CHAPTER 2
REVIEW OF LITERATURE

2.1 Introduction:
First chapter deals the statement of the problem, terms defined, objectives of the study, hypothesis, significance of the study and the limitations of the study. But, for any specific research to occupy the place in the development of a discipline, the researcher must thoroughly familiar with previous research. To assure this familiarity a review of the research literature is done. It allows the researcher to know the amount of work done in the concerned area. The clarity of the problem is possible with the thorough understanding of the knowledge generation in the area of research. It provides the source for hypothesis. It avoids the replication. It suggests the method, procedure, sources of data and statistical technique appropriate to the solution of the problem.

The review of the related literature provides some insight regarding strong points and limitations of the previous studies. It enables them to improve their own investigation and to arrive at the proper perspective of the study. Therefore an attempt is made by the researcher in this chapter to review the studies on commerce education related to reforms, impact and the related issues. For the purpose of review the chapter is organised as under.

2.1 Introduction

2.2 General studies on commerce education.

2.3 Reforms related studies on commerce education.

2.4 Impact related studies on commerce education.

2.5 Quality education/ service related studies on commerce education.

2.6 Gap in the earlier studies.
2.2 General studies on commerce education:

Deo in the presidential address at 65th All India Commerce Conference (2012)\textsuperscript{1} which covered the present status of commerce education, research reassessment, global perspective, millennium challenges ahead which included how commerce curriculum is designed and requirement for the redesign, revisiting commerce education by identifying our strengths, weaknesses of practical applicability of the discipline. The education imparted among commerce students includes lecturing, learning, group discussion, brain-storming, simulation exercises, case study, role-play, seminars etc, has been pointed by Alwa (2012)\textsuperscript{2}. However, a Commerce student would understand the value of concentration, patience and creativity thereby trying to develop within him, the fruit of real education. ‘Commerce Education: Past and present’ a research paper by Khandgave (2011)\textsuperscript{3} has indicated that commerce education has become a marketable commodity. According to the author for making commerce education more multi-dimensional, meaningful, competitive and quality based in the context of present needs of globalization.

Jana (2011)\textsuperscript{4} has drawn attention toward the growing problems of commerce education in West Bengal. The researcher has discussed enrolment of students and teachers in Jalpaiguri town new way to develop commerce and industries with the help of science and technology; He further has highlighted the drawbacks of traditional commerce education and the paper concludes with suggestions and conclusions.

Reddy (2007)\textsuperscript{5} has brought out problems of commerce education and its reasons like high student low teacher ratio, lack of proper infrastructure, inadequate teaching aids, more content oriented rather than skill & practice oriented. The present system of
commerce education in colleges is India is not able to produce graduates of required knowledge and skill readily employable to meet the needs of organisations due to lack of quality teaching, lack of practical reaching and learning by doing although increasing demand of commerce education, pointed out by Sekar and Rajendran (2003). Three hypotheses have been framed for the study. The study is based on primary data, survey method was used. Questionnaire was administered. Statistical tools such as arithmetic mean, percentage were used to quantify the data. The sample consisted of 44 educators from the Department of Commerce, J.N.Government College.

In the paper, “Commerce Education in India: Progress, Problems and Suggestions” written by Khairoowala and SaifSiddique (2000) has studied progress of commerce education through the enrolment of commerce students in India from 1950-51 to 1990-91. The authors have compared with student enrolment in other faculty and commerce. Statistics has been also provided about number of doctorates awarded in commerce from 1962-62 to 2000-01 and also compared number of doctorates awarded in each faculty. Sex-wise distribution of commerce students in India from 1960-61 to 2000-01 is given which helped to know the total enrolment of female in commerce as well as other faculty.

Sivvaya, Ganhararao and Balmohandas (1990) compiled paper presentations in form of the book. Section I deals with Commerce Education consisting of 12 papers, Section II deals with Management Education consisting of 14 papers and Section III deals with University Administration. The papers were focused on objective of Commerce and Management Education at different levels, course contents,
improvement of curriculum, admission policy, faculty recruitment and their training, kind of teaching methods and educational technology to be adopted, effective examination system etc. The authors have stressed improvement in Commerce and Management education by extending horizons, establishing linkages with industry, need to restructure and reorient Commerce and Management education. Many papers have theoretical content and few have some statistical base.

Pathania and Pathak”(2014)\(^9\) all in the article, “Reforms in PhD Research work the new dimensions in higher education” have dealt with the exponential growth of higher education especially in disciplines like engineering, computing and management which created a huge demand for faculty with PhD degrees in last two decades. The author has covered in the article some grey areas, several problems that students encounter during PhD work followed by suggestions. According to the author if there is no uniformity brought all over India for PhD work then PhD that has been traditionally considered as a reliable bench mark of the quality will lose its respect like other degrees.

Globalisation and liberalised policies made many challenging tasks not only in business and industrial sectors but also in the field of commerce education. As a result a new line of thinking is the need of the hour particularly the provision of quality education in commerce is the opinion of Sharma (2011)\(^{10}\) expressed in his paper, "Commerce Education: A revised approach. The paper highlights issues that will support the need for initiating reforms in the commerce education in the context of global trends. It also further explains that this was to trace the problems of commerce education in the changing economic scenario. The paper concludes with suggestion
that commerce education should impart quality education and the syllabus should suit the needs of employment avenues.

The success in international competition depends now on turning intellectual strength in to marketable commodities for which Research Park is the mechanism. These are the words expressed in the article,” Research parks in partnership with Industry Universities and colleges for making education globally competitive and creating job openings: Will RUSA play a leadership Role” by Naik (2013)\(^{11}\). In the opinion of the author Indian economy can flourish only if there is a culture of innovation and technology transfer. Research, education and industry are isolated from each other. Moudgil and Aggarwal (2014)\(^{12}\) has studied various leader and committee for reforming higher education in which it has been mentioned that the Cabinet Committee on Economic affairs approved the Rashitrya Uchchatar Shikshan Abhiyan (RUSA) a Centralized Sponsored Scheme (CSS) for the reformation of higher education system in the XII five year plan. The author has suggested creating Universities of creativity and innovations in higher education. This would help to design higher education more holistically with a great purpose.

“Higher Education in India: Structure, Statistics and Challenges”, by Gupta and Gupta (2012)\(^{13}\) has India’s education system is often cited as one of the main contributors to the economic rise of India. The study covers present scenario of higher education in India and its key challenges. Kurup (2011)\(^{14}\) has highlighted the need for industry – institution networking in Arts, Commerce and Science colleges. Noronha (2007)\(^{15}\) has focused the attention towards Indian Universities where accounting education was combined with commerce and it was not enjoying separate status of Accountancy
She observed that research in accounting was conducted either in faculty of commerce or the faculty of management or business studies.

