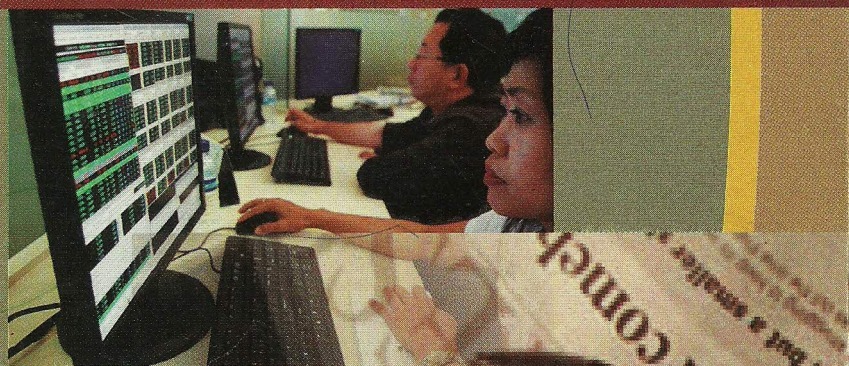


# Commerce Education in North-East India



*Edited by*  
**A. Rajmani Singh**

**A Mittal Publication**

**COMMERCE EDUCATION IN  
NORTH-EAST INDIA**

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# **COMMERCE EDUCATION IN NORTH-EAST INDIA**

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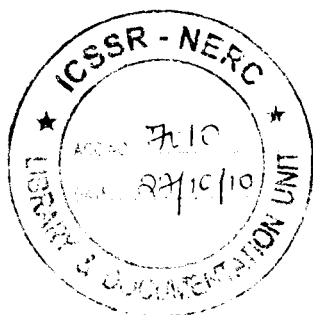
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*Dedicated to*

This book is dedicated to all Teachers  
Who have directly and indirectly  
Contributed for the Development of  
Commerce Education in  
North East India

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## PREFACE

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Commerce education is one of the oldest streams of education in the country. The first in the country Commerce education was started in 1886 at Madras. Over the last hundred and twenty years, the course structure of this stream of education has been changing at the faster speed along with other streams. With this growing era of Liberalization, Privatization and Globalization, (LPG) there is ample scope and demand for this system of education particularly in industrially and economically developed states and region of the country. There is a high demand for this stream of education in comparison with other streams in metropolitan cities of the country such as Delhi, Mumbai, Chennai and Kolkata where more than 90 per cent is cut off mark for admission into this stream in XII standards and degree courses. Further, it is also equally important to those industrially and economically backward region of the country like North-Eastern Region to give more important to this stream for the development of industries directly and indirectly for the improvement of its socio-economic condition of the people who are below poverty line.

However, Commerce education in North-Eastern Region of India is not popular as in other parts of the country. The number of student's enrolment is keeps on decreasing gradually. The main reason behind the decreasing trend and least popularity of this stream of education is lack of awareness about the scope and job opportunities in the minds of parents and their guardians. Because of the comparative backwardness of the region, in terms of infrastructure, human resource development, poor industrial and economic activities, the level of development of Commerce education in North-Eastern Region is far away from the expected level like other parts of the country.

After passing out High School Leaving Certificate (HSLC) examination, most of the parents and guardians send their wards to Science, Medical, Engineering, and Information Technology areas as a choice for their further study. A general question that naturally

arises in our mind is Why Commerce Education in North-East India is not at par with other metropolitan cities of the country? Is it because of industrially backwardness or economically backwardness? Will the new development paradigm of Look East Policy benefit this stream of education at desired level in North-Eastern region? What is the present state and status of Commerce education in each of the eight sisters DONER states of the country? Who is being responsible for backwardness of this stream of education in the region? Is it the responsibility of policy makers, academician or people?

In order to answer the above queries, the present volume is presented in such a way by dividing into three core areas such as Emerging Trends of Commerce Education, Commerce Education in North-East India and finally Commerce Education in Manipur. Papers were invited from different scholars of the region in particular and other parts of the country in general and abroad who are in the field of Commerce Education to address the different issues from different angles. The present book is an attempt at providing a comprehensive and value oriented strategies for Commerce education in North-East India. The different topics in the form of ideas, thought, essay and case studies contributed by the scholars in the book would certainly make an eye opener and use this volume a reference book on the desk top of academicians, research scholars and students of commerce and management who are interested to know more on Commerce education.

The present book is the outcome of the contribution made by the renowned scholars who are in the field within and outside the country. I would like to extent my profound gratitude and thanks to all of them especially to Prof. Devadas Bhorali (Guwahati), Prof. A.R.M. Rehman (Dibrugarh), Prof. Apurbananda Mazumdar (Silchar), Dr. Satyanarayana Parayitam (USA), Dr. S.S. Mahapatra (Sikkim), Dr. Kashi Taye (Arunachal Pradesh), Dr. V.K. Shrotryia (Shillong), Dr. Prahllad Debnath (Tripura), Dr. Gautam Patikar (Nagaland), Dr. R.K. Pyari Gopal Singha (Mizoram) and all paper contributors for their continued support, encouragement, inspiration to complete this task. Without their helps it will be difficult task for me to complete this book.

It is my pleasure to record the profound gratitude and thanks to Prof. S.S. Khanka (New Delhi), Prof. V.P. Giri (Mumbai), Prof. Sujit Sikkidar (Guwahati), Prof. V.S. Pai (Hydrabad), Prof. K. Birendra Singh (Manipur), Prof. B.B. Pradhan (Orissa), Prof. B.

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I take this opportunity to express my sincere and heartfelt thanks to all the members of the Association of Commerce Alumni (ACA) Department of Commerce, Manipur University for their direct and indirect support in bringing the present volume. My research students specially Ksh. Ranjan, Th. Surjit Singh and O. Deepak Kumar Singh have also made me indebted to them by their constant support and help as and when I asked for.

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Last but not the least, my special thanks goes to my wife, Sulochana Ahanthem, my sons Master Suraj and Master Lanchenba for their constant support and encouragement and also for bearing with me as I was continuously involved with editing of this volume.

Finally, words fail to give expression to my feelings of happiness when I think of Almighty God, whose benevolence and blessings led me to complete this effort.

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## INTRODUCTION

—DR. A. RAJMANI SINGH

---

"The past is our foundation; the present is our material, the future is our aim and summit. Each must have its due and natural place in a national system of education".

—Aurobindo

Commerce education promises to serve as a catalyst to socio-economic development of any country or a region. It supplies the inputs that enable to meet the requirements of present day stiff competition business environment. It helps the youth in providing right course of action for their survival and growth. The level of speed at which Commerce education is currently expanding in this area is in itself a testimony to its growing acceptance as a sources of awareness, development of skills, prosperity and creativity which are essential preconditions of economic prosperity of any country or a region.

The origin of Commerce education in India is more than a century old. Commerce education was started in India in 1886, when the first commercial school was established in Madras by the Trustees of Pachiappa's Charities. Since then several colleges of commerce for imparting Commerce education were established in the country. It was in 1895, the Government of India started Commerce College at Calicut and Presidency College at Calcutta (started commerce classes in 1903). The Commerce education at university level in India made its first beginning in 1913 when Sydenham College of Commerce and Economics was established by the Government in Bombay. Since then it has been keep on increasing the popularity of Commerce education and its related branches and at present there is hardly a university, which does

not have a Post-Graduate Commerce department in more than 367 universities of both central and state in the country.

To quote Prof. Chattopadhyay, "In the early part of the 19th century, Commerce education was formally started through initially a vocational courses intended for meeting the requirements of different lower cadres in business and industry as also in a government department. Commerce education was formally elevated to the level of undergraduate and post graduate education by the Sydenham College of Commerce and Economics, Bombay. By the 1930s a number of universities and colleges in the country were introduced B.Com. and M.Com. courses in a phase manner."

Further, it has also found that numbers of commercial institutions were established in the country mostly after 1903, which offered facilities for training in shorthand, typewriting, book keeping and office management etc. Very rapid growths of commerce educational institutions were observed during 1920s to 1940s. Many institutions, which directly support for the development of Commerce education were established during this period. The Indian Institute of Bankers (IIB) was established in 1926, the Institute of Chartered Accountants of India (ICAI) was established in 1934. Later on in 1944, Institute of Costs and Works Accounts of India (ICWAI) was established. In 1955, the Federation of Insurance Institutions (FII) was established. These institutions also played a significant role to equip the young men and women for the emerging job market. In this way the Commerce education was proliferated in India at the school, colleges and at university level.

Commerce education is basically defined more on practical course, unfortunately, in India; it has become highly theoretical due to lack of basic infrastructural facilities and other various reasons. The main drawbacks of Commerce education, in India are (i) lack of dynamism in the course content to meet the changing business environment; (ii) too much emphasis on theory without practical exposure; (iii) lack of coordination and linkage between the universities and professional bodies; (iv) lack of uniformity in the courses prescribed and the absence of clear cut objective; (v) absence of adequate modern methods of teaching; (vi) lack of practical exposure both to the teacher and taught; (vii) defective admission policy; (viii) Commerce teacher is a jack of all trades- perhaps he is the only person who is expected to teach all the subjects etc.

In the earlier period, Commerce education was limited to

clerical and accounting personnel only. Later the objectives had been widening with the expansion of trade, commerce and industries. The report of special committee for Commerce education, popularly known as Dr. V.K.R.V. Rao Committee, also emphasized that Commerce education must be of imparting liberal education at the graduate level, to make the student of commerce, a professional person in different fields viz finance, banking, marketing, business laws, taxation and accounting etc. Because of Commerce education's gaining popularity day by day due to job oriented, practice oriented and professional line of academic pursuit, it has become a panacea for the problem of unemployment.

### State and Status of Commerce Education in India

As already cited above, Commerce Education in India was started in 1886, over a hundred and twenty years ago. Since then it has experienced tremendous growth in its course structure and methods of teaching. Commerce faculties are established in almost all the Universities in both central and state. In order to understand the growth and development of Commerce education in India since Independence and its present state and status, we have to rely on statistical information for more clear and easy understandings.

