Research Paper
Impact Factor: 7.358
Peer Reviewed & Indexed Journal
www.ijmsrr.com
Special Issue
IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

RESTRUCTURING COMMERCE EDUCATION FOR VIKSIT BHARAT @2047: AN EMPIRICAL STUDY IN SELECTED DISTRICTS OF TELANGANA STATE

Dr E Raju* **E Ankitha****
[*]Assistant Professor, Department of Commerce and Business Management, University P.G. College, Kakatiya University, Warangal.
[**]M. Com (Final Year), Department of Commerce and Business Management, University P.G. College, Kakatiya University, Warangal.

Introduction

Commerce education is one of the most important streams of higher education that contributes to the development of business, trade, and industry. It equips students with knowledge related to accounting, finance, management, marketing, and entrepreneurship. In India, commerce education has undergone significant transformation over the years due to economic liberalization, globalization, and technological advancement.

The vision of Viksit Bharat @2047 aims to transform India into a developed nation by the centenary year of independence. Achieving this vision requires a highly skilled workforce capable of adapting to the dynamic business environment. Therefore, commerce education must evolve to include modern teaching methods, practical exposure, and digital competencies.

However, several challenges such as outdated curriculum, lack of practical training, limited industry interaction, and insufficient digital skill development affect the effectiveness of commerce education. In this context, restructuring commerce education becomes essential to meet the future requirements of the economy.

Commerce Education in India

Commerce education in India has expanded significantly over the past few decades. Universities and colleges offer various programs such as B. Com, M. Com, MBA, and professional courses related to finance and management. These programs aim to develop theoretical knowledge as well as managerial abilities among students.

Despite its growth, commerce education faces several issues. Many institutions still follow traditional teaching methods that emphasize theoretical learning rather than practical application. As the business environment becomes more technology-driven and globally competitive, it is important for commerce education to adopt innovative teaching methods and integrate digital tools.

Challenges of Commerce Education in India for Viksit Bharat @2047

Several challenges hinder the effectiveness of commerce education in India.

1. Lack of practical and skill-based training
2. Outdated curriculum not aligned with industry requirements
3. Limited interaction between industry and academic institutions
4. Inadequate digital and technological skills among students
5. Lack of entrepreneurship training and innovation
6. These challenges must be addressed to ensure that commerce graduates are capable of contributing to economic growth and development.

Need for Restructuring Commerce Education

Restructuring commerce education is necessary to align it with the changing needs of the economy. The curriculum should focus on practical learning, internships, case studies, and industry collaboration. Integration of digital technologies such as financial software, data analytics, and e-commerce platforms can enhance the employability of commerce graduates.

Furthermore, educational institutions must encourage entrepreneurship and innovation among students. This will help them become job creators rather than job seekers, which is crucial for achieving the goals of Viksit Bharat @2047.

Review of Literature

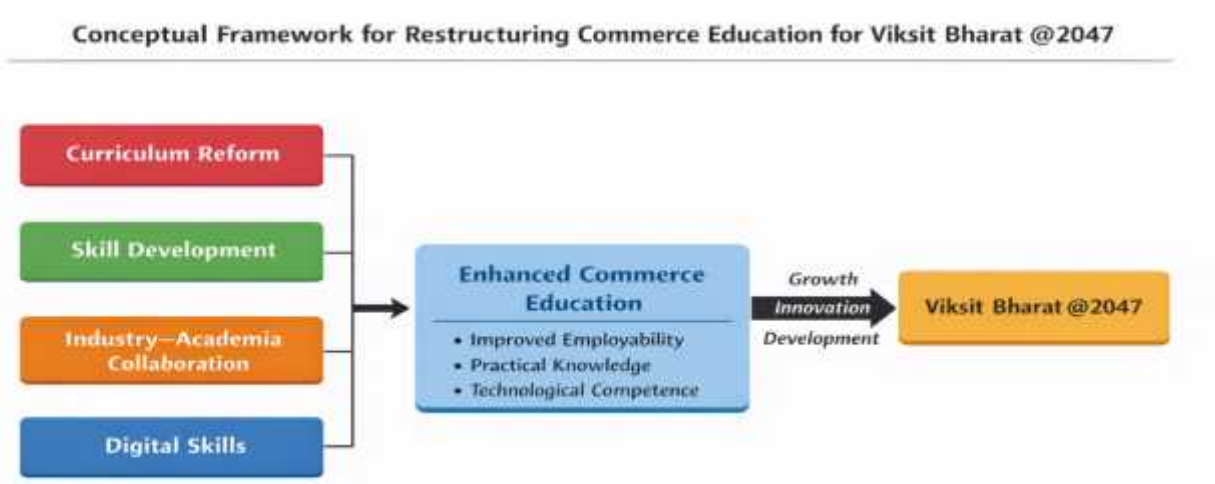
There are several studies that emphasize the need for restructuring higher and commerce education to meet the changing economic environment. The researcher reviewed some of the relevant studies and the following findings were observed.