### 2.3 Reforms related studies on commerce education:

Dialogue method of teaching- learning process is assessed by Rani (2014)\(^{16}\). In this respect she stated that drama has becomes an invaluable tool. Through the use of drama and dramatic conventions a teacher does not only teaches and learns what but also the why and how. Venkateshwarlu, et.al. (2004)\(^{17}\) focuses on how commerce can be taught as a subject at school, college, and university level. The study mainly covers the scope and nature of commerce education, basic issues involved in it, objectives, various methods of teaching like project, problem, socialised method, Assignment method, case study, Significance of values, Importance of school, Testing and evaluation pattern, curriculum etc. Definitely it gives an insight to how commerce subject discipline can be taught more effectively.

The book edited by Bhorali (1987)\(^{18}\) based on seminar papers discusses the perspective of commerce education at the national level Vs a Vs regional level and pattern of existing commerce curriculum at the +2 and +3 levels and suggests potential areas for future improvement. A reorientation of commerce courses to prepare students and the teachers for the Company Secretary ship, Cost Accountancy and Chartered Accountancy courses is suggested. Siraj and Pillai (2012)\(^{19}\) have discussed need to incorporate graduate attributes as a pre requisite for incorporating activity based learning in commerce education to equip the graduates with specified attributes, derived from the expectation of various stakeholders. Program curriculum is revised often to accommodate to suit industry expectations. Shah and Sedani
In the book ‘Teaching of Commerce’ by .Singh (2011)\textsuperscript{22} effective commerce education for which we need to have good and effective commerce teachers. According to author one of the main reasons is that in planning the syllabus of teacher education in subject of commerce and teaching practice programme. Commerce Teacher must know the teaching acts and acquire teaching skills and classroom teaching rules with teaching theories. The book gives complete insight into commerce education: Meaning, scope, importance of curriculum, correlation with other subjects, commerce room.

Agarwal and Agrawal (2011)\textsuperscript{23} discusses that innovation is a key driver of economic and social progress of any country along innovation in every aspect of higher education related to teaching- learning process like active learning, collaborative
learning, co-operative education, cultural pluralism, faculty peer view, students’ peer teaching. Further they have touched on innovative teaching techniques like Internet; Web based instructions, Virtual laboratories, Teleconferencing etc. The study concluded that innovation in higher education should occur in partnership with other education levels and institutions.

Satyamohan, (2011)\textsuperscript{24} in their research paper, ”Curriculum: Implementation and Teacher participation “the author analyzed results from a survey of teachers from various schools in Hyderabad, A.P. Consistent with findings from earlier studies of curriculum implementation. The study pointed of to the significance of teacher’s perception about how coherent their professional development experiences were for teacher learning and program implementation.

Wadhwa (2011)\textsuperscript{25} addresses the issue of theory-practice link in commerce education at school level. It goes on to raise issues in curriculum development that need to be addressed before commerce curriculum at school level can be reformed. This study suggested changes in the commerce curriculum as well as for commerce teaching. Verma in the article,” Frontline Curriculum strategies in teacher education “, (2008)\textsuperscript{26} has pointed that careful designing of curriculum was required to produce competent and skilled manpower. In the conclusion author has highlighted that innovative curriculum design and changing strategies of implementation will alter the total academic climate of an institute. As against this, Mayya (2007)\textsuperscript{27} has studied that the electronic frontier is not something that education has embraced with open arms. Our commerce teacher’s attitude is responsible for slow acceptance of modern technology in the education environment. The paper explores the apprehensions of teacher in
implementation of technology and offers suggestions to integrate technology in the classrooms.

Sarkaria (2006)\textsuperscript{28} has studied Punjab School Education Board (PSEB) introduction of new curriculum for 10+1 class of commerce stream from the academic year 2006-07. Consequently students were sans any employable skills in today’s highly competitive competency based job markets. The author envisage certain challenges that may come in its way: Which teachers would teach the newly introduced subject? Are our teachers well prepared to teach new curriculum? The study has looked into various probabilities and suggested ways to make it go on as desired.

Rajendran (2006)\textsuperscript{29}, assessed “Curriculum planning and development for commerce education needs reform through human capabilities development approach.” The article is a conceptual and theoretical one which has highlighted what is curriculum; commerce education needs reforms through human capabilities development approach. There is no objective of the study, no hypotheses or any use of any statistical technique. Not much valuable information is provided by the article on commerce education. Vinayaga Moorthy (2006)\textsuperscript{30} in his article, “Move with the world changes imminent in commerce education and curriculum” stated that commerce education is the backbone of business and that it should keep pace with the changing trends. In the article author has been pointing out at education system should be qualitative, excellent and innovative. The author has suggested at the end that the students should be encouraged to make presentations, write articles etc. Executives of various companies should be invited to deliver lectures in order to have insight into practical world.
“Emerging Trends in Curriculum and Teaching methods of commerce” in his article Farooqui (2006) has pointed out that prominent methods of teaching commerce subject at senior secondary level are lecture method, discussion method, text book method, question answer method, problem solving method, project method, play way method, etc. He has further emphasis on technology enhanced learning (TEL) to improve quality of commerce education, use of practice set to teach accountancy, work experience etc. Author sensitized on curriculum development through organised classrooms instructions and activities for the classroom instructions. The defects in curriculum have been listed by him who needs to be considered along with their proper solutions.

Shollapur (2005) in his paper, “Strengthening commerce curriculum in the changed scenario: A Holistic perspective” examined the strategic options for strengthening the commerce education at +2 level. The paper is divided into 3 sections. The first section deals with the core theme of commerce education as reflected from the recommendations of various commissions and committees, documents of first year plans etc. the second section examines the issues which the pre university commerce education addresses itself and portrays its present state of affairs with special reference to Karnataka state, which intern offers deeper insights for strengthening it in the changes scenario. The third section spells out the various strategies required to be adopted for strengthening the commerce education.

The cry for reforms in Indian higher education actually revolve around the education system has been expressed by Rabbani and Luhar (2010), “Credit system in conventional colleges content, context and cautions” The article has been divided into
three parts dealing with present evaluation system, choice based credit system and the contextual facets of affiliated colleges respectively. In the opinion of the authors the higher education in our country has been largely examination centric. A credit semester system takes into account a student's performance throughout the entire course. Because of choice based credit system it enlarges curricular space and encouraged and support accelerated learning opportunities.