Below given Table 1.1 represents the increasing number of commerce students studying in different recognized institutions of the country since 1960-61. It was only 78,312 students enrolled

**Table 1.1 : Number of Commerce Students in Recognized Institutions – All India**

Year	No. of Students	Absolute increase/decrease	% Increase 1960-61 = 100
1960-61	78,312	—	100
1965-66	1,57,996	79,684	202
1970-71	3,54,615	1,96,619	453
1975-76	6,16,983	2,62,368	788
1980-81	5,19,919	-97,064	664
1991-92	11,54,804	6,34,885	1475
1995-96	14,10,119	2,55,315	1801
2000-01	15,98,669	1,88,550	2041
2005-06	16,09,653	10,984	2055
2006-07	16,14,732	5,079	2062

Source: Selected Educational Statistics—2006-07, MHRD (2009).

in 1960-61 but it rose to 16,14,732 in 2006-07 with a composite growth rate of 2062 per cent. It is also observed that except 1980-81 all the year taken for the present study were having positive increase of students enrolled over the previous year of study.

Table 1.2 given below presents the number of students enrolment in M.Com. and B.Com. courses in India during the last two and half decades. One important feature found in the present study is that the number of girl students in commerce is on increase in absolute and relative terms both at M.Com. and B.Com. level from 13.5 per cent during 1980-81 to 39.58 per cent during 2005-06, 37.87 per cent during 2006-07 against the declining trends of boys from 86.5 per cent to 60.42 per cent and 62.13 per cent during the same period. If we look at the percentage increase in M.Com. students from 1980-81 to 1995-96 and 2004-05 to 2005-06 stands 7.6 per cent, 23.3 per cent, 34.1 per cent and 48.01 per cent respectively. Similarly percentage increase for girls students in B.Com. courses also rises from 14.0 per cent, 29.4 per cent, 36.6 per cent and 38.24 per cent during 1980-81, 1995-96, 2004-05 and 2005-06 respectively.

On the other hand, number of boys studying commerce stream as choice of their study for both M.Com. and B.Com. has been on declining trend with 86.5 per cent in 1980-81 to 71.0 per cent in 1995-96 and further decline from 63.5 per cent to 60.42 percent from 2004-05 to 2005-06. The overall performance of number of students both boys and girls enrolled in commerce stream has been on increasing trend for the last two and half decades. The total number of students enrolled in 1980-81 was 5,19,919 which has increased to 12,01,485, 15,87,285 and 16,09,653 during 1995-96, 2004-05 and 2005-06 respectively.

Stage-wise enrolment of commerce students and different educational institutions of the country has been analyzed on Table 1.3. The present discussion is mainly highlighted on the proportion of enrolment at B.Com. and M.Com. levels. It is clear from the table that only 7.59 per cent of the total commerce students are going for M.Com. courses as higher education. About 92.41 per cent of the total commerce students stop after completion of their graduation. But in 2005-06 the situation has slightly improved and it rose to 10.34 per cent are going for M.Com. courses. Further it decline to 8.91 per cent during 2006-07. It may be one of the reason that as soon as they complete their degree they are immediately absorb in the job. However, the situation is quite

Table 1.2 : Enrolment of Commerce Students in Educational Institutions, by Stages and Sex, in India

Stage	Sex	1980-81	%	1995-96	%	2004-05	%	2005-06	%	2006-07	%
M.Com.	Boys	36,464	92.4	60,635	76.7	80,616	65.9	81368	51.99	78977	54.90
	Girls	3,013	7.6	18,377	23.3	41,641	34.1	75142	48.01	64889	45.10
	Total	39,477	100.0	79,012	100.0	1,22,257	100.0	156510	100.0	143866	100.00
B.Com.	Boys	4,13,081	86.0	7,92,456	70.6	9,28,181	63.4	891227	61.76	924345	62.84
	Girls	67,361	14.0	3,30,017	29.4	5,36,847	36.6	561916	38.24	546521	37.16
	Total	4,80,442	100.0	11,22,473	100.0	14,65,028	100.0	1443143	100.0	14,70,866	100.00
M.Com. & B.Com.	Boys	4,49,545	86.5	8,53,091	71.0	10,08,797	63.5	972595	60.42	1003322	62.13
	Girls	70,374	13.5	3,48,394	29	5,78,488	36.5	637058	39.58	611410	37.87
	Grand Total	5,19,919	100.0	12,01,485	100.0	15,87,285	100.0	1609653	100.0	16,14,732	100.00

Source: Selected Educational Statistics—2006-07, MHRD, (2009).

different in North-East India in particular and other industrially and economically backward states of India in general. Most of the industrialized cities of the country where there is high demand for commerce degree holders for absorbing in their workplace as employees of different categories. Therefore there is a need to make commerce graduation courses more meaningful, purposeful and practical oriented with exposure to corporate world.

**Table 1.3 : Commerce Enrolment in Educational Institutions, by Stages, in India**

Stages	1980-81	1995-96	2004-05	2005-06	2006-07
M.Com.	39,477 (7.59)	79,012 (6.58)	1,22,257 (7.70)	1,56,510 (10.34)	1,43,866 (08.91)
B.Com.	4,80,442 (9.41)	11,22,473 (93.42)	14,65,028 (92.30)	14,43,143 (89.66)	14,70,866 (91.09)
Total	5,19,919 (100.0)	12,01,485 (100.0)	15,87,285 (100.0)	16,09,653 (100.0)	16,14,732 (100.0)

Source: Selected Educational Statistics—2006-07, MHRD, (2009) 2 UGC.

Table 1.4 represents the state-wise number of commerce students in 35 different states and union territories of the country. The first three states with the highest number of students enrolled in Commerce education are Maharashtra, West Bengal and Gujarat during 1970-71, Bihar, Maharashtra and Gujarat during 1995-96, Maharashtra, Andhra Pradesh and Gujarat during 2004-05 and Maharashtra, Gujarat and Andhra Pradesh during 2005-06 and 2006-07 respectively. Among the North-Eastern states Assam is having the largest number of commerce students enrolled followed by Meghalaya and Tripura respectively during the same period of study.

Table 1.5 shows the distribution of students in higher education (in percentage terms) of major streams such as Arts, Commerce, Science, Medicine, Engineering and others comprises of education, agriculture, veterinary science, law and other discipline which are not mention above fold. Arts stream which covers the major subjects occupy the highest percentage of students enrolled in higher education in all the four block of years selected for study. Commerce stream accounts second highest in 1984-85 and 1995-96 respectively whereas in 1975-76 and 2005-06 science stream place the second highest in number of students enrolled in higher education. During 2005-06 engineering stream of higher education

Table 1.4 : State-wise Number of Commerce Students

Sl No	States/ UT	1970-71	1995-96	2004-05	2005-06	2006-07
1.	Andhra Pradesh	24,690	95,473	1,85,030	1,92,046	2,15,532
2.	Arunachal Pradesh	—	—	344	396	536
3.	Assam	4,240	12,462	16,016	11,329	11,240
4.	Bihar	12,545	2,55,574	1,34,724	1,07,817	1,07,787
5.	Chhattisgarh			36,033	30,607	30,607
6.	Goa	469	6,938	8,522	8,522	8,486
7.	Gujarat	42,010	1,26,450	1,68,255	1,92,068	1,19,938
8.	Haryana	1,642	15,690	32,708	28,893	28,893
9.	Himachal Pradesh	186	5,972	6,195	6,345	5,522
10.	Jammu & Kashmir	919	4,188	4,275	4,628	3,630
11.	Jharkhand			39,526	54,757	54,757
12.	Karnataka	24,535	76,581	74,686	74,686	83,143
13.	Kerala	11,794	18,086	26,808	27,946	27,859
14.	Madhya Pradesh	17,810	58,960	60,972	57,234	1,01,888
15.	Maharashtra	87,143	2,31,263	2,71,679	2,66,906	2,68,908
16.	Manipur	112	608	536	514	616
17.	Meghalaya	—	728	2,149	2,263	2,289
18.	Mizoram	—	260	300	291	302
19.	Nagaland	—	367	1,424	3,052	2,877
20.	Orissa	1,160	16,404	30,331	31,203	32,823
21.	Punjab	1,447	16,091	17,694	19,126	20,336
22.	Rajasthan	14,156	18,810	42,005	42,019	43,155
23.	Sikkim	—	148	414	377	398
24.	Tamilnadu	7,282	57,039	1,01,877	1,19,246	1,19,246
25.	Tripura	1,152	1,926	1,442	1,369	1,311
26.	Uttar Pradesh	11,679	66,742	1,39,648	1,51,027	1,52,890
27.	Uttaranchal			20,596	22,186	24,252
28.	West Bengal	81,950	71,977	1,15,041	1,15,041	1,07,736
29.	A & N Islands	—	198	389	576	579
30.	Chandigarh	4,190	1,615	4,505	4,500	5,297
31.	D & N Haveli	—	—	—	—	—
32.	Daman & Diu	—	248	163	159	183
33.	Delhi	7,107	37,137	38,588	28,709	28,709
34.	Lakshadweep	—	—	—	—	50
35.	Pondicherry	1,682	1,325	2,032	2,957	2,957
	Total	3,59,900	11,99,260	15,84,907	16,08,795	16,14,732

Source Selected Educational Statistics—2006-07. MHRD, (2009).

**Table 1.5 : Distribution of Students Enrolled in Higher Education by Field of Studies – All India (in per cent)**

Faculty	1975-76	1984-85	1995-96	2005-06	2006-07
Arts	44.5	40.0	40.4	32.88	33.73
Commerce	17.1	21.0	21.9	12.65	12.46
Science	19.1	19.7	19.6	14.22	14.61
Medicine	4.3	3.8	3.4	2.43	2.47
Engineering	4.0	4.5	4.9	13.21	13.71
Others	11.0	11.0	9.8	24.61	23.02
Total	100.0	100.0	100.0	100.0	100.0

Source: Selected Educational Statistics—2006-07, MHRD, (2009)

has placed the third place above commerce stream with 12.65 per cent. Except commerce and other streams all their stream have inferred over the past year.