1. Sharma and Singh (2023) in their study on higher education observed that higher education institutions should focus on developing employability skills such as communication, problem-solving, and leadership among students along with theoretical knowledge.
2. Yadav and Verma (2024) in their research on experiential learning in commerce and management education found that internships, practical training, and project-based learning significantly improve the employability of graduates.
3. Choudhury et al. (2024) in their study highlighted that vocational and skill-based education plays an important role in promoting self-employment and entrepreneurial activities. The study suggested that integrating skill training into higher education can help address unemployment among graduates.
4. Pratap and Biragoni (2025) in their study on skill development policies in India pointed out that skill development programs and vocational training initiatives are essential for improving workforce productivity and overall economic development.
5. Chaurasia and Punnam (2025) in their research found that skill-oriented education and strong industry–academia collaboration significantly enhance students' job readiness and help bridge the gap between academic learning and industry requirements.

Overall, the review of literature indicates that skill development, practical training, and industry–academia collaboration are essential for improving commerce education and achieving the objectives of Viksit Bharat @2047.

Conceptual Framework of the Study

The conceptual framework of the study highlights the key factors influencing the restructuring of commerce education. These include curriculum reform, skill development, industry–academia collaboration, and digital skills. These factors collectively contribute to improving the quality of commerce education and enhancing employability among students.



Objectives of the Study

The study has been undertaken with the following objectives

1. To examine the present status of commerce education in selected districts of Telangana State.
2. To analyze the need for restructuring commerce education in the context of Viksit Bharat @2047.
3. To study the role of skill development and practical training in commerce education.
4. To assess the importance of industry–academia collaboration in commerce education.
5. To suggest measures for improving commerce education to meet future economic requirements.

Hypotheses of the Study

H01: There is no significant difference between the opinions of teachers and students regarding restructuring commerce education.

H02: There is no significant relationship between skill development and employability of commerce graduates.

H03: Industry–academia collaboration does not significantly influence the effectiveness of commerce education.

H04: Digital skills do not significantly contribute to improving commerce education.

Research Methodology

The present study is an empirical research study undertaken to analyze the selected research issue. The geographical area of the study covers four districts of Telangana State, namely Warangal, Karimnagar, Adilabad, and Khammam. The study was conducted for a period of two years, from January 2024 to December 2025. For the purpose of the study, a sample of 300 respondents was selected using the random sampling method to ensure fair representation. Both primary and secondary sources of data were used for the study. Primary data were collected from the respondents through a structured

questionnaire designed to obtain relevant information related to the objectives of the study. Secondary data were collected from various sources such as books, journals, research articles, reports, and reliable online sources. For the analysis and interpretation of data, various statistical tools such as percentage analysis, t-test, correlation analysis, chi-square test, and Garrett ranking method were applied to draw meaningful conclusions.

Limitations of the Study

The present study is limited to the geographical boundaries of Warangal, Karimnagar, Adilabad, and Khammam districts of Telangana State. The views and opinions recorded from the respondents are based on their personal perceptions and experiences regarding commerce education. The study is also limited by the sample size of 300 respondents and the time period of the survey, which was conducted between January 2024 and December 2025. Therefore, the findings of the study may not fully represent the perceptions of all stakeholders across the entire state or country.

Analysis and Interpretation of Data

To obtain the viewpoints of the respondents regarding the effectiveness and relevance of commerce education in India, particularly in the context of Viksit Bharat @2047, a survey was conducted in selected districts of Telangana State namely Warangal, Karimnagar, Adilabad, and Khammam during the period January 2024 to December 2025. The respondents were selected on a random basis and their opinions were collected through a structured questionnaire.