RUSA with its holistic vision to revamp the higher education in an exhaustive manner will “University Education: Employability and Professionalization” a article by Varghese (2011) has highlighted that the curriculum designed for the students of higher education should be embedded with work experience, skills required for the business, get employer inputs into curriculum. Apart from it there should be hands on experience, internships with the relevant institutions, industrial training as a part of employability and innovation play major role in the transformation of higher education.

The introduction to the UGC model curriculum states: “Commerce has been a versatile subject of study right from the beginning. The course inputs of its academic program at graduate and master level have always enjoyed the needed skill orientation.” Accordingly, the syllabi have been constantly undergoing the required changes to remain socially relevant in the contemporary context is the opinion of Shivakumar (2004) in his paper,” Integration of Ethics and values into the undergraduate commerce UGC model curriculum.” The paper had discussed the need and importance of integrating values and ethics into the undergraduate commerce curriculum. Author has made sincere appeal to UGC that the important face of
commerce education has to be given immediate importance so that commerce education can play its rightful role in building the glorious future of our nation.

“Entrepreneurship and Higher Education: Youth Employability an Indian Experience” in the article by Irpate (2013)\textsuperscript{36} has drawn attention towards the fact that between 2010-2030, India will add 241 million people in working population which would put India in forefront in the labour market. The author has pointed out there should be curricula framed from the point of view of Youth employability and entrepreneurship. It should be lifelong learning in order to have social inclusion.

In the article,” Emerging needs & challenges of higher education” by D'souza (2007)\textsuperscript{37} has suggested cooperative learning where students learn faster in small groups. Interdisciplinary curriculum with focused themes on higher education level would be beneficial to students and teachers. Author has suggested universities to adopt to restructure courses in general education, transparency in evaluation, Industrial linkages, value based education, research in higher education.

Pahani (2009)\textsuperscript{38} dealt with the teaching strategies adopted in teaching accounting to higher education students. With the help of software to suit the needs of students when they would enter the administrative setup. There should be use of modern strategies like quizzes, demonstration, question assure session, discussions, online teaching, field work, internships etc. This article has successfully put across the necessity of different innovating strategies in teaching of accounting subject to higher education students.
In his paper ‘Value Orientation to Higher Education: Integrating values in commerce Education’ by Sahni (2007) has opined that education serves as a social role, hence different techniques like concept elaboration, analogy, and anecdote, history, situation analysis, case study, modeling, problem solving, role play, reading, opinion poll, testimony be incorporated in teaching- learning process.

‘Importance of higher education in Trade, Commerce and Industry ’ an article by Sharma (2007) highlights the need that higher education should be administered by our Universities in Faculty of commerce and management in such a way that manpower supplied to industry gets absorbed without any further training.

Kalia and Dhule (2006) had drawn attention towards application of technology in education especially in rural areas. A case method is the solution for it, strongly recommended by Shollapur (2006) which will help to develop diagnostic skill of students where market and technologies are constantly changing.

It is the responsibility of academic administration of university to maintain academic standards, encourage research activities and promote healthy practices in the colleges as well as university has been focused in the article,” Academic reforms in higher education: A case of SRTMU” by More(2012). The author examined the academic flexibility given to the departments on university campuses to ensure curriculum development and related aspects with continuous flow for bringing latest development. It further highlights major reforms in case of MPhil and PhD course; reforms in the affiliation section.
The advent of myriad innovative E-Governance practices has the potential of revolutionizing the governance in higher education system in the opinion of Vashishtha and Gupta (2014)\textsuperscript{44} “Cognizance of E-Governance in Higher Education Institutions”. From the point of view of author every stakeholder of higher education at the grass root level be the students, teachers or parents should ensure that e governance realises its potential which would computerize most of the records and documents. It would be a strategic tool capable of transforming higher education.

In the recent past, Government, policy makers, academic leaders, intellectuals, faculty and corporate have shown their serious concern for the poor ranking in Higher Education Institutions and Universities India as per Singh and Kumar(2014)\textsuperscript{45} in the article “University Education India: Rethinking Priorities”. The authors have emphasized on concentrated efforts required to be initiated to realize the vision of faster more inclusive and sustainable growth envisioned in XII five year plan. It was required to have measures which would transform the higher education in India.

Desouza and Pai (2014)\textsuperscript{46} “The Higher Education Policy: Will it address the Challenges in Higher Education in India? has tackled issues live challenges in higher education, low gross enrolment ratio, faculty short age, low citation impact, global ranking of higher education institutions where most Indian Colleges and Universities lack high end research facilities, policy reforms in higher education and appraisal of the policy reforms in higher education in the view of the authors the higher education policy should be able to enhance knowledge of the human resources to become more dynamic in the development of the nation.
Education being a concerned sector in five year plans has to be now emphasized more on accessibility, equity as per Bhalla and Harpreet,(2014)⁴⁷, “Reforming higher education in the light of RUSA (Rashtriya Uchchatar Shiksha Abhiyan ). As per the author higher education require maximum reforms and strict actions needs to be implemented to improve the situation. In view of author may of the ongoing plans for reforming higher education were the steps in right direction but all of them were not well planned which needs to be done.

Padhi (2011)⁴⁸,"Challenges and reforms in higher education for a knowledge society” has put forward the idea that higher education system of the 21st century considered as’ Knowledge century era’ needed restructuring and reforming . There were certain drawbacks in the existing system like evidence of poor teaching, ineffective quality control, poor graduate outcome which required some immediate attention. Different strategic reforms were suggested like empowerment and accountability of institutions, optimal utilization of resources, improving quality & effectiveness. To overcome the challenges some initiatives were taken by UGC, AICTE, and NCTE. The article brings out that only quality human resource will ensure emergence of a true knowledge society.

“The National Higher Education Mission Issues at Glance by Kharwar ”(2014)⁴⁹ has mentioned about today’s higher education system facing number of challenges like decreased gross enrolment ratio (GER) etc; present affiliation system as an inefficient institutional structure, no room for creativity in teaching learning, curriculum development or research, large number of college are not accredited etc. The author has pointed out the need for sectoral reform mainly focusing on providing greater
autonomy to the Universities at the same time gradual withdrawal of the state form decision making.