The list of top 10 Commerce colleges for the year 2005 to 2008 as per The India Today-AC NELSEN-ORG-MARG Survey ranking is highlighted. Sri Ram College of Commerce (SRCC) has put a final seal on its supremacy in the field of education in business and commerce by securing the top slot in the survey for the 12th year running, ahead of Loyola College, Chennai St. Xavier's College, Kolkata and Lady Sri Ram College, Delhi. In what was a dramatic shift in the commerce stream this time, the Lady

**Table 1.6 : Top 10 Commerce Colleges in India (2005-2008)**

2008 Rank	2007 Rank	2006 Rank	2005 Rank	Name of the colleges
1	1	1	1	SRCC, Delhi
2	3	3	4	Loyola College, Chennai
3	4	4	3	St. Xavier's College, Kolkata
4	2	7	6	LSR, Delhi
5	7	6	—	Symbiosis Society's College of Arts & Commerce, Pune
6	5	11	—	Christ College, Bangalore
7	8	9	2	Presidency College, Chennai
8	6	—	10	Madras Christian College, Chennai
9	9	8	—	St. Joseph's Bangalore
10	14	—	—	Stella Maris College, Chennai

Source: India Today

Sri Ram College of Delhi found itself moving down from No. 2 last year to No. 4<sup>th</sup> this year and on the other hand Stella Maris College, Chennai move up to 10 position which was 14 in the last year.

"The difference that we make to students here," says Principal P.C. Jain, "is to groom them to become global entrepreneurs and not just managers employed in any other organization." Not surprisingly, SRCC graduates think of starting their own organization before they can even land their first job and get results. "We try to inculcate ethics and values because that is what sustains organizations in the long run," adds Jain.

The commerce courses offered at the college provide students with a wider perspective and equip them to deal with the contemporary opportunities and challenges. Visiting faculty comprise some of the best minds in the country, giving students ample opportunity for informative and educational interaction. There is a strong emphasis on practical application and theory is never taught in isolation.

The Loyola College, Chennai, has move up to second from third rank in 2007 and 2006 and fourth in 2005 and given the college the distinction of figuring in the top three slots in all the three streams of arts, science and commerce. It appears that in keeping with its emphasis on the all-round development of its students, the college has also emerged as a top all-rounder.

Following Loyola is St. Xavier's College, Kolkata, move up to third rank from fourth rank in 2007 and 2006. That commerce in this college is the most sought-after stream can be gauged from the fact that the number of seats in this section is more than those of the other two put together. Last year, as many as 454 out of 568 students graduated with a first class. Principal Father Mathews says, "I feel humbled guiding the destinies of so many."

One of the most dramatic movers has been Lady Sri Ram College, Delhi, which was second in rank last year move down to fourth rank this year—perhaps because of its commerce department's advanced syllabi through learner-centred teaching methods.

No surprises here. Delhi's Sri Ram College of Commerce (SRCC) seems unshakeable from the top slot, having maintained its hegemony for the 12th year in a row. The movement of the other colleges has been more or less static in the top 10. However, that is not to say that there have been no great gainers or losers.

Stella Maris, Chennai, has broken into the top 10, overthrowing Delhi's Hans Raj College which is now at No.14. H.R. College of Commerce and Economics, Mumbai, has gained seven slots to rise to 15. Among those which are being featured for the first time in the hallowed circles of excellence are Jyothi Nivas College, Bangalore, at number 19, Bharati Vidyapeeth College, Pune, at 28, followed by M.S. Ramaiah College of Arts, Science and Commerce at 29.

Two new entrants from Delhi University—Gargi College at 35 and Ramjas at 41—are some of the prominent movers. Others are Women's Christian College, Chennai, at 38, Sheshadri College of Bangalore at 42 and Maharaja College, Kochi, at 46. SRCC Principal P.C. Jain is anything but sanguine about his record for the highest number of 'No. 1s' in the commerce stream in *India Today's Best Colleges* survey.

Sl. No.	Name of the College	Cut off marks in 2007 admission test		
		Commerce	Science	Arts
1.	Sri Ram College of Commerce	95		
2.	LSRCC, New Delhi	96		95
3.	Loyola College, Chennai	—	—	—
4.	St. Xavier, College Kolkata	89	90	80
5.	Christ College, Bangalore	89	93	80
6.	Madras Christian College, Chennai	75	60	70
7.	Symbiosis Society's College, Pune	88		78
8.	Presidency College, Chennai	72	40	40
9.	St. Joseph Bangalore	87	50	50
10.	Hans Raj College, New Delhi	97	97	90

Source: *India Today*, June 4, 2007.

Today among the different higher education stream, Commerce education is given the topmost priority over the last few decades in admission over the last few years specially the metropolitan cities such as Delhi, Mumbai, Chennai, Kolkata, Pune, Hyderabad and Bangalore. There is quite rush in getting admission into Commerce stream with high cut off rate in comparison with other stream of higher education. Table 1.7 also shows the top ten colleges in the country where Commerce education is in high demand.

### **Commerce Education in North-East India**

Commerce education in North-East India has developed very late.

The first serious attempt to introduce Commerce education at intermediate college level in the North-Eastern region was made in the first half of 1930's. Jaganath Barua (J.B.) College, Jorhat in Assam, established in 1930, can claim the distinction of being the first college in the entire North-Eastern Region of India introduced with a few commerce subjects like Commercial Geography, Commercial Arithmetic and Book Keeping at the intermediate class along with Arts classes. It was around this time that a few commercial schools were established in Assam to impart training in shorthand, typewriting, signaling etc. National Telegraph Training and Commercial Institute, Jorhat, started in 1931 was among the first few commercial institutions in the entire North-Eastern Region where a quite good number of students were trained in commercial and vocational subjects.

Those days' students passing I.A. Com. classes had to study their B.Com. courses either at Calcutta or at Dhaka as there were no facilities available for Commerce education within the states of North-Eastern Region of India. Principal K.K. Handique of J.B. College (who later become the first Vice Chancellor of Gauhati University) and Vice Principal Tulsi Narayan Sharma took up the courses of Commerce education in Assam and approached to Calcutta University for permission to start B.Com. classes at the college. Principal Handique had to overcome different stages of hurdles in getting the permission from Calcutta University and finally permission was granted in 1944. Thus, Jaganath Barua College, Jorhat in Assam become the first institutions in the entire North-Eastern Region to start Commerce education by introducing B.Com. courses.

Keeping in mind the significance of Commerce education and its necessity in the society by the end of 1990s, a good number of colleges had started Commerce education and it rose to eight in total in the entire North-East India. They were Dhana Manjuri (D.M.) College, Imphal; Guru Charan (G.C.) College, Silchar; DHSK College, Dibrugarh; Jaganath Barua (J.B.) College, Jorhat; Karimganj College, Karimganj; Nowgong College, Nowgong; St. Anthony College, Shillong and Tinsukia College, Tinsukia. Hence, those days were considered to be a Golden Era of Commerce Education in North-East India. These eight different colleges were spread throughout the region and started giving Commerce education to the students.

Facilities of imparting post graduate education in Commerce

(M.Com.) have also been rapidly extending in North-Eastern Region, the department of commerce, Gauhati University is the oldest one in the region established in 1948. Subsequently after a gap of 30 years Post graduate Commerce department had also been started at Dibrugarh University in 1978, North-Eastern Hill University in 1980, Manipur University in 1984, Arunachal University in 1985, Tripura University in 1987, Nagaland University in 1994, and Assam University in 1994 has also started Commerce education at Post-graduate level. Very recently Post-graduate classes in commerce also started at Mizoram University in 2001. Thus, out of 10 universities (excluding agricultural universities) 9 universities (except Tezpur University) had offered Post graduate classes in Commerce in the region. It can be rightly says that Commerce education is growing and spreading all the states of North-Eastern Region. Keeping in view of the importance of Commerce education in job creation and also solving the problem of unemployment, it has opened its faculties in almost all the universities of North-Eastern Region. In addition to provide simple M.Com. degree courses, these universities are also providing Ph.D. programmes, M.Phil. programmes and also various diploma and certificate courses which are relevant to the society and also need base.

### **State and Status of Commerce Education in North-East India**

The Ministry of Human Resource and Development, Government of India, has established Six Central Universities viz. Assam University, Tezpur University, Mizoram University, North-East Hill University (NEHU), Shillong, Manipur University and Nagaland University in North-East India. Three more Central Universities in the North-Eastern Region viz. Rajiv Gandhi University, Arunachal Pradesh, Sikkim University, Sikkim and Tripura University, Tripura had been established w.e.f. 9.4.2007, 2.7.2007 and 2.7.2007 respectively. Thus, today each State in the North-East India have one Central University. Central Universities being Statutory Autonomous Bodies, chart out their own growth and development plans. University Grants Commission provides requisite Plan and Non-Plan funds within the overall constraints of resources. Government both central and state ensures that newly established Central Universities are able to take off as pacesetter institutions in the region.

Table 1.8 depicts the state-wise number of commerce students among the eight sister states of the region. Assam being a largest

**Table 1.8 : State-wise Number of Commerce Students in NE India**

Sl. No.	States/ UT	1995-96	2004-05	2005-06	2006-07
1.	Arunachal Pradesh	—	344	396	536
2.	Assam	12,462	16,016	11,329	11,240
3.	Manipur	608	536	514	616
4.	Meghalaya	728	2,149	2,263	2,289
5.	Mizoram	260	300	291	302
6.	Nagaland	367	1,424	3,052	2,877
7.	Sikkim	148	414	377	398
8.	Tripura	1,926	1,442	1,369	1,311
9.	NE TOTAL	16,499	22,625	19,591	19,569
10.	ALL INDIA TOTAL	11,99,260	15,84,907	16,08,795	16,14,732

Source: Selected Educational Statistics—2006-07, MHRD, (2009).

state account the highest number of students enrolled in commerce education increasing from 12,462 in 1995-96 to 16,016 in 2004-05 and further slightly reduce to 11,329 during 2005-06. The similar figure is also seen in North-East total from 16,499 to 22,625 and decline to 19,591 during 1995-96, 2004-05 and 2005-06 respectively. Mizoram state place the lowest number of students enrolled in commerce stream during 2004-05, 2005-06 and 2006-07 respectively.

