under the purview of universities should promote value building activities.

The need is to introduce values in academic programmes, institutional management practices and in co-curricular and extra - curricular activities. Quality in education is viewed from an intrinsic perspective or a value fostered in an individual's life through his/her education as a lifelong process. National development, global competencies and a quest for excellence are not possible in a real sense, if values in the lives of students are not inculcated.

"Some of you might retort that the situation in universities is no worse than in the chambers of legislatures, where high standards or orderliness, discipline, and integrity are sadly lacking these days. It is unfortunately true that our generation has not been exemplary in these respects and there is a growing coarseness, vulgarity and apathy in our public life."

It is an open fact that, modern education is failing in its duty to have any noteworthy influence, in guiding and controlling the behaviour of its students and this is the main concern of this paper. Has the education policy of India been successful to help the youth earn a livelihood and lead a common life following values in life? Commerce education gives no guarantee of securing proper or any jobs even with high ranked degrees. Educational institutions are not actually feeling responsible for the present and future lives of their students. Things in the educational institutes have become mechanical. Students are the products of their machinery. They are baffled. Students do not know how to behave properly in the society. Because the educational institutes seem to do nothing with the definite values or the future life of students to make it meaningful and worth living. Immorality, misbehaviour and corruption are being experienced by students in the surrounding, even in the educational institutions. The question is how can such institutions inculcate moral values among the students. These educational institutions are facing more and more moral problems day by day and the intensity of them is increasing. The reality is horrible in the sense that classrooms and the campuses have become the main places or centres to encourage immorality in the students.

This paper intends to furnish certain remedies for the above situation. Firstly we have to think of the teacher-students interactions in dealing with subject matter as a medium to develop moral conduct. A teacher can exercise his abilities and responsibilities to the maximum in his classroom through interactions. He/She can very well guide the students in a suitable way. They can be moulded with desirable and socially accepted norms and standards. By all means, teacher is a right person to check students for moral conduct by using his own personality and the approved methods.

The teacher has to do the best of the opportunity giving priority to teaching of values, especially moral values irrespective of his subject. In fact each and every subject can be used with the intention to inspire students for learning. Moral atmosphere can be created by administrators in the educational institutes. They can put up their own examples. Institution can mould the moral behaviour of the

students while summing the institutions. The management of the educational institutions have to keep the students away from the involvement in the Government and political parties for they influence the students, teachers as well as the administrators for their personal gains. The role of the Government and political parties should be to help to maintain the academic and moral excellence of the educational institutions to uplift the country, but not to destroy it.

The following are tenets important in moulding the moral lives of students through colleges:

- a) Aims of the Institution
- b) Content of education
- c) Methods of teaching
- d) System of education
- e) Teacher
- f) Students
- g) Students and their interrelations

The modern education imparted in the portals. Of educational institution, especially at the higher level colleges and universities should no longer to tolerate the immoral or indisciplinry behaviour of the youth.

The term moral is used for the socially accepted norms of goodness or rightness in conduct or character, it also includes sexual conduct of course, the term morality is relative. Education has the power to bring in transformation and ennoble the nature of society through progressive and harmonious development of physical, mental, intellectual and spiritual powers and faculties. Moral conduct means practicing customs and habits of a culture. Naturally, moral behaviour is a cultural behaviour. These patterns of behaviours are acquired through learning. Moral culture is transmitted from individual to individual and generation-to- generation. Progress, peace and happiness of any society are based in observing moral codes of behaviour failing which individual and social life becomes chaos.

Moral education is imparted informally and formally both the ways. Informal types of teaching take place by the family and others when formal education is intended to do it in a more systematic and planned

way with set goals. To develop a student as a complete person, morality or ethics is one of the important dimensions that is to be inculcated. A student is to be taught for discriminating between right and wrong,.....to develop a retinal sense for moral judgments. It is said that:

"A poor teacher tells, an average teacher explains, a good teacher demonstrates, and a great teacher inspires."²

A student has to be a rational being capable of reflective, and discriminative moral quality facing the changed socio-economic, and politico-religious conditions for the welfare of humanity. Education makes a student not to follow the ethical code sanctioned by religious or social authorities.

Some as synonym for conscious implying intuitive faculty uses the term moral sense. The India Society today, through its contemporary system of education should be remoulded in the light of the present day experiences and scientific knowledge. It is necessary that in Arts & Commerce faculties a moral sense like brotherhood, sympathy, love, co-operation, clarity, helpfulness and forgiveness must be aroused very consciously. Individual differences of the youth should be taken into consideration while guiding for the moral sense. For instance, the examination must be changed with better means to value the worth of students.

"The increasing incidents of mass copying, use of unfair means, the aggressive attitude of the youth, all this indicates that the purpose of examination has to be refined. For doing this, action is required, not reports. Perhaps to start with, we might do well to give a different name to the examination so as to change the connotation of the word. We should emphasize its pedagogic value rather than its demanding qualities. We shall make it a means to educate rather than an end in itself."³

The social distance between teacher and taught, and pernicious effect of rote learning are to be checked and changed. Possibly moral values are needed to the society for the eradication of slavery and social deprivation and it has resulted with the possibility to produce goodness and character.

The present type of valuing the cramming of the students for exam should be changed. There could be a method developed to test his/her moral behaviour. Work-experience or social work must be made compulsory at the graduate and post graduate levels so that students will develop a sense of responsibility and belongingness. They will also develop a sense of social service and kill the sense of selfishness. In a way awareness of moral sense will lead to change the theoretical knowledge in the Commerce faculties.

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