Education can best be used as an instrument of change particularly in the context of social and economic development has been expressed by Sethi and Saharan (2010) Development of higher education through five year plans” Author has pointed some selected UGC schemes as new initiatives undertaken through five year planning in higher education sector. It has traced all five year plans and comprehensive discussion on 11th plan is undertaken regarding admission, curriculum and assessment, accreditation and ratings, teacher’s competence and motivation, autonomy and accountability in higher educational institutions, inclusive education, quality improvement, supporting state universities and colleges. Lots of new changes were required to cut gone interference of bureaucrats and privatising should be monitored strictly is suggested by the study.

“A Solution for 21st Century higher education reengineering?” Written by Sudher and Varapasad (2009) highlighted the issues related to reengineering in academic operation and are in administrative and support operation. This study stressed on change of process oriented to outcome oriented teaching and learning and faculty and student competency to be improved. Convert technology as a part of curriculum for accessing computer based education applications is suggested by the researcher.

Agarwal (2006) studies the growth of higher education in India to the changing funding pattern and suggests ways to ensure that higher education remains both affordable and accessible to all and emphasizes the need for greater adaptability in the higher education system so that it continues to provide the needed skills and trained
workforce to the economy as it integrates with the world economy. The paper provided a roadmap for reforms towards improved accountability of the system.

Continuous and Comprehensive Evaluation (CCE) refers to a system school based evaluation of students that covers all aspects of student’s development. The article covers what should be assessed; when should assessment be done, features of continuous and comprehensive evaluation, advantages of CCE, obstacles in CCE examination pattern of CBSE, conceptual framework of Grading system, disadvantages of CCEG system of evaluation. In the opinion of author the grading system would be able to promote helping competition between the more intelligent students in a class. This has been expressed “Continuous and Comprehensive Evaluation and Grading (CCEG): A Critical Appraisal by Vashishtha and Birla” (2014).

Grading is the most important phase of teaching and evaluation process in the opinion of Parashar and Watta (2012),” Grading and Performance Analysis in Higher Education”. Author has put forth the idea how grading is a better evaluation technique with the help of graphs, charts, histogram. More statistical tools like standard deviation, histogram which are skewed have been used to prove the impact of grading. Finally the author concluded that the grading method should be transparent and subject to scrutiny, need to seek students’ feedback on it.

Bhardwaj (2011),” Re-engineering higher education: Need of the Hour highlights some of joint initiatives which could be undertaken for re-engineering higher education at the crucial stage of development of relevant perspectives. As per the opinion of author UGC in XIth plan had given due consideration to academic and
administrative reforms like semester system, choice based credit system, curriculum development and transparent admission procedure and examination reform. Further author pointed out reengineering through group thinking, changing mind set through curriculum development through semesterisation of courses, by adopting comprehensive and continuous evaluation; changing teaching styles, through short term training programmes and by introducing new courses.

Three major tasks of higher education institutions were first systematically to conduct admissions, proper conduct of class work and lastly to conduct examinations for awarding degrees appropriately. This is reflected in the paper, “Need for reforms in the Examination System in higher education in India: Impressions of an Academic administrator by Rao (2011)\textsuperscript{56}. The basic objective of the paper was to sensitize all the stakeholders in higher education (Universities, colleges and academic administrators) on the importance of bringing reforms in examination/evaluation methods in India for a credible and quality education towards building a stronger nation. Author has suggested numerous areas where the reforms were necessary in examination system.

Today, both teaching and learning seemed to be directed towards passing examinations in most of the courses. This has been examined by Agarwal and Agarwal (2011)\textsuperscript{57} “Psychological basis of examination reforms in higher education”. Further, author has pointed out the different lacunae in the current system of examination. Finally the article concluded with the remark that examination was an important feedback.
‘Innovative practices and reforms in examination system at Shivaji University, Kolhapur’ authored by Salunkhe and Thakkar (2010)\(^{58}\) examined the various innovations and reforms in the university system to make it more flexible and adaptable to meet the changing needs. Accountability, rationality, transparency and process simplicity were the key elements of the reforms. Mainly the reforms were in different areas of operations including general administration, academic administration, finance and accounts, examination system and in the field of extension and co-curricular activities. The article has dealt with most of innovation reforms adopted by Shivaji University, Kolhapur and how it had been a successful exercise for them.

It has been accepted that evaluation is a continuous process. It exercises greatest influence on the teacher's method of instruction on pupil's study habits is been put forth Kothari and Dinkar, (2007)\(^ {59}\). 'Grading System: A better choice for adoption to marking system’. The authors have first introduced the need for examination reforms which was important and urgent as examination was an integral part of teaching-learning process. It further looked into different commissions and committees on examination. Author has suggested that substitute to the marking system was grading pattern. Grades were statements of relatively quality. It is a five/seven point scale denoted by letters A,B,C,D,E. Author has proved it with the help of mean and standard deviation. The authors have concluded that grading system should be adopted to bring and maintain balance in evaluation process in all educational institutions of higher learning.
In the article, ‘Examination reforms: Marking Vs Grading’ by Das (2007)\textsuperscript{60}, the author has pointed out that system of marking is not uniform throughout the country because of which students quality cannot be compared universally on the basis of marks/percentage obtained. In academically developed countries the level of academic achievement of students is expressed in terms of letter grades. A grading system is advocated by the author as the evaluation of examination scripts would be uniform across all universities; grade indicates the academic achievement of a student accurately to the possible extent without interfering with other achievement. Finally, the article concludes that any reform in examination should be addressed to the betterment of student community without sacrificing the dignity of our education.

“Revisiting Academic Inclusion’, Mehta (2014)\textsuperscript{61} has tried to find out the solution for the current problems faced by the stakeholders viz teachers, students and management. In view of the author there is need that for dilution of academic rigor of “passing” standards instead the candidates are “graded” and sorted accordingly. The author has tackled issues like new proposed system, its rationale, tactical issues, marking system, Attendance. The author has considered assessment was more from an objective angle rather than a passive judgment.

‘Choice based credit system: An academic reform in higher education’ authored by Dutta and Dutta (2013)\textsuperscript{62} have focused on the shortcomings of present examination system along with the questionable utility of courses traditionally taught. Choice based credit system would promote curricular flexibility and student’s mobility along with the option of learning some skills required by knowledge societies. Further, it
has highlighted the need for credit system, how choice based credit system would work and finally it concludes stating that choice based credit system would revamp the traditional method of exam and facilitate inter institution transfer of students.