Enrolment of B.Com. students in different states of North-East India is also seen from the below given Table 1.9 as on 2005-06. Among the eight states of the region Assam states occupy the 62.98 per cent of the total B.Com. students enrolled followed by Meghalaya with 12.49 per cent and Nagaland with 9.18 per cent respectively. In all the states the number of boys students is higher than the girls students. Mizoram state which is having the highest literacy rate in the region and second highest in the country where girls per cent against the total B.Com. students is 45.36 per cent. Against all India total, B.Com. students in North-East India accounts only 1.2 per cent which is quite negligible to all-India figure.

Table 1.10 shows the faculty-wise enrolment of Master degree students in different state and central universities of the region as on 2005-06. There are 13,058 students enrolled in Master degree of which 67.63 per cent are Master of Arts (M.A.), 27.19 per cent are Master of Science (M.Sc.) and remaining 5.18 per cent are Master of Commerce (M.Com.). If we look at the all India statistics

**Table 1.9 : Enrolment of B.Com. Students in North-East India (as on 2005-06)**

States	B. Com.			% of total
	Boys	Girls	Total	
Arunachal Pradesh	263	96	359	2.06
Assam	8,168	2,799	10,967	62.98
Manipur	221	137	358	2.06
Meghalaya	1,613	563	2,176	12.49
Mizoram	159	132	291	1.67
Nagaland	981	617	1598	9.18
Sikkim	234	143	377	2.16
Tripura	1,211	77	1,288	7.40
NE Total	12,850	4,564	17,414	1.20
All India Total	8,91,227	5,61,916	14,53,143	100.00

Source: Selected Educational Statistics—2005-06, MHRD, (2008).

**Table 1.10 : Faculty-wise Enrolment of Master Degree Students in North-East India (as on 2005-06)**

States	Master Degree						Total
	M. Com.	%	M.A.	%	M.Sc.	%	
Arunachal	37	6.05	516	84.45	58	9.50	611
Assam	362	4.66	5,307	68.32	2,099	27.02	7,768
Manipur	56	3.85	760	52.20	640	43.95	1,456
Meghalaya	87	5.48	1,119	70.46	382	24.06	1,588
Mizoram	—	—	—	—	—	—	—
Nagaland	54	—	—	—	—	—	54
Sikkim	—	—	187	—	82	—	269
Tripura	81	6.17	942	71.80	289	22.03	1,312
NE total	677	5.18	8,831	67.63	3,550	27.19	13,058
All India total	1,56,510	18.10	4,78,377	55.31	2,29,975	26.59	8,64,862

Source: Selected Educational Statistics—2005-06, MHRD, (2008).

18.10 per cent of the total are students enrolled in Master of Commerce, 26.59 per cent are in Master of Science and 55.31 per cent are Master of Arts.

**Table 1.11 : Faculty-wise Enrolment of Under Graduate Degree Students in North-East India (as on 2005-06)**

States	Under Graduate						Total
	B.Com.	%	B.A.	%	B.Sc	%	
Arunachal Pradesh	359	5.52	5,756	88.47	391	6.01	6,506
Assam	10,967	5.74	1,53,927	80.62	26,030	13.64	1,90,924
Manipur	358	3.26	5,770	52.56	4,850	44.18	10,976
Meghalaya	2,176	8.40	20,863	80.61	2,841	10.99	25,880
Mizoram	291	3.81	6,542	85.65	805	10.54	7,638
Nagaland	1,598	11.34	11,040	78.34	1,454	10.32	14,092
Sikkim	377	6.81	4,733	85.45	429	7.74	5,539
Tripura	1,288	6.37	16,072	79.44	2,871	14.19	20,231
NE total	17,414	6.18	2,24,703	79.74	39,671	14.08	2,81,788
All India total	14,53,143	21.55	37,08,402	55.00	15,80,047	23.45	67,41,592

Source Selected Educational Statistics—2005-06, MHRD, (2008).

The above Table 1.11 depicts the faculty-wise student's enrolment of under graduate courses in North-East India. Like post graduate courses in under graduate courses too Arts stream occupy the prominent place with 79.74 per cent out of the total students enrolled against the all India 55.00 per cent. Science stream place the second with 14.08 against 23.45 per cent of all India. However, in case of Commerce there is wide gap in percentage between all India percentage and North-East percentage which is only 6.18 per cent against all India 21.55 per cent. It has clearly shows that Commerce education is more popular in industrialized and economically developed states unlike North-East India where both economically and industrially backward.

### First Commerce Colleges in North-East India

In North-East India, almost all the states are having commerce colleges as well as colleges having both commerce stream and other streams. Unlike other parts of the country, Commerce education is not so popular and demand in the region. It is also learn that commerce stream of education have been chosen as the last resort when there is no other choice. It is very much different in comparison with Delhi, Mumbai, Chennai and Kolkata

Sl.No.	States	Year of Estd.	Name of the Commerce Colleges
1.	Arunachal Pradesh	1986	Jawaharlal Nehru College (JNC), Pashighat
2.	Assam	1930	J.B. College, Jorhat
3.	Manipur	1952	Imphal College, Imphal
4.	Meghalaya	1948	St. Anthony College, Shillong
5.	Mizoram	1981	Hrangbana College, Aizwal
6.	Nagaland	1966	Dimapur College, Dimapur
7.	Sikkim	1977	Sikkim Government College, Gangtok
8.	Tripura	1961	Maharaja Bir Bikram College, Agartala

where commerce education gives the topmost priority. Table 1.12 represents the colleges or institutions where Commerce education was first started in each of the states in the region.

### **Commerce Education in Manipur: An Overview**

Manipur is located in eastern most part of India having international border with Myanmar on the east, Nagaland on the north, Mizoram on the south and Assam on the west. More than 70 per cent of the state economy is contributed from the agriculture and there is minimum contribution made from the industrial and other sector. In industrial sector too major contribution is made from handloom and handicrafts and other small scale industries such as food processing industries and agro base industries. Being an industrially and economically backward state, the commerce education in Manipur is very poor in qualitatively and quantitatively like other parts of the region.

Commerce education in Manipur was first introduced at Imphal College in 1952. After a few years of continuing commerce course at Imphal College, due to lack of man power and other infrastructural shortage, it was dropped and introduced the subject as one of the optional subject in pre-university course in Arts. Further, as a second phase of establishment in early 1960s intermediate commerce course was introduced at D.M. College, Imphal under Gauhati University up to 1982 and upgraded to B.Com. degree course from July 1962 under Gauhati University.

After this higher secondary and Pre-University course was introduced in the year 1983 at Johnston higher secondary and

Tamphasana Girls Higher Secondary School, Imphal under Board of Secondary Education, Manipur (BSEM) and Pre-University course under Manipur University. Thus, with this trend, Commerce education is gradually spreading in almost all the districts of the state and increasing its popularity.

**Table 1.13 : Colleges with Commerce Faculty in Manipur**

Sl. No.	Institutions/Colleges	Year of establishments	Classes	Districts
1.	Dhana Manjuri (D.M.) College of Arts and Commerce	1988-89.	TDC	Imphal west
2.	Kakching Girl's College, Kakching	1989-90.	XII	Thoubal
3.	Pole Star College, Hiyanglam	1991	XII	Thoubal
4.	Canchipur College, Canchipur	1991	XII	Imphal East
5.	Modern College, Imphal	1992-93	TDC	Imphal East
6.	Kha Manipur College, Kakching	1992-93	TDC	Thoubal
7.	Shree Shree Gour Govind Girls' College, Khurai	1992-93	XII	Imphal West
8.	Biramangol College, Sawombung	1995	TDC	Imphal East
9.	Mangminthang College, Churachandpur	1995	XII	Churachandpur
10.	Bethany Christian College, Churachandpur	1997	XII	Churachandpur
11.	Western College, Konthoujam	1997	XII	Bishenpur
12.	S. Kula Women's College, Nambol	1998	XII	Bishenpur
13.	Liberal College Luwangsangbam	1998	TDC	Imphal West
14.	Prabhavati College, Mayang Imphal	1999	XII	Imphal West
15.	Rayburn College, Churachandpur	2000	TDC	Churachandpur
16.	Don Bosco College, Maram	2001	TDC	Senapati
17.	Moreh College, Moreh	2001	TDC	Chandel
18.	Sentinel College, Ukhrul	2002	XII	Ukhrul
19.	Mount Everest College, Senapati	1999	TDC	Senapati

Source Manipur University.

Besides the above colleges, few Higher Secondary Schools also offered commerce courses up to 10+2 level, since 1960s which has been reproduced in the given below Table 1.14. Among the list of higher secondary schools given below few higher secondary schools are Shri Digambar Jain Mahavir Higher Secondary School, Imphal, Tamphasana Girls Higher Secondary School, Imphal, Johnston Higher Secondary School, Imphal, Don Bosco Higher Secondary School, Maram and C.C. Higher

Secondary School, Imphal have played a significant role for the promotion and development of Commerce education in Manipur.

In this way, even at the secondary level too commerce education has gradually increased its popularity and spreading its wing day by day in the state of Manipur. Very recently Little Master Higher Secondary School Samurou have introduced commerce at 10+2 level in 2004-05 session.