The respondents were classified into five categories representing different stakeholders associated with commerce education. These include traders representing business people, professionals representing those who assist business activities, teachers imparting knowledge in universities and colleges, students pursuing commerce education, and other respondents. The demographic profile of the respondents is presented in Table 1.

Table 1: Showing Respondents' Demographic Profile

S. No	Particulars	No. of Respondents	Percentage
1	Traders	75	25
2	Professionals (Advocates, Chartered Accountants, Agents, Insurance etc.)	60	20
3	Teachers (University & College)	45	15
4	Students (University & College)	90	30
5	Others	30	10
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation

Table 1 shows the demographic profile of the respondents included in the study. Out of the total300 respondents, students constitute the highest share with 30 percent, followed by traders with 25 percent. Professionals account for 20 percent, while teachers represent 15 percent of the respondents. The remaining 10 percent belong to other categories. This distribution indicates that the study includes views from different stakeholders associated with commerce education and business activities.

Table 2: District-wise Distribution of Respondents

S. No	District	No. of Respondents	Percentage
1	Warangal	75	25
2	Karimnagar	75	25
3	Adilabad	75	25
4	Khammam	75	25
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation

Table 2 shows the distribution of respondents across the selected districts of Telangana State. A total of 300 respondents were selected for the study, with 75 respondents (25%) from each district, namely Warangal, Karimnagar, Adilabad, and Khammam. This equal distribution ensures balanced representation from all the selected districts and helps in obtaining diverse opinions regarding the restructuring of commerce education in the context of Viksit Bharat @2047**.**

Table 3: Opinion on Present Commerce Education System

S. No	Opinion	No. of Respondents	Percentage
1	Highly Effective	60	20
2	Effective	90	30
3	Moderate	75	25
4	Less Effective	45	15
5	Not Effective	30	10
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation

Table 3 shows the respondents' opinion regarding the effectiveness of the present commerce education system. A majority of respondents, 30 percent**,** consider the system effective, while 25 percent feel it is moderately effective**.** However,25 percent of respondents believe it is less effective or not effective**,** indicating the need for improvement and modernization in commerce education.

Table 4: Need for Restructuring Commerce Education

S. No	Response	No. of Respondents	Percentage
1	Strongly Agree	120	40
2	Agree	90	30
3	Neutral	45	15
4	Disagree	30	10
5	Strongly Disagree	15	5
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation

Table 4 indicates the respondents' views regarding the need for restructuring commerce education. The majorities of respondents, 70 percent, either strongly agrees or agree that commerce education needs restructuring. Only 15 percent disagree, which clearly reflects a strong demand for reforms in the existing commerce education system.

Table 5: Importance of Skill-Based Commerce Education

S. No	Opinion	No. of Respondents	Percentage
1	Highly Important	135	45
2	Important	90	30
3	Moderately Important	45	15
4	Less Important	20	7
5	Not Important	10	3
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation

Table 5 reveals that most respondents consider skill-based education important in commerce studies. About 75 percent of respondents regard it as highly important or important, indicating the need to integrate practical skills and training into commerce education to improve employability.

Table 6: Importance of Industry–Academia Collaboration

S. No	Response	No. of Respondents	Percentage
1	Strongly Agree	110	36.7
2	Agree	100	33.3
3	Neutral	45	15
4	Disagree	30	10
5	Strongly Disagree	15	5
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation: Table 6 shows that around 70 percent of respondents strongly agree or agree that industry–academia collaboration is essential for improving commerce education. Such collaboration can provide practical exposure and industry-oriented learning for students**.**

Table 7: Role of Digital Skills in Commerce Education

S. No	Opinion	No. of Respondents	Percentage
1	Very Important	140	46.7
2	Important	90	30
3	Moderately Important	40	13.3
4	Less Important	20	6.7
5	Not Important	10	3.3
Total		**300**	**100**

Source: Computed from Primary Data

Interpretation

Table 7 indicates that digital skills play a crucial role in modern commerce education. Nearly 77 percent of respondents consider digital skills very important or important, highlighting the growing significance of technology, financial software, and digital business practices in commerce education.

Table 8: Group Statistics Showing Opinion on the Need for Restructuring Commerce Education

Group	N	Mean	Standard Deviation
Teachers	45	4.12	0.68
Students	90	4.28	0.72

Source: Computed from Primary Data

Interpretation

Table 8 shows the mean opinion scores of teachers and students regarding restructuring commerce education. The mean score of students (4.28) is slightly higher than that of teachers (4.12)**,** indicating that students show comparatively stronger agreement on the need for restructuring commerce education.