2.4 Impact related studies on commerce education:
The main aim of commerce education should be the proper development of human personality is pointed out in the paper, “Commerce Education: A technique of approach” by Sharma (2011). The paper has highlighted issues that would support the need for initiating reforms in commerce education in context of global trends. It also further explained to trace the problems of commerce education in changing economic scenario. The objective of study was that commerce education would help to arrive at the right decisions at the right time, developing skills and capabilities to enrich personality. It has been pointed out that there should be a close linkage of commerce education with background of professional bodies like ICAI, ICWA etc.

Saikia (2011) in his article, “Liberal commerce education and management focused business education: A status report” has observed that there are distinct differences between commerce education and management focused business education. Commerce Education has been remaining as traditional and liberal education whereas the business education had reached a new paradigm. Author has drawn attention towards present status of business education in north eastern region of India and emphasized on developing the region further.

In the article “Commerce Education in the changing Business scenario in India; Challenges and Opportunities”, Chakraborty (2007) has reviewed relevant issues in connection with the challenges of commerce education. The author has stressed on
role of UGC in making commerce education more relevant and updated. The corporate houses should be involved to develop need based courses. It is necessary that policy makers and regulators should take possible actions so that commerce education can proactively and programmatically respond to changing scenario of the industrial environment.

“New trends in higher education (in special reference in commerce and management) “by Mishra and Maheshwari (2013)\(^66\) it is emphasized that the higher education sector in India is very vast. The role of Higher Education in national development is well established. The output of commerce education should be multidimensional and with full global competitiveness which develops the required knowledge, skills and attitudes for the handling of Trade, Commerce and Industry. Hence, it must charter new routes to service the aspirations of the nation. To meet the growing needs of the business society, there is greater demand for sound development of commerce education.

“Industry driven business education: A study on exploring industry’s reflections”, by Shollapur (2007)\(^67\) has drawn attention towards commerce education had been instrumental in the growth of modern civilisation. The study was based on primary data. A close ended questionnaire and rating scale was designed. Statistical techniques such as percentages, row percentages were used. The discussion on empirical data was organised into three aspects wiz; feedback on job performance of commerce graduates, status report on reluctance of commerce curriculum and the future requirements of commerce graduates in industry. Finally the study concludes with
suggestion that successful customization of commerce education was possible if industry would also join hands with university in designing a suitable curriculum.

Singh (2007) expects a turnaround among Indian Universities through improved teacher training, curriculum developments and educational research. The major challenge before Indian Universities in future was not about quick adaption of practices but it would be developing capabilities to learn new ways of operating and recreating themselves.

Bhatia (2006) in the article ‘Teaching of commerce at higher secondary stage”, regretted that the National curriculum Framework 2005 had adopted a step motherly attitude towards commerce education, Author has pointed that commerce education helps in generating employment opportunities for themselves as well as for others. It has also been opined that it was required for reorienting and restructuring commerce education to make it suitable to cater to societal and market demands. The article concludes with stress on teacher training and comprehensive evaluation system.

Patil (2003) in his paper,” Commerce Curriculum in higher education: A need based approach.” It has been brought to notice that there has been increasing gap between what has been imparted to students through commerce curriculum and what is really expected by the industry. It was clear that there was a need based approach towards teaching, learning and evaluation of commerce curriculum. It finally concludes that this approach would definitely develop abilities and bring a good change in students overall personality.
Gandhi in the article, ”Industry- Academia Collaboration in India: Recent Initiatives, issues, Challenges, opportunities and Strategies”, (2013) has opined that higher education is a powerful tool for social, political and economic change. As per the author reorientation of the educational programme was must to produce self- reliant and independent citizens. It was necessary in India to establish between Academia and industry with proper caution and measures.

“Impact of Globalisation on Higher Education” a paper by Punj (2013) has pointed towards the changes in higher education faced worldwide. General Agreement on Trade in Services (GATS) has transformed the traditional functions and operations of higher education. There have been amalgamations of Universities, increased capacity of students, utilize the shared resources, Commodisation of higher education, Privatisation of higher education etc. have been the challenges.

“The Reforms in higher education in India” is a paper written by .Bojgar and Shinde (2012) has pointed out the main features of Indian higher education system, growth and the expansion in institutional capacity in higher education along with quality in higher education.

60% fund generated from self- financing mode is pointed out by Srinivas (2011) but this is not true in the case of higher education in rural area because the problems faced by rural degree colleges like lack of basic infrastructure and academic facilities, student community and their background. This is also brought forward by Ushadevi (2010).
Srinivas (2009)\textsuperscript{76} has made an effort to identify the emerging trends in higher education and assess their impact on the system. The researcher has pointed out some weaknesses of the present system like stagnating conventional universities, decline of government aided universities, students-teacher ratio, declining government based employment, growing skill based employment, task based remuneration, current education and employment linkage, growth of new learning environment etc. Author has made few suggestions like national and international collaborations, application oriented research and development, and demand would be for more qualitative higher education institutions, promotion of interdisciplinary teaching and creation of knowledge connectivity map across the country.

Narayan (2005)\textsuperscript{77} paper has firstly introduced the concept of Higher Education, debunked some of myths surrounding higher education and defined quality education. It also outlines the nature of crisis afflicting higher education like archaic examination system, rigid curriculum and lack of electives, Universities exit from undergraduate education, poor quality teaching, lack of appraisal, withdrawal of state, and implications of overseas purchase of education. The paper has pointed that the key challenges, opportunities and highlighted a few reform proposals to address the current masses. The researcher had comprehensively covered most of the issues related to higher education and suggested the ways to change it.

“Current Trends in Commerce Education’ a paper by Sawlikar (2011)\textsuperscript{78} points out the growing phenomenon of globalization, liberalization and privatization has been immensely influencing the commerce education and the output of commerce education should be multidimensional and with full global competitiveness. As the
commerce graduates have lack of practical knowledge the practical oriented
commerce education is a need of the age is pointed by the researcher.

Shende (2011)\textsuperscript{79} in the research paper,” New Trends in Commerce education” has
pointed out that commerce education is taking slowly a professional approach. A
comprehensive positive view is expressed by Borah (2010)\textsuperscript{80} by citing various
examples of high successful professional in the paper Careers 360 – Think higher
education in an article, “Career review; commerce.

Gupta and Vadera (2008)\textsuperscript{81} observed that we were good at producing excellent
employee executives but were weak in producing entrepreneurs or employer
executives for ourselves. Researcher has strongly recommended commerce education
should be awarded equal status of technical education. He has also provided semester
wise syllabus and its marking pattern which indicates how students will be evaluated
and prepared for the exam.