<i>Sl. No.</i>	<i>Institutions</i>	<i>Year of establishments</i>	<i>Districts</i>
1.	Johnston Hr Sec. School, Imphal	1960s	Imphal West
2.	Tamphasana Girls Higher Secondary School, Imphal	1960s	Imphal West
3.	Moirang Multipurpose Higher Secondary School, Moirang	1985	Bishenpur
4.	Kakching Higher Secondary School, Kakching	1985	Thoubal
5.	Shri Digambar Jain Mahavir Higher Secondary School, Imphal	1996	Imphal West
6.	Nimaichand Higher Secondary School, Thoubal	1997	Thoubal
7.	Bethany Higher Secondary School, Churachandpur	1997	Churachandpur
8.	Brighter Academy, Imphal	1998	Imphal East
9.	C.C.Higher Secondary School, Imphal	1998	Imphal East
10.	Don Bosco Higher Secondary School, Maram	2001	Senapati
11.	Chaoyaima Higher Secondary School, Thoubal	2002	Thoubal
12.	Manipur Public School, Imphal	2002	Imphal East
13.	Kanan Devi Junior Higher Secondary School, Pangei	2005	Imphal West
14.	Hundred Flower Hr. Secondary School	2005	Imphal West
15.	Little Master Hr. Secondary School	2005	Imphal West

Source: Council of Higher Secondary Education, Manipur.

Further, to nurture the students from school level, commerce subjects is offered an optional paper in almost all the private English school established under Board of Secondary Education Manipur. Even for the government school, to popularize the commerce education, one career master is being appointed to 48

government high school so that at this tender age, students can learn the prospects and potential of Commerce education and set up their aim in life for the future.

At present there are 44 institutions both colleges and higher secondary schools had introduced and provided the facilities for Commerce education in the state, appear to be quite impressive of the importance of Commerce education and elite part of education, even though the state is poor in industrial development which is considered as one of the most important factor for popularization of commerce education. In Manipur, there are 74 colleges and 97 higher secondary schools imparting education to the 23 lakh population. Most of the colleges and higher secondary schools had given more weight age to Science and Arts streams, whereas Commerce has not given due importance like others. As a result only 25.68 per cent and 15.46 per cent of the total institutions in degree level and higher secondary level have provided Commerce education to the students.

Lack of basic infrastructure for higher education, shortage of required man power, lack of industrial development are the main causes for backwardness of commerce education in the state. At present 19 colleges are imparting commerce subjects in secondary level as well as degree level and 15 secondary schools are imparting commerce education at the school level. This trend shows that importance of introducing Commerce education is gaining momentum in the state. In compare with other subjects such as Arts, Science, Medical and Engineering, Commerce education has been on increasing demand for having the characteristics of self employment through this education in this alarming growth of educated unemployed youth of more than 6 lakhs as on 30th June, 2008.

### **An Overview on the Papers**

"Plurality, Claims for Recognition and the Capability Question—Outlines of a Road Map for Situating Commerce Education within the Inclusive Agenda of 21st Century" was the title of the first paper contributed by Prof. Apurbananda Mazumdar. In his paper, he had pointed out that the Commerce education in the 21st century has reached a critical phase of its life cycle when no longer it is possible for this branch of study to overlook its emergent contextual realities. Given that 21st century's call is clearly in favour of an inclusive format – both for society and for business, the mission of Commerce education should be redefined at the outset through

adoption of a more inclusive view of business than what is permitted by the still-popular owner-promoter-investor-centric enterprise concept. Recognition of business as a social platform of relationship and exchange, rather than as a mere medium for appropriation of financial returns, instantly broadens the horizon of academic enquiry and tells what should be our priority tasks in reorienting Commerce education to the needs of 21st century.

The reason behind the declining trend of Commerce education in one side and increasing trend of Management education on the other side has been highlighted in this present paper. As a background support to this statement, syllabus adopted for M.Com. and M.B.A. in University of Delhi is also incorporated.

He has also given the following suggestions for further improvement of Commerce education. There are indeed four urgent necessities. *First*, Commerce education has to look beyond its 'vocational' orientation and proceed to establish itself as a serious academic 'discipline' within the broader domain of liberal education. *Second*, in doing the above, the discipline's academic focus has to be clearly defined and of course differentiated from those of application-oriented courses like Management. *Third*, to put forth its claim as a liberal academic discipline engaged in cultivation of 'higher order skills', a multi-stakeholders' perspective needs to be incorporated in designing its curriculum in such a way as would enable this emergent discipline to identify itself to the ethos and aspirations of a cross section of community-members. *Fourth*, the hitherto sidelined issues like those of ethics, social responsibility and sustainable development should not only be brought within the discipline's mainstream focus, but in fact should be put together to constitute the 'base' upon which the superstructure of the discipline can be constructed *de novo*, if it were to ensure the desired learning outcomes.

"Commerce Education: Global Perspective" is the title of the paper contributed by Dr. Satyanarayana Parayitam. In his paper he had narrated the paper in two main theme such as differences between science stream and commerce stream in one side and difference between India and other developed countries in the course structure of Commerce education in other side. He explained that the importance of science courses throughout the world remain unchanged, whereas the importance of Commerce education is escalating especially due to globalization of companies and more precisely emergence of multinational

companies in all over the globe. To meet this changing environment the vision of Commerce education must be to provide opportunities for students to do business more effectively. And the mission of Commerce education is to drive retention and creation of quality jobs and promote safe, healthy communities in the society.

In some countries like India, there are prominent Commerce Colleges (e.g. Sri Ram College of Commerce in New Delhi, St. Joseph College in Bangalore, St. Xavier College in Mumbai and Presidency College in Chennai,) which exclusively cater to the requirements of students pursuing education in the field of commerce and other allied disciplines. But in advanced countries like USA and UK, universities offer a variety of opportunities to develop global business skills, knowledge of international business practices and overcome the language barriers and cultural differences in difference countries.

He also opined that 'knowledge is a unique good because it does not suffer from diminishing marginal returns', that is the more knowledge we generate, the more we can continue to grow our knowledge base. Researchers also acknowledge that world economy is focusing on how goods and services are produced and sold through market capitalism. Quite surprisingly, not all the countries follow the market capitalism model (e.g. USA follows one model, China another model, France the third and Russia another model) A global perspective on Commerce education provides students with these differences and enable them to see different strategies of getting success in whatever the company and in whichever the nation they are employed.

Professor Devadas Bhorali attempts to highlight on the topic "Recalling Contributions of a few Prominent Commerce Teachers" of Assam. Some of the prominent commerce teachers who have contributed and served Gauhati University and few other colleges of the region that were established in the 1940s and early 1950s of the 20th century. Their initiation, active role, contribution and dedication effort for the development of Commerce education in the region is highly appreciable by the present generation. The great pain and difficulties taken by those Commerce teachers at the initial stage for the development of Commerce education in Assam in particular and North-Eastern region in general is highlighted in his paper. The younger generation of today should not forgot the fruits which we are eating today is the outcome of

those tree planted by the teachers who have initiated, served and retired from the service.

He also presented a brief note on the contribution of seven prominent Commerce teachers namely Late Principal Madhab Chandra Chakrabarty, Late Prof. Prabhas Chandra Goswami, Prof. Khagendra Nath Saikia, Prof. Anil Kumar Sarma, Principal Kamal Chandra Goswami, Principal Nabin Chandra Sarma and Late Principal Sashidhar Dutta. In brief the paper is a real biography of these seven prominent commerce teachers of North-East India which will definitely serve as history of commerce education in Assam in particular and NE India is general in future.

“Commerce Education: Emerging Scenario” is the title of the paper contributed by Professor A.R.M. Rehman. In his paper, Professor has highlighted the paper in three important aspects i.e., present status of Commerce education in India, North-Eastern Region and particularly under Dibrugarh University; significance of E-Commerce and finally the emerging trend of Commerce education. Presently Commerce education has achieved an overwhelming adaptability in the business and corporate sector. It has been offering distinctive service that contributes significantly towards the overall development of trade and industry. It is aimed at teaching, training and empowering a learner about the conceptualization and practical application of business education as tools and techniques for establishing, innovating, developing, assessing, monitoring and expanding the trade and industry.

He also emphasize that the winds of changes are blowing throughout the world. The fast changing world in the present era characterized by the emergence of global markets, the use of new knowledge and technology in production, changing nature of works, and introduction of information and communication technologies in all spheres of human efforts. Business Schools and Institutes of Management Education in India are catering to the need of trade, industry, commerce and service sector in satisfactory manner. They are also collaborating and competing with foreign universities. It is observed that subjects like International Accounting, International Financial Management, International Business management and International marketing etc. have been added to their curricula.

Finally, against the backdrop of such emerging trends, it is imperative that a review of the Commerce Education, its reformation and revitalization has become a pressing need at this

hour so as to cope up with the changes in the global economic scenario.

Dr. V.K. Shrotryia, contributed a paper on the topic Commerce "Education in India: An Essay on its Past, Present and Future". He has presented the paper in the form of an essay in three most important aspects of Commerce education in India such as past, present and future of Commerce Education. In the past, Commerce education in India has somehow provided a foundation for development of management and other ancillary subjects. Management accounting, finance, banking, transport, trade, insurance are some such areas which sprang out of commerce and developed their own territory in isolation with commerce as a broader umbrella. As a result number of management institutions, institute of chartered accountant of India, institution of bank management, institute of foreign trade and other institutions have emerged in the country. Today, Commerce education is facing a stiff competition from all segments such as MBA, BBA and other professional courses. To meet this emerging threats, some universities have diversified their course structure in their commerce departments as they have introduced different programmes such as Master in Finance and Control (MFC), Master of Financial Studies (MFS) Master in Human Resource and Organisational Development (MHROD).

In his concluding remarks, the author says that there must be a strong integration of Commerce education with other emerging areas of business education. This integrated model of combining commerce education and management education should be able to take us back to the history of business education when commerce education was able to respond to the need of the time by providing professional accountants, managers, executives, decision makers and teachers. The UGC needs to play a more proactive role in saving commerce education from the competitive forces of the market. An inclusive approach towards this discipline would go a long way in developing commerce as a discipline on the platform of Business Education. It should get into diversification mode by offering more market driven as well as skill oriented diploma programmes.