Table 9: Independent Sample t-Test Showing Difference in Opinion on Restructuring Commerce Education

Variable	t-value	Degrees of Freedom (df)	p-value	Result
Teachers vs Students Opinion	1.21	133	0.228	Not Significant

Source: Computed from Primary Data

Interpretation

Table 9 presents the results of the independent sample t-test. The calculated p-value (0.228) is greater than the significance level of 0.05, which indicates that the difference between the opinions of teachers and students is not statistically significant. Therefore, the null hypothesis is accepted, suggesting that both groups share similar views regarding the need for restructuring commerce education.

Table 10: Correlation between Skill Development and Employability

Variables	Skill Development	Employability
Skill Development	1.00	0.68
Employability	0.68	1.00

Source: Computed from Primary Data

Interpretation

Table 10 shows the correlation between skill development and employability of commerce graduates**.** The correlation coefficient value of 0.68 indicates a moderately strong positive relationship between the two variables. This implies that improvement in skill-based commerce education can significantly enhance the employability prospects of commerce graduates. Therefore, integrating practical training, digital skills, and industry-oriented programs in commerce education is essential for achieving the objectives of Viksit Bharat @2047**.**

Table 11: Association between Skill-Based Commerce Education and Employability

Opinion	High Employability	Moderate Employability	Low Employability	Total
Strongly Agree	70	30	10	110
Agree	45	35	10	90
Neutral	20	15	10	45
Disagree	10	10	10	30
Strongly Disagree	5	5	15	25
Total	**150**	**95**	**55**	**300**

Source: Computed from Primary Data

Interpretation

Table 11 shows the association between skill-based commerce education and employability of commerce graduates**.** The results indicate that a majority of respondents who strongly agree with the importance of skill-based commerce education also believe that it leads to higher employability**.** On the other hand, respondents who disagree with skill-based education tend to perceive lower employability prospects**.** This distribution suggests that skill-oriented commerce education plays an important role in improving employment opportunities for graduates**.**

Table 12: Chi-Square Test Result

Test	Chi-Square Value	Degrees of Freedom (df)	p-value	Result
Skill Development vs Employability	18.64	8	0.017	Significant

Source: Computed from Primary Data

Interpretation

Table 12 shows the result of the Chi-Square test conducted to examine the relationship between skill-based commerce education and employability of commerce graduates**.** The calculate dp-value (0.017) is less than the significance level of0.05, indicating that the relationship between the variables is statistically significant**.** Therefore, the null hypothesis is rejected, and it can be concluded that skill-based commerce education significantly influences the employability of commerce graduates.

Table 13: Ranking of Major Challenges in Commerce Education

S. No	Challenges	Garrett Mean Score	Rank
1	Lack of Practical Training	72.5	I
2	Outdated Curriculum	68.3	II
3	Limited Industry–Academia Interaction	64.7	III
4	Lack of Digital Skills Training	60.4	IV
5	Inadequate Internship Opportunities	56.2	V
6	Insufficient Entrepreneurship Training	52.6	VI

Source: Computed from Primary Data

Interpretation:

Table 13 presents the ranking of major challenges faced in commerce education based on the Garrett ranking technique. The results show that lack of practical training is the most significant challenge with the highest Garrett mean score of 72.5, followed by outdated curriculum (68.3) and limited

industry–academia interaction (64.7). Other challenges include lack of digital skills training, inadequate internship opportunities, and insufficient entrepreneurship training. These findings highlight the need for restructuring commerce education by incorporating practical learning, updated curriculum, and stronger industry collaboration to meet the goals of Viksit Bharat @2047**.**

Findings of the Study

Based on the analysis and interpretation of data collected from 300 respondents in Warangal, Karimnagar, Adilabad, and Khammam districts of Telangana State, the following major findings were observed:

1. The study reveals that commerce education is widely pursued by students, but the existing curriculum is largely theoretical in nature.
2. A majority of respondents believe that commerce education requires restructuring to meet the economic goals of Viksit Bharat @2047.
3. The survey results indicate that skill-based education and practical training play a significant role in improving the employability of commerce graduates.
4. The analysis shows that industry–academia collaboration is limited, and there is a need to strengthen partnerships between educational institutions and business organizations.
5. Digital skills such as accounting software, e-commerce, and financial technology are increasingly important for commerce students.
6. Statistical analysis including t-test, correlation, and chi-square tests indicates a significant relationship between skill-based commerce education and employability opportunities.
7. The Garrett ranking results reveal that lack of practical exposure and outdated syllabus are among the major challenges faced in commerce education.