In the globalised era Indian management school couldn’t compete & survive. Offering
quality education is possible only when they over come problem like poor
infrastructure, unmatched syllabus, shortage of core faculty has been pointed out by
Reddy and Reddy (2006)\textsuperscript{82} in their article, “Industry – Business School interaction for
quality Management Education”.

Gupta (2003)\textsuperscript{83} in his article,” Emerging trends in Commerce and Management
Education” has emphasized to have experience-oriented and experimental future
managerial effectiveness. Commerce and management educators and training
instructors can play a critical role in executing this task of developing the right
perspective and needed skills among the students by redesigning the education programmes and modifying the teaching methods. Inclusion of business ethics or values and various aspects of stress management education. Author has mainly pointed out mismatch between educational and employment opportunities. There is a large amount of deadwood in the syllabi which should be weeded out and certain global contents should be included in order to catch up with the market needs.

Sadar (2002)^84 in his article, “Making Commerce Course Job-oriented. A study of potentialities “has stressed on that one of the main reasons for lack of innovations in the field of higher education was due to the University system in India which was not closely integrated with industry in general and the development process in particular. Author further pointed out that the education system was the key to economic development which would produce appropriately trained human resource. The main objectives of the study were to find out the need and possibility of introduction of Job oriented courses, to find out the direct linkage between commerce degree and employment and employment to find out possible marketability of students after completion of this course. It was emphasized that policy matters, planners, product matters, product users and the products all have consensus over the introduction of Job-oriented courses in faculty of commerce. The article concluded with suggestion that a continuous quality assessment of the institutions should be done.

We in India are going to live both in 18th century and 21st century simultaneously since we have bullock carts and jumbo jets as well. Our market is vast and their requirements are varied. The service industry is growing and they require different skills therefore a student who is equipped with knowledge of almost all commercial subjects at his degree and has acquired requisite skills of special area in his diploma
will be in demand in a growing economy in the opinion of Dikonda (2000)\textsuperscript{85} in his paper, "Relevance of Ecommerce in Commerce Education", Ecommerce is changing the entire canvas of the business as there are many changes taking place simultaneously. Commerce education can be made more effective by introducing job oriented, self-employment oriented and professional oriented courses to it.

2.5 Quality education/service related studies on commerce education:

“State Universities and quality improvement:-Need for systematic reforms” by Rao (2014)\textsuperscript{86} has discussed the issues that the State Universities need to focus attention and concentrated efforts have to be taken into critically reviewing the existing policies and bring about pragmatic changes for improving the quality of education. The author has highlighted the great responsibilities which rest with the State Universities to ensure imparting quality education along with accountability to the youth of the country. Further author has stressed upon the need for transparent and efficient functioning of the State Universities.

Only a quality human resource will ensure emergence of a true knowledge society which could ultimately enhance the country's competitiveness in global economy. This is quoted in article,” Higher Education-Present scenario and Challenges Ahead” by Mohan (2010)\textsuperscript{87}. Author has presented status of higher education, expansion during 11th plan, trends in the expenditure in higher education which had increased from 10th plan to 11th plan by ten times. Further in reforms in higher education suggested by National Knowledge Commission by having framework for improvement by way of institutional as well as policy reforms. National Commission Higher Education and Research should replace UGC, AICTE and National Council
for Teacher's Training. Further also establishment of Educational Tribunals and mandatory accreditation of higher educational institutions etc.

Maheshwari in the article, “Crucial role and relevance of higher education research” (2012) has traced the growth of Indian higher education system. It takes into account various policies and reports of different commission with their contribution. The author has highlighted the plight of Indian universities research activities which was very much poor. The author has established a relationship between educational research, policy foundation and reforms.

“Higher education reforms in India” by Sunder (2011) pointed out the challenges of quality in Indian higher education like poor quality of talent entering the teaching profession, poor quality of research work, declining investment in higher education sector, universities inability to have large vocational training

In the study aimed at finding out the level of reasoning abilities of commerce studies the investigator Arumugarajan (2008) in his research paper, “Abstract reasoning of commerce students studying in school” wanted to know the level of reasoning ability of commerce students, studying standard XI and XII in Cheran Mahadevi Educational district. The objectives of study were to find the level of abstract reasoning ability of commerce students, to find the level of achievement of commerce students, to find significant difference between XI and XII standard students etc. Three rule hypotheses were formulated. Author has used survey method for the study, collected information from 238 higher secondary students as sample for the study. Tools like (1) The differential aptitude test and (2) Office records for the students’ academic
performance. Statistical techniques like mean, standard deviation, test and product moment correlation was used to test hypotheses. Finally, at the end author concludes that the abstract reasoning ability of commerce students is predominantly moderate. There was requirement of additional exposure like seminars, experts, lectures, fieldtrips etc.

Commerce Education is a fast developing discipline which has expanded by leaps and bounds. Commerce courses command a third position next to medicine and engineering, is observed by Aravanan (2002)\(^9\), in his article, "Enrichment of commerce education through accounting research" raised a question about future of commerce education, he further has emphasized need to do constant research in accounting to make accounting education relevant and evergreen.

In line with thinking on service quality, Gronroos (1982)\(^9\) developed a model in which he contends that consumers compare the service they expect with perceptions of the service they received. Smith and Houston (1982)\(^9\) claimed that satisfaction with services is related to confirmation or disconfirmation of expectations and difference between two is the gap. Three different dimensions of service performance such as levels of material, facilities and personnel is discussed by Sasser et.al (1978)\(^9\), and Lehtinen and Lehtinen (1982)\(^9\).

The correlation of service quality gaps is analyzed after estimating customer dissatisfaction based on those gaps in the Iran travel agency (ITA) based on primary data by using SERVQUAL approved by using dimensions given by Arash and Nassibeh (2011)\(^9\). The finding of this study imply that the maximum value of gap is related to appealing accommodation facilities and the minimum values of the gaps are
related to ‘on time delivery’ and reputation of service. The correlation analysis has not addressed any significant correlation among the gaps. Over the past decade, much emphasis has been placed on quality in the tourism industry (Maylor, 2000) 97, (Prayag 2007) 98, and (Shahin and Debestani 2010) 99. Hirmukhe (2012) 100 pointed out that the use of SERVQUAL to study the quality of administrative services, especially in India has not been very common. Therefore, she studied and analyzed the gap between expectations and perceptions on service quality in administrative services by using SERVQUAL approach, based on primary data consisting of 33 Tehsildars. The services provided by the Tehsildars offices are studied and analyzed. The expectations and perceptions of the Tehsildars are studied using a modified SERVQUAL questionnaire consisting of 24 questions. Gap is analyzed.