Commerce Education is the title of the paper written by Dr. Gautam Patikar. It is a paper purely dealt on the conceptual background of Commerce education in general. Starting with the meaning of commerce, meaning of education and also the

meaning of Commerce education, he had elaborately covered the two most important objectives of Commerce education i.e., Vocational Competency and Adaptability to Occupational Change. Further he also highlighted the growth of Commerce education can be looked from two angles of which one is private commerce education and another is public commerce education.

Commerce Education has its origin in private commercial shops and began with the teaching of Book keeping. In our country the Munims used to train prospective Munims under their apprenticeship. They took the prospective Munims as their second assistants and trained them on the job. Later on, with the development of business, the system of individual apprenticeship could not meet the needs of the enlarging business, and private commercial shops started the teaching of book keeping and accountancy. This resulted in flourishing of private commercial schools and institutions because they provide essential vocational training for commercial jobs.

Teaching of Commerce Education in Government School and Government aided schools started very lately when people realized that vocational preparation for Commerce and industries is provided at Government expenses. The expensive private Commerce education paved the way for public Commerce Education. With the growth in volume of business, the demand for Commerce education got impetus. The growing demand for typist, stenographers, book keepers, clerical workers made the Commerce curriculum more desirable.

At the end he conclude that no society can prosper without business. The growth of every society vis-à-vis its economy depends on the success of business. Significantly, for such success of business, the knowledge of Commerce education is of utmost importance. The subject matter of Commerce education deals in such things necessary for the development of entrepreneurs and building a career in Commerce and Industry.

Dr. W.C. Singh contributed a paper entitle "Future of Commerce Education in India". In his paper he emphasise that in India Commerce education came before 1900 A.D. with the objective of supporting the growing manpower needs of trade, commerce and industries. Till recent past, most people believed that a commerce graduate would get a job quite easily. The trend has changed drastically in the last one and a half decade with the introduction of varieties of innovative courses in the field of

Management, Information Technology, Engineering, Medicine, Journalism, and in the areas of Hospitality and Services Management by the mushrooming private players in the field of education. Only a fraction of students who really want to practice accountancy and taxation opt for CA, ACS, and ICWAI which are fully specialized course.

It is also highlighted that due to advancement in technology, the system of employing large number of assistants for every managerial position, where a Commerce Graduate could occupy a place at one point of time, is no longer in practice. The managers are working in a fully automated and computerized work place where no attendant is required. These developments have posed a great threat to the survival of commerce education in India. Further, it is also mentioned that Privatization of Higher Education; Change in Technology; Change in Industry requirements; Availability of Varieties of Courses are the main threats of Commerce Education in India.

In his concluding remarks he has given few suggestions such as Redefining the Course Curricula and Renew it Regularly; Well Defined Learning Objectives; Pedagogy; Practical Training and Exposure; Life Skill and Forward Linkage of Commerce Education.

Dr. L. Shashikumar Sharma, in his paper "The Role of Information Technology in Commerce Education" presents the significance of information technology in the development of Commerce education in this present era. Be it for accounting information system, management information system, marketing information system, human resources information system, and financial information system, information technology is highly needed and nowadays it is considered as part and parcel of any stream of education. Without this all other functional management become obsolete.

Thus, Information technology spans around two major areas: business/information and technology but it requires both the domains for its existence. A technologist may perceive it to be a technical marvel; where else a business person may treat the technological aspect as a necessary evil to procure information. The IT is there to solve the real problems of business world. This is the truth to be swallowed by the technical professional. At the same time the business professional has to understand that today's business entities cannot continue without a helping hand

from the Information Technology for example E-commerce can not be implemented without information technology.

In his concluding remarks he said that this business perspective of Information technology is very important for a business professional. So in order to develop the skills and competencies, the students of commerce must acquire the necessary skills to present, summarize, interpret and analyze the economic and business data by using different tools and techniques of information technology.

“Emerging Challenges of Commerce Education in North-East India” is the title of the paper contributed by Dr. R.K.P.G. Singha. In this he opines that the challenges, needs, problems, prospects and paths of education of North-East part of the country is different from the challenges, need, problems, prospects and paths of education of many other parts of the country due to unique characteristics of North-East society and unique demands of the North-East region. Thus, the prospect of commerce education is not as encouraging as the opportunities are limited in this region.

He also present a case study of K.C. Das Commerce College supported by the statistical performance on the increasing trends of students enrolled and also the increasing trends of pass percentage with 1st class in the college. Other college in the region specially commerce colleges must follow and keep the same college as role model for them in the area of development of commerce education in the region.

Finally, in his concluding remarks the emerging challenges of commerce education such as lack of basic infrastructural requirement for commerce education; lack of teaching faculty; outdated course contents; traditional teaching method; privatization of higher education; change in technology; change in Industry and business requirements; upcoming of private institutions with variety of courses; traditional examination system; lack of exposure of the students to business world were highlighted in details and also given the suggestive measure to overcome the such challenges face by commerce education in the region.

“Status of Commerce Education in Karbi Anglong District of Assam: A Case Study of Under-Graduate Level” is the title of the paper jointly contributed by Mr. Jibon Neog, Mr. Ratul Datta and Ms. Sangita Kanoi. The present paper highlighted on the commerce education in Karbi Anglong district of Assam where mostly dominated by tribal people. An attempt has been made with

the help of empirical study on the present scenario of Commerce education and participation of S.T. students in the district.

To examine the status of enrolment and performance of the commerce students in comparison to students from other streams, both in three years degree course and Higher Secondary course. To analyze the participation and achievement of the S.T. students pursuing Commerce education in the district both at three years degree course and Higher Secondary course, various colleges and higher secondary schools offering commerce stream have been visited, personnel interview were made, presented in the form of table, interpretation and finally finding and suggestions were recommended for improvement of Commerce education of the district in particular and region in general.

In Karbi Anglong district, where majority of population are tribal, almost 55 per cent belongs to Scheduled Tribe category. Enrolment of S.T. students in three years degree course as well as in H.S. course in commerce is comparatively better than the number of students from other communities. But female students yet lacks far behind the male students in commerce education irrespective of the community both in H.S. level and degree level.

Th. Chaoba Singh and K.N. Pauddyal also contributed a joint paper on the topic "Commerce Education in Meghalaya". The authors have extensively highlighted the paper into various issues such as Commerce education in India, objectives of commerce education, Commerce education in North-East India, Commerce education in Meghalaya with reference to Commerce in higher secondary level, Commerce education in under graduate course and Commerce education at Post graduate level, observation and problems of Commerce education in Meghalaya.

In their paper, it is also opined that the Commerce education in Meghalaya either at degree or Post-Graduate levels are not well equipped to train the commerce students as desired by the business houses or to make himself self-sufficient. It is high time that those in charge of higher education in commerce must give serious thought to this matter. The Commerce education even today provides narrow, traditional and conceptual education. It lacks practical orientation. Hence, it unable to solve the industrial and social problems.

In their concluding remarks, they also suggested that the education system should reconcile to the social demand. The society has placed boundless trust in the educational system. The

people have a right to expect concrete result, students worth delivering goods needed by the society. This cannot be achieved only by the efforts of the Universities. The U.G.C. and the Governments both State and Central will have to come forwards with schemes, to set-up factories, industries, companies, to develop and train teachers, provide better facilities to institutions and universities, improved students service, observance of acceptable norms and provision of necessary funds.

Dr. Prahllad Debnath has also contributed a paper on "Status of the Commerce Education in Tripura". In his paper, he had pointed out that Commerce education in Tripura was highly demand. The flow of intake and its remarkable performance in the schools and colleges were exemplarily noticeable during the period between 1976 and 1990. Thereafter, the students' intake in the schools and colleges were started receding every year drastically.

He also inform that, today, the commerce students were considered at par with the other students of science and arts in the job market by the government. There is still lack of awareness, necessity and significance of commerce graduate specially in the area of accounts and auditing by the employer both private as well as government departments. Despite of rigorous syllabus with mathematical and arithmetical calculations, variety of subjects, and low success rate, all were the roots of all evils which compelled the students abstaining from studying commerce at present as well as in the coming future. That was the major setback which begun to trailing adversely with the number of students for showing a little interest to study commerce in the state of Tripura, which is just contradictory to other cities like Kolkata, Pune and Mumbai.

Finally he conclude that the number of schools is increasing in Tripura having with the facility of Commerce education but the responses are not at all satisfactory. Only hope is that, the initiative taken by the government departments to absorb the commerce students in right place in right job where the service of commerce students are required.

"Globalization and Prospects of Commerce Education with Special Reference to Mizoram" is a paper jointly contributed by Dr. R.K.P.G. Singha and Dr. K.C. Kabra. The economic scenario is changing globally. The socio-cultural environment all over the world is also changing. National boundaries are breaking and the commerce (business) is becoming global. Commerce as the conscience keepers of business and also as protectors of public

interest has an important role in this process of change. It has its roots in Engineering, Philosophy and Psychology. Many thinkers from these fields have contributed significantly in the field of business management, was the first part of the study.

Second part of their study concentrated and given more focuses on the development of Commerce education in Mizoram covering thrust areas such as historical background of commerce education; trends of student's enrolment; reasons for Poor Growth of Commerce Education in Mizoram. They also highlighted the relevant of Commerce education in Mizoram covering the important point like having the international border with Bangladesh and Myanmar more scope is there for Commerce education; development of commerce education can bring the investment friendly for the investor; prospect of solving unemployment through commerce education and finally setting up of propose Kaladan multi purpose project will give ample scope for the trade and commerce as well as growth of industry in the area where SEZ is going to set up.