Conclusion

Commerce education plays an important role in preparing students for careers in business, trade, finance, and entrepreneurship. In the context of the national vision of Viksit Bharat @2047, the relevance and quality of commerce education must be strengthened to meet future economic and industrial demands.

The findings of the present study conducted in selected districts of Telangana State indicate that although commerce education provides a strong theoretical foundation, it needs significant improvements in terms of skill development, practical exposure, digital competencies, and industry interaction. The results also highlight that integrating modern teaching methods, technological tools, and industry-based learning can enhance the effectiveness of commerce education. Therefore, restructuring commerce education is essential to develop competent professionals who can contribute to the economic growth and sustainable development of the nation.

Suggestions

Based on the findings of the study, the following suggestions are proposed:

1. The commerce curriculum should be periodically revised to incorporate recent developments in business, finance, and technology.
2. Educational institutions should promote skill-based learning through internships, practical training, and case studies.
3. Strong industry–academia collaboration should be encouraged to provide students with real-world business exposure.

4. Greater emphasis should be given to digital and technological skills, including accounting software, financial analytics, and e-commerce platforms.
5. Universities and colleges should promote entrepreneurship education and startup cultureamong commerce students.
6. Faculty members should adopt innovative and interactive teaching methods such as experiential learning, business simulations, and project-based learning.
7. Policymakers should design education policies that support skill development and employment-oriented commerce education in line with the vision of Viksit Bharat @2047.

Bibliography

1. Chaurasia, D., &Punnam, V. (2025). Skill development opportunities and its influence on employability of students. Indian Journal of Vocational Education, 35(1), 1–15.
2. Choudhury, P., Mallick, D., & Kumar, R. (2024). Vocational education and skill development for employment in India. Journal of Education and Work, 37(2), 145–158.
3. Dutta, A. (2024). Aligning skills with jobs: A comprehensive data-based study on vocational education and employability in India. Educational Administration: Theory and Practice, 30(1), 7171–7180.
4. Kem, D. (2025). Digital education and developed India: Impacting employment, innovation, and skill. International Journal of Research and Scientific Innovation, 12(4), 1390–1397.
5. Kulkarni, A., & Shaligram, P. (2025). Skill India unleashed: Effectiveness in promoting entrepreneurship in higher education institutions. International Journal of Research and Innovation in Social Science, 9(9), 4365–4371.
6. Pratap, S., &Biragoni, P. (2025). Skill development in India: Policies, challenges, and the road ahead. International Journal of Research and Scientific Innovation, 12(5), 1018–1024.
7. Sharma, U., Singh, A., & Yadav, A. (2023). Role of higher education among management young professionals in India: An analytical study on employability skills and development. Delhi Business Review, 24(1), 75–82.
8. Ganuthula, V. R. R., & Balaraman, K. K. (2025). Skill-based labor market polarization in the age of AI: A comparative analysis of India and the United States. arXiv Preprint.
9. Singh, A., Kanaujia, A., & Singh, V. K. (2025). Data-driven framework for identifying skill requirements from job market data. arXiv Preprint.
10. Bahl, S., & Sharma, A. (2025). Education–occupation mismatch and returns to education: Evidence from India. arXiv Preprint.
11. Gupta, R., & Patel, S. (2024). Skill-based higher education and employability in India. International Journal of Management Studies, 11(2), 45–53.
12. Reddy, K., & Rao, P. (2023). Emerging trends in commerce education and skill development in India. Journal of Commerce and Management Thought, 14(3), 321–330.
13. Kumar, V., & Saini, R. (2024). Industry–academia collaboration and employability of commerce graduates. International Journal of Business Education, 18(2), 67–75.
14. Verma, S., & Yadav, R. (2024). Experiential learning and entrepreneurship education in Indian universities. Journal of Entrepreneurship Education, 27(1), 1–10.
15. Government of India. (2020). National Education Policy 2020. Ministry of Education, Government of India.