The SERVQUAL has been used by many researchers to measure quality of service in the service industries like aviation, banks, hotels, hospitals, fast foods, retail stores, dry cleaning for example (Ladhari 2009, 101 Carmah, 1990, 102 Lam, 1997, 103 Shahin 2006, 104). There are two main lines of thought on measuring service quality, an American and a European perspective observed by Swallehe and Mandarr (2012) 105. While studying management of library quality services in public universities in Tanzania. They used SERVQUAL model and emphasized that quality management in not –for –profit organisation is challenging than profit oriented organisations. The study revealed that there is an overall service quality gap for users of public universities library services in all universities combined.

Parasuraman et.al(1990) 106 have devised the SERVQUAL approach towards measuring the service quality by defining service quality as the degree and direction
of discrepancy between consumers service perception of the service experience and their expectations before the experience. SERVQUAL is a multiple item scale for measuring consumer perception of service quality (Parasuraman et. al.1988)\textsuperscript{107}. They devised the five factor measurement of service quality. They have identified 22 items to measure the five dimensions universally across service industries. Each dimension is rated against its importance in evaluation the quality of service (Parasuraman, et. al. 1991)\textsuperscript{108}. While Parasuraman et.al (1985),\textsuperscript{109} include expectations as a standard for evaluation of service quality, others (Cronin and Taylor, 1992,\textsuperscript{110} 2005,\textsuperscript{111}) have advocated excluding expectations and measuring solely performances. As a result, two competing measurement paradigms are used in services research; the disconfirmation paradigm(i.e. SERVQUAL) which is based upon a comparison of perceptions of the service with expectations, and the performance only paradigm (i.e. SERVPERF) which measures only the perceived /performed aspects of the service\textsuperscript{(Mehta,2010)}\textsuperscript{112}.The review of literature made by Mehta had to understand, the researcher, its style and factors covered, Area, and main SERVQUAL and SERVPERE authorities and their methodology etc. Based on primary data and SERVQUAL approach he find out the gap in quality service provided by Axis bank to its saving account holders, taking as New Delhi area and 560 sample respondents. The gap score was calculated for 22 items divided in to 5 dimensions, namely tangibles, reliability, responsiveness, assurance and empathy, original Parasuraman et.al.1988 model is used by him.

Higher education is one important service sector in modern business and the sector is continuously in a state of change/reform and is being driven by the public, government and economic imperatives, so Ali and Jain studied service quality in
higher education, taking samples from Bradford university school of management U.K.(2005). Service quality provided by libraries is studied Crossno et.al. (2000) and observed those libraries have traditionally been evaluated using tangible indicators such as size and quality of their collections, customer satisfaction and customer service delivery as a measure of quality is relatively unfamiliar. Thorat (2008), Fargan (2007), (2008), UGC report (2011) attempted to study quality issues in Indian higher education but none of them used SERQUAL or SERUPERF model. Ramachandran and Lakshmi (2014) assessed the gap in number of department per University, age of the University in years, number of sanctioned faculty positions per university, number of filled up faculty position per university, percentage of faculty positions vacant, number of faculty members with PhD number of teachers per department per university and number of books in library etc. In their study quality issue was one of the parameters and they observed grading of colleges on NAAC reports available with UGC. Out of 140 sample universities, studied by them, 31 percent were graded ‘A’, 61 percent were graded ‘B’ and 7 percent were graded ‘C’. This study was also not based on the primary data but what had been reported by NAAC to UGC. However, references to application of SERVQUAL to higher education have been found. E.g. Ferreira and Oliviera (2009).

An attempt was made by Tarnekar to analyze expectation gap in quality of University websites based on primary data, considering 60 samples – 30 students, and 30 faculty drawn from undergraduate and post graduate level from Bharati Vidyapeeth University. Ten universities websites were studied and their gap is analyzed based on content of the websites, as quality measurement. Therefore, Suresh Chandar et.al. revealed that SERVQUAL designed to be a generic instrument
applicable across a broad spectrum of services has been extensively used, replicated and found in adequate in many cases (2001)\textsuperscript{122}.

Sahar and Mohammad Bagher (2012)\textsuperscript{123} found that customers expect five dimensions of SERVQUAL for delivering excellent services get high levels, but their perception resulting from the perceived service are evaluated in moderate level.

In higher education the concept of quality has been drawn from industry, whereas some are stating that the idea of performance indicators in higher education is borrowed from economics i.e. input and output model or measuring productivity concept (Power,2005)\textsuperscript{124}. The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs, is referred quality by Bureau of Indian standards (1988)\textsuperscript{125}. This means quality control, quality assessment, quality audit, quality assurance and quality management as well as ISO-9000, NAAC etc. are the related concept of quality in higher education.

The criteria used for evaluating the work of an individual or an institution, or for judging the effectiveness of a programme, are often referred to as performance indicators (Power 2005)\textsuperscript{126}. As many as 264 indicators have been identified and listed by Bottrill and Borden (1994)\textsuperscript{127}, Ramsden (1991)\textsuperscript{128}, Freeman (1995)\textsuperscript{129}, Committee of Vice-Chancellors and Principals (1998)\textsuperscript{130} have defined what is performance in higher education and what are its indicators. Kell (1992)\textsuperscript{131} recognizes in two types of indicators, namely those used by government and institutions. Whereas Rao (1997)\textsuperscript{132} has identified micro and macro indicators of higher education performance. According to Panchumukhi (2003)\textsuperscript{133} access and promoting equity, improving quality
and developing man power required for improving national economy, be considered indicators of performance in higher education. The indicators given by Sharma (2003) and Power (2005) are worth to compare.