Dr. Tashi Kaye contributed a paper on "Higher Education in Arunachal Pradesh with Special Reference to Commerce Education". In his paper, a brief account of educational institutions in Arunachal Pradesh is presented. There are 1,889 primary schools, 463 middle schools, 93 secondary schools, 62 higher secondary schools, 7 colleges and one University in the state which were direct control by the government. In addition to these, there are 253 more private institutions operating in the state of which 3 colleges, 19 higher secondary, 49 secondary, 65 middles schools and 117 primary schools in the state.

He also narrated the historical background and present status of Commerce education in Arunachal Pradesh. The position is still at an infant stage. It was only in the year 1986 the commerce subject was introduced at Jawaharlal Nehru College (JNC), Pashighat and the post graduate courses in 1995 in the Rajiv Gandhi University, Rono-Hills, Doimukh (the then Arunachal University). Out of 10 colleges only five colleges offers commerce course in the state so far.

The reasons behind the slow progress of Commerce education in the state are; (i) the low economic development; (ii) less population with agricultural based economy; (iii) lack of commercial outlook and business attitude in the mind of the people; (iv) less candidate and minimum competition among them

for any government job; (v) students were offered government job after their matriculation or +2 levels; (vi) parents were more interested to educate their children in the subject where the job opportunity was better like MBBS and Engineering courses; (vii) late entrance of commerce subject in the state and finally the less number of populations in the state is also one of the factors for this state of affairs. The population is the important determinant of successful operation of a business unit. Less population leads to less customer, less selling, less production and less profit and vice versa.

Finally in his concluding remarks says that in recent years the position has improved up to some extent. The number of students seeking admission in Commerce education in college and university level of studies has increased gradually. However, the increase is more in under graduate level than the post-graduate level. This is basically due to the fact that after graduation the students absorbed in different government jobs under different central and state sponsored schemes.

"Commerce Education in Nagaland: Retrospect and Prospects", was the title of the joint paper contributed by Gautam Patikar and Komol Singha. In their paper, they had divided the paper into five different parameters such as (i) to review the existing scenario of Commerce Education in Nagaland; (ii) to determine the drop out rate of Commerce Students at the higher education level; (iii) to estimate the pass out rate of the Commerce Students at the higher education level; (iv) to understand the growth trend of Commerce Education in Nagaland and (v) to pin point the problems or constraints of Commerce education in Nagaland.

Commerce Education in Nagaland is of recent origin. It was started with the establishment of Dimapur College, at Dimapur in 1966, Public College of Commerce, Dimapur in 1985, St. Joseph's College at Jakhama in 1988 and followed by Baptist College at Kohima in 1992 with 45 students only. In the nineties, two more Colleges have come up with Commerce Stream in Dimapur; they are S.D. Jain Girls College and the City College of Arts & Commerce. Of late, few colleges and institutes have come up with traditional as well as professional courses in Commerce education. Altogether there are 10 Colleges under Nagaland University now in the state offering Commerce education in the degree level. In the Post-Graduate level, the Department of Commerce was started

in March 1981 by North-Eastern Hill University in the Nagaland Campus, located at Kohima.

The percentage of enrolment in higher education from B.Com. to M.Com. courses is very low. It is observed that on an average only 2.75 per cent of the commerce graduates pass on to pursue P.G. course in Nagaland as compared to 9.01 per cent in Manipur, 6.68 per cent in Assam, 6.31 per cent in Tripura, 4.95 per cent in Arunachal Pradesh, and 4.11 per cent in Meghalaya. The scenario looks gloomy for Nagaland while comparing with the neighbouring states. But the intra-state analysis shows a brighter view of Commerce education. They also observed that the drop out rate shows a declining trend during the period of study pertaining to each College, whereas there has been corresponding increased in the pass out rate of students during the same period. But these DR and PR do not show steady progress.

At the end they have concluded with remarks of few important factors like poor infrastructural facilities, limited scope of commerce with a selection not by choice but by chance, course curriculum, quality of teaching methods and also lack of study materials for the students who have opted commerce as their choice of study.

Dr. S.S. Mahapatra contributed a paper on "Commerce Education in Sikkim". In his paper he has highlighted the historical background of Commerce education in Sikkim along with other streams with the establishment of Sikkim Government College days back in 1977. Before establishment of present Sikkim University, all the colleges in Sikkim were affiliated under North Bengal University, West Bengal. However, with the establishment of Sikkim University in 02-07-2007, all the colleges in the state are affiliated to Sikkim University. Sikkim University drastically revamped the entire course structure as well as teaching and evaluation pattern of all the affiliated colleges in Sikkim.

Today Sikkim cannot be remain isolated in education front too, with the establishment of Sikkim University, new courses are on the pipeline keeping in view the changing needs of the present liberalization and privatization era.

S. Chhayalaxmi Devi's paper entitled "Present Status of Commerce Education in Manipur: A Case Study of Higher Secondary School," evaluate the present status of Commerce education in Manipur base on the performance of XII standard. The present status of commerce education in Manipur is at the

declining stage due to the problem of lack of industrialization, lack of basic infrastructural facilities, craze for Medicine and engineering profession, lack of awareness of commerce education among the parents, and poor teaching methodology in many institutions.

She also highlighted that the present trend of commerce education in Manipur with special reference to XII standards is declining both student's enrolment and their pass percentage in the examination. There are a plethora of reasons behind the down fall of this system of education which she had mentioned in her paper. Also she had given few suggestions to over come the present down fall trend of commerce education in Manipur.

Finally she concluded with saying "The wind of change is blowing all over the world. The transformation from regulation to liberalization from protection of Local economy to integration with international market, and from central planning to free market economics, demands new and new skills to accelerate the momentum of growth and ensure success thinking, new approaches. When such changes are taking place we cannot be left behind India in general and Manipur in particular. We cannot stop suddenly what is happening. But, we can plan for the future. Efforts should be made to make more practical oriented courses like professional courses so that our courses will gain more popularity. In order to achieve this popularity the admission to this course must be selective and restricted which will in turn bring the quality control to any establishment related with commerce".

"Trends of Commerce Education in Manipur – A Need of Revitalization" is a paper contributed by Dr. Leiphrakpam Rome Singh. In his paper he had started with the significance of commerce education. Today's people are therefore compelled by the time and situations to sense about what is commerce, what are its branches and up to what extent the subject can offer opportunities to the general public. Moreover, the need and importance of job as well as economic activity oriented stream like commerce is quite vivid. People need to understand how to set up an industry irrespective of small, medium and large, how to initiate a business venture, how to develop business culture, how to form an organization whether it may be profit or non profit organization, how to be a successful entrepreneur, how to maintain books of accounts properly and how to maintain business secrecy in order to grow profitability etc. The studies of these things are inevitable in this amidst of unemployment atmosphere of the state.

To sensitize the people about the aforesaid, people need to sense about the branches, trade and aids to trade, concepts, terms and terminologies of accounting as well as of commerce. In such a valuable circumstances, commerce education could be taken a pre-emptive concrete role with a view to be spread the useful message of commerce to the public in general.

To improve the present status of commerce education he also suggested with the following few points like there is need for establishment job placement cells; develop basic infrastructures for industrial development; introduce innovative way of teaching method more on practical oriented approach; motivation; positive attitude of the present government; awareness programmes of commerce education and need of review the syllabus and course curriculum from time to time.

Oinam Anandi Devi wrote a paper on the topic "Restructuring of Commerce Curriculum in the Changed Scenario in Manipur". In her paper she had narrated that till yesteryear, Commerce education was business education. However the dynamism of business and society has landed Commerce education to a mere academic discipline giving general and liberal education. Time has come now when a commerce graduate is not being accepted even as a qualified book-keeper. Taking into account the number of students taking admission to Commerce education in Manipur in the last ten years, it is really disheartening to see that the commerce stream account for an average of only 2.9 per cent share on the total enrolment in XII class in Manipur. Seeing this trend, the prevailing situation about the Commerce education in our state is really not satisfactory.

She also lamented the various factors contributing to the declining situation of Commerce education in Manipur. Few of which really worth mentioning are, craze for medicine, engineering, IT courses, lack of knowledge about commerce at school level, inadequate teaching aid, lack of practicability, lack of industrial units, lack of proper infrastructure in the colleges/university, lack of computer knowledge etc.

In the light of these factors there is need for an all out effort to re-orient and re-design the commerce curriculum right from the pre-university level or before. The present study propose such strategies as making commerce paper compulsory at IX and X standard, consideration of its forward linkage, participants of the curriculum designing, introduction of new subjects, well defined

learning objectives and development of skill-driven pedagogy to strengthen pre-university commerce curriculum.

In a paper entitled "Relevance of the System Approach to Commerce Education in Manipur", Dr. Ch. Nalini Shija opines that education is an important human right issue and an essential tool for achieving the goals of quality, development and peace. Today, the higher education system is more complex than before. The role of teachers has been redefined from a teacher to a facilitator. An educational institution is more a place where teacher and students have face to face interaction. The paper is a simple attempt to revitalize the whole teaching learning processes of commerce education in the state, by introducing newer technique and methodology that which has been already adopted by other stream, to meet the ever increasing challengers that has been brought in teaching commerce in the state by adopting the above mention "The system approach".

Traditional approach to develop curriculum based on perceived requirements at a given level has been replaced by the requirements of skills and professions and, therefore, curricular and study programmes have become more possible, dynamic and complex. Indeed education system in general and higher education system in particular is not restricted to state and national boundaries. With advent of more new system on e-commerce method of trading, emergence of more multinational companies, international trading systems all these require the need of business and consumers for cutting costs while improving the quality of goods and services. Thus, the system approach as an important approach to social science studies cannot escape to engulf Commerce education. The various element and components associated with the system need to adjust with the traditional approach and developed a well balanced tool and technique. The same approach can be adopted for teaching commerce that can face the challenges posed from other professional related field with particular reference to the State of Manipur.

Finally, the present system of education is mediocre and prepares students for neither a professional nor fit for to challenges for life. In future education will be greased to the markets, with not only knowledge but also skills and a positive attitude towards self-employment. The subject and contents of the course must have to change to incorporate international dimensions in the curriculum.

"A Paradox of Commerce Education in Manipur: A Perspective" is another paper contributed by Ningjapanba Wahengbam. Though widely used, the term commerce has been limitedly perceived to as just mere activities of "Buying & Selling" and no individual would pursue such academic journey if Commerce Education were just for "Buying & Selling's" sake.

Human beings since time immemorial is involved in different developmental activities and has been consistently making innumerable endeavours through perceiving, observing, studying, analyzing and recording such activities in order to bring them to perfection. And one of such efforts, bring about an evolution of a very unique study, the body of knowledge as a separate academic stream widely known as *Commerce Stream* or *Commerce Education*.

In his paper, an effort has been made to highlight the other dimensions of this under utilized body of knowledge hinting to its paradoxical conditions with reference to the major economic indicators of the economy – Manipur. Further, he also highlighted the basic conceptual framework of commerce education, education and commerce, commerce education in the economy of Manipur considering the basic indicators such as population, poverty, education, power, industry, transport and banking and finance. And finally with some important suggestions to solve the problems face by commerce education in Manipur.

Th. Surjit Meitei and Ksh. Ranjan Singh contributed a joint paper entitle "Commerce Education in the Hill Districts of Manipur— An Analysis of Trend and Present Situation". The present paper is devoted to Commerce education in hill districts of Manipur covering all the five districts. Commerce education in the valley of Manipur started since 1950s, but in the hills areas of Manipur, it started in late 1990s. The first College in the hill districts of Manipur which offer the commerce course was Mangminthang College, Churachandpur in 1995.

Churachandpur is the largest district in areas and second largest population in the state. In this district there were three institutions which provide commerce courses namely, Mangminthang College in 1995, Bethany Christian College in 1997 and Rayburn College in 2000. Even though Mangminthang College was the first commerce course providing college among the hill districts, now it has dropped the commerce course and the

Rayburn College remain to be the only college providing commerce education.

Next to Churachandpur, Senapati districts is another hill districts of Manipur having good contribution for the development of Commerce education in the state. Don Bosco College, Maram and Mount Everest College, Senapati are name of the two colleges having good reputation in commerce education above the valley colleges having commerce faculty. There is one private college called "Sentinel College" which offers commerce but only for class XI and XII in Ukhrul district. Chandel is one of the important districts for border trade. Moreh town is in this district and it is the place where Indo-Myanmar trade is undergoing. Even though Moreh is the main business centre there is only one college which offer commerce course in the Chandel districts that is *Moreh College, Moreh*. Tamenlong district is one of the most backward district of Manipur in the field of education. Still we can not find any institution which open Commerce course in this district.

The present paper is written on the basis of primary data collected from different colleges located in the five hilly districts and it will surely give lots of information in regards to Commerce education in hill districts of Manipur which will help in future course of research in the field..

Dr. A. Rajmani Singh and O. Deepak Kumar Singh contributed another joint paper on the topic "Doctoral Research Works in Commerce in Manipur University: An Analysis". In their paper it is highlighted that there is a virtual rat race in the last 2-3 decades for candidates to obtain Ph.D. degree and for supervisors to produce Ph.Ds and resulted quality suffered. In the similar way, there has been a rapid deterioration in standard of Ph.D. programmes in most of the university in general and particularly in Manipur University, specially during the last two decades after the decision of the UGC that the Ph.D. degree should be compulsory for every lecturer in higher education.

The finding and suggestions incorporated in the paper will certainly benefit to those students researchers, teachers and academician in their future course of action to bring a stream line of Ph.D. programme in Commerce in particular and Ph.D. programme in other subjects of the University in general.

Dr. Ch. Ghanajit Singh opines that Commerce education in Manipur is not developed unlike other parts of the country. With this initiation he had contributed a paper entitle "Obstacles in the

**Growth of Commerce Education in Manipur and its Remedial Measures”** The growth of Commerce education in North-East India particularly in the state of Manipur is not at all satisfactory. The enrolments of students in this stream is also very less in comparison with other streams such as Arts and Science.

The institutions imparting Commerce education in the state is very few. Out of 72 colleges and 97 higher secondary schools only 17 colleges and 11 higher secondary schools are imparting Commerce education i.e. 16.37 per cent of the total institutions. At present the situation is more worsen than previous as a result few government colleges have already close down Commerce education from their colleges due to lack of students enrolment in commerce stream. The main reason behind the shrinking of Commerce education in the state is due to lack of industrial development, lack of infrastructural facilities, lack of understanding the importance and significance of Commerce education among the students and their parents.

To remove the above obstacles following few points such as Misunderstanding which still persists among many people regarding Commerce education must be removed; Motivation of the student is required though career guidance, Leaf lets, and Books lets; The course and curriculum at all level must emphasis the requirement of job and specialized studies at high levels. Above all a strong will and farm commitment of the teachers is highly needed.

Another paper on career opportunities of Commerce education entitle “Unexploited Opportunities and Emerging Challenges in the Development of Commerce Education in Manipur” contributed by Ksh. Ranjan Singh. In his paper he had highlighted in three core areas for discussions. Different unexploited career opportunities available through commerce education such as Professional courses of Commerce education like CA, ICWA, CS and ICFA; Job opportunities for B.Com. Degree holders like (i) Executive Officer, (ii) Accountant, (iii) Sales Manager/executive, (iv) Production Manager, (v) Dealing Assistant, (vi) Store-keeper, (vii) Advertising manager/agent, (viii) Supervisor etc; Competitive Examinations applicable to Commerce graduates like civil services, banks, insurance, statistical investigators, taxation and public enterprise; Job Opportunities of M.Com. Students like teaching, research, competitive examination and specialist post and Self-Employment.

Threatening competition from Management education; Defective government policies and lack of infrastructure; Large gap between educational institutions and industries, companies and employment agencies; Defects in the curriculum for commerce courses; Lack of awareness of importance of commerce education in Manipur; Lack of quality education in Manipur; Large number of Higher Secondary Schools offering Science stream; Difficulty level of Commerce courses: Lack of Industries, companies and trading centre and mentality of the people are the main challenges in the development of Commerce education in Manipur.

He also given a few suggestion like compulsory use of teaching aids to improve the quality of commerce education; special coaching centre for C.A., C.W.A. and CS; arrangement for campus interviews and recruitment for commerce graduates and post-graduate degree holders; practical training in accountancy and tally courses; changes in the curriculum; career counseling for commerce in Class IX, X, XI and XII students.

In his concluding remarks he emphasize that it is high time for us to take some precautionary and remedial measures to bring back the standard and quality of Commerce education and its popularity with job and practical oriented up to date courses. Otherwise the fate of commerce education in future is questionable.

"Career Opportunities through Commerce Education in Manipur" is a title of the joint paper contributed by Dr. A. Rajmani Singh and M. Dineshwar Singh. In their paper they have highlighted the different career opportunities available in Commerce education which otherwise most of the parents are unaware of it. It is a stream where ample scope and opportunities for the youth who not only can involve in job but also can give job to others.

The present era of globalization has contributed enormous careers where our children can send for study and build up for a strong foundation for their future. Mention may be career in accountancy and company secretary ship as cost accountant, management account and accountant, career in financial services as chief financial officer, financial analyst, financial advisor, tax advisor, fund manager, security dealer and portfolio manager; career in management as tourism manager, hotel manager, production manager, marketing manager and personnel manager; career in entrepreneurship development as new enterprise development advisor, small and micro enterprise consultant, entrepreneurial skill development cell manager; career in adverting, publicity and public

relations as Information Officer, Public Relation officer and Chief Publicity Manager; career in teaching profession; career in banking and insurance and many more careers where commerce graduate can come out with bright future

They also pointed out that the mindset of the people of Manipur in particular and people of North-East India are still continuing the old tradition of sending their wards in medical, engineering, civil services and few other areas of their choice. Due to lack of information and unaware about the prospect and potential of commerce graduate in different careers opportunities; lack of government initiation in right type of person for the right job; role of teachers in motivating students from class VI and VII onwards; lack of reorientation the present course and course content of the commerce education are the main causes in reluctant in choosing commerce as career for their wards by the parents.

Finally various remedial measures to mitigate the problems in selecting commerce as career in the region and Manipur have also been suggested. In metropolitan cities there is big rush in getting their wards into commerce stream which is just opposite to North-Eastern region of India. They also pointed out the basic reason behind the unpopularity of Commerce education in the region. To encourage such important stream of education, central government, North-Eastern council, state government, policy makers and planners, educational institutions, academicians, teachers, media personnel both print and electronic should join together to a mission for development of Commerce education in Manipur vis-à-vis solving unemployment problems of Manipur in future.

Commerce education was considered as an umbrella for the development of other emerging area such as Management, Accountancy, Insurance, Banking, Business Law and Finance in the past. Due to absence of practical teaching in the subjects and other factors, the popularity of this stream of education has been on declining trends and facing stiff competition from the other streams.

To get up from the present situation a practical approach to the stream is highly needed. Keeping in this view the present edited volume is develop with the contribution from the learned scholars of the region in particulars and other scholars who are in the field have been invited, contributed and presented in this book form. The present book is an attempt at providing a comprehensive and value oriented strategies for Commerce education in North-East India.

The different topics in the form of ideas, thought, essay and case studies contributed by the scholars are presented into three core areas such as (i) *Emerging Trends of Commerce Education*, (ii) *Commerce Education in North-East India* and (iii) *Commerce Education in Manipur: An Overview*. The present book would certainly make an eye opener and use this volume a reference book on the desk top of academicians, research scholars and students of commerce and management who are interested to know more on Commerce Education.

Rs. 900

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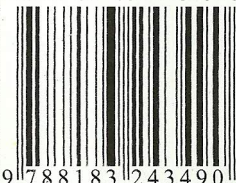


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