<table>
<thead>
<tr>
<th>Sharma</th>
<th>Power</th>
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<tbody>
<tr>
<td>(A) : For evaluating dynamism</td>
<td>(A) : For evaluating of teaching</td>
</tr>
<tr>
<td>a. Revision of Curricula</td>
<td>a. Implication of academic calendar</td>
</tr>
<tr>
<td>b. New programme of study</td>
<td>b. Examination results</td>
</tr>
<tr>
<td>(B) : For evaluating social concerns</td>
<td>c. Curricula quality</td>
</tr>
<tr>
<td>a. Participation of socially- deprived groups</td>
<td>d. Student /alumnus evaluation</td>
</tr>
<tr>
<td>b. Programmes of study related to social concerns</td>
<td>e. First destination of graduates</td>
</tr>
<tr>
<td>c. Extension programmes</td>
<td>(B) : For evaluation of research</td>
</tr>
<tr>
<td>(C) For evaluating efforts towards achieving excellence</td>
<td>a. Publications and citations</td>
</tr>
<tr>
<td>a. Infrastructure</td>
<td>b. Research projects</td>
</tr>
<tr>
<td>b. Teaching- learning process</td>
<td>c. Peer review</td>
</tr>
<tr>
<td>c. Research</td>
<td>d. Awards, honours and patents</td>
</tr>
<tr>
<td>d. University- industry linkage</td>
<td>(C) : For evaluation of administration</td>
</tr>
<tr>
<td>(D) For evaluating efficiency</td>
<td>a. Faculty and staff profiles</td>
</tr>
<tr>
<td>a. Fund management</td>
<td>b. Academic and administrative cost</td>
</tr>
<tr>
<td>b. Unit cost</td>
<td>c. Generation of funds</td>
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<tr>
<td>c. Administrative</td>
<td>d. Utilization of grants</td>
</tr>
<tr>
<td>d. Decision-making cost</td>
<td>e. Administrative efficiency</td>
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This comparison shows that quality in higher education is a nebulous notion. Its attributes are complex and intangible and hence quantifying them is difficult; as it represent personal value and professional standard. Therefore Harmann and Meek (2000) state that quality in the context of higher education can be defined as judgment about the level of goal achievement and the value and worth of that achievement. It can be measured in terms low, average, moderate, high, very high and excellent or world class. It can be measured in terms of not satisfactory, satisfactory, highly satisfactory, world class satisfactory. As universities UK (2000) assume that a key measure of quality is the satisfaction of customers and in higher education customers means students. Basic requirements like infrastructure, faculty, students, curricula, evaluation and innovative practices are needed to improve the quality of
teaching-learning process. Whereas academic calendar, examination, curricula, technology of teaching, accountability, governance etc. must be taken into account while judging the quality of higher education. Good governance promotes education quality is observed by World Bank (2000)\textsuperscript{137} on the other hand management, administration and leadership covered in good governance of higher education (Middlehurst and Elton, 1992)\textsuperscript{138}. Governance, accountability, curricula, application of e-technology, examination and assessment are the indicators of quality performance. Higher the achievements in these indicators, higher the quality achieved or experienced.

2.6 Gap in the earlier studies:

In all 138 studies are reviewed here. On the basis of review of these studies following observations are made:

1. The various aspects of conventional commerce education have been keenly researched by the researchers for study period (i.e. 2001-2012); such as reforms in commerce education, course work, semester system, quality, finance, governance, accountability, examination, credit based semester system, syllabus, changes in curricula and management related issues and so on. But scope, nature and structure of these studies is general and not focused any specific aspect in depth. Their approach is casual towards study of conventional commerce education and not a scientific or systematic in particular.

2. Out of 138 studies which are reviewed here, 15 studies are general types, 47 studies are reforms related, 23 studies are concerned with impact and 53 studies are quality/service related. Researcher covered wide range studies for review purpose touching almost all aspect of her study.
3. General studies on commerce education are on present and past progress as well as growth trend, status, challenges before the commerce education, teaching-learning methods, marketization of commerce education, drawbacks/problems before commerce education, uniformity in the syllabus, level and role of UGC in it, industrial relation with commerce syllabus etc. Almost all studies are based on secondary data except 1-2 and not followed any scientific or peer approach. They addressed the issues in a casual manner.

4. 47 reforms related studies are reviewed by the researcher here and it was found that there are many studies on reforms in general and commerce in particular. Especially on governance, accountability, curricula, e-technology, examination and assessment. But the focus of these studies is to locate and list reforms and not to study in detail. They addressed (i) what reforms are initiated? (ii) why they are initiated? (iii) What they covered? (iv) What are their drawbacks? etc. Moreover majority studies are based on secondary data. It means what stakeholders expected from these reforms and what is experienced by them on these reforms in terms of quality education is not addressed in depth. These studies cannot be classified into a suitable format say, administrative reforms, academic reforms and examination and assessment reforms and then study them in a systematic manner based on primary data. These studies are not based on any specific model.

5. 23 studies related to the impact were considered which pointed out the trends in commerce education, teaching of commerce and changes in it. Industry academia collaboration, self-financing courses, making the course job-oriented etc. were the major issues studied. Impact of reforms/changes in commerce education on conventional commerce education is focused by the researchers in terms of traditional courses to professional courses, whether these changes bring the
employment opportunities or not, meet the growing needs of the stakeholders, changes in the modern society, challenges or issues before the equality education imparting etc. However, these studies are not measured, identified and assessed the impact of reforms in commerce education on conventional commerce education by taking in any specific model. What is expected impact and what is actual impact from implementation of administrative reforms (Governance and accountability), academic reforms (curriculum and e–technology) and examination and assessment reforms are not addressed by the researchers, if it is so at least not for Mumbai colleges. The most of the studies on impact concludes that these reforms or changes in commerce education have failed to bring the desired result or quality education. In fact, they are stating that quality has degraded. And this must be verified, judged and the reality should be found out. Because this statement may not be true or may be partially true or else as most of the studies are not based on any specific parameters or performance indicators or quality attributes or model and on scientific survey.

6. 53 studies were reviewed related to quality service/ education. Improving quality is the key aim of initiating reforms. Therefore, as soon as reforms are introduced and after certain time result must be assessed. There are many models available (e.g. SERVQUAL, SERVPREF) to measure and identify quality service and education is a service. Therefore any model can be used/ employed to judge whether quality is as per expectation or not. The quality education related review observed that there exist few studies on quality education based on specific parameters or indicators or performance criteria by using SERVQUAL or SERVPREF and specifically with the reference to Mumbai University. There are many studies on general type of quality assessment but there is not a single study
on the basis of 6 indicators consisting of 30 attributes assessing the gap / difference between expected and actual impact of reforms in commerce education on conventional commerce education (quality). 7 Likert scale and SERVQUAL model is employed for identifying expected impact and actual impact and gap / difference in it from reforms in commerce education conventional commerce education quality is a unique study undertaken here based on primary data collected through questionnaire from commerce teachers of the commerce colleges affiliated to Mumbai University.

Therefore, an attempt is made in the present study to find out/ assess impact of commerce education reforms on quality in terms of expected impact and actual impact by employing Likert scale and SERVQUAL model and difference/ gap in it.
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