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Challenges of Viksit Bharat and Commerce Education- Needs Restructuring

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Abstract

Prime Minister in his Independence Day speech on 15th August envisioned concept of Viksit Bharat by 2047. Finance Minister has set a target of India becoming US $35 trillion economy by 2047. Business Standard has also predicted that by 2047 India would be a US $34.7trillion economy. Indian economy is growing after Independence. Now it is a about 5th largest economy in the world having US $ 4 trillion GDP and poised to become 3rd largest economy in the world in next three financial year with a GDP of US 7 trillion. With Growth in economy the business environment is also changing. Business has become more technical. The changing business environment is bringing some challenges also. The educational system in the country is expected to produce qualified and trained human resources to handle the present challenges and also the future ones, besides instilling character and morality among the citizen and making them aware and acknowledged. Currently the educational system in the country is not producing the required qualified and properly trained human resources for handling the affairs of complex business and industries. Taking into consideration the National Education Policy 2020 has been introduced recently but the course design and course content needs restructuring to make it more effective.

Introduction

Prime Minister Sri Narendra Modi, in his 76th Independence Day speech, shared Panch Pran of Amrit Kal to the nation, (aim of Biksit Bharat, to come out of the colonial mindset, feel honour in ones' culture and traditions, unity and integrity, and a sense of duty among people. He, thus, envisioned the concept of "Vikshit Bharat" (Developed India) and announced that India is progressing well to be counted among two largest economies in the world by 2047.

State of Indian Economy:

At Independence, India inherited an underdeveloped economy with Low per capita income and low national income economy with widespread poverty. The distribution of national income was in-equitable and hence the income gap was high among people. The infrastructure was poor and the country was dependent on agriculture. Now India with a population of 1,428,627,663 and Gross Domestic Product of $3.937 trillion (nominal; 2024 estimate) is counted among Developing or Emerging Lower-middle income mixed economy and newly industrialised Socialist welfare country. The economy of India by now is the world's fifth largest economy by nominal GDP and the third largest by purchasing power parity (PPP), on

per capita income basis. At Independece India ranked 1136th economy by GDP (nominal) and 125th by GDP (PPP). Economic Advisory Council member to the Prime Minister Sanjeev Sanyal on 16 May 2024 told that the country is expected to become $4 trillion economy in FY 2024-25 and it is expected to surpass Japan by early next fiscal and likely be 4th largest economy in the world. India is expected to become the 3rd largest economy in the world with a GDP of $5 trillion in the coming three years. By 2030 thecountry's GDP is expected to touch $7 trillion. Ten years earlier, India was ranked 10th largest economy in the world, at a GDP of $1.9 trillion. The economy has grown at 8.2% in financial year 2023-24 and the growth rate in the last three years has been above 7%. In Financial Year 2024-25also, real GDP growth is likely be around 7%. The growth rate is expected to go up above 7% by 2030 as Finance Ministry officials expect considering the ongoing reform process and trend of growth of economy.

Prospective Scenario of economy by 2047:

Minister of Commerce and Industries has predicted that by 2047 India will become an economic power in the world and the GDP of economy will be around $ 35 trillion. Prime Minister Narendra Modi has reiterated that the objective of Vikshit by 2047 Bharat would be achieved with "Sabka Sath, sabka Vikas, sabka Vishvas, and Sabka Prayas."The Business Standard has also forecasted size of Indian economy at $34.7 trillion by 2047. The share of the manufacturing sector is projected to grow from 16 to 25 per cent between FY23 and FY47. However, contribution of Services GDP is expected to remain the at 54 per cent in FY47.

Although the vision of Prime Minister of India becoming one of the largest economy in the world by 2047 has claims and counter claims but it is a reality that the nation is growing and attracting the world with its growth. This is evident from country's growing political image in world politics.

Challenges of economy by 2047:

India is still recognised as a lower middle-income country. It is growing on its demographic advantage and inherent growth capability. But current trend of growth is not sufficient in reaching its target to become a developed economy. Before is a long path ahead to attain status of a middle income country and finally a high-income economy status. The country needs to enhance labour productivity and labour mobilisation to achieve the goal. The country will have to address challenges to realise its full capability. Some of the challenges are -

1) Rising Income gap among the sections of people.
2) Deteriorating environmental quality and health care issues.
3) Unemployment
4) Policy Implementation Challenges
5) Poverty
6) Structural transformations for sustainable development
7) Developing mechanism for Resilience to crisis and shocks
8) Women's empowerment and gender equality.

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Development in the field of Economic Environment of India:

At Independence India was an agrarian economy. Majority of its population was dependent on agriculture. Agriculture sector contributed more than 50% to its GDP. The contribution of Industries was 11% and Service sector 34% to its GDP which was a mere 2.7 Lakh Crore rupees. By adopting planned development strategy the country has reached to the economy of about 4 trillion US Dollar and contribution of agriculture sector has come down to 15% of GDP while the share of Industries and service sector have increased to 23% and 62% of GDP. During the period the labour employment in agriculture has reduced from 75% to 53% while the labour employment to industries and service sector has increased to 22% and 23% of the working population. The rate of growth and the time when the nation will acquire the status of developed country may be debated but the fact is beyond any doubt that the country has made strides in all sectors of the economy. From the un-developed low economy to a developing middle economy, from the Agriculture based nation to a Industrialised nation, from the importing nation to exporting nation the journey of the country have been a reality. But with economic development in the country the economic environment have also gone a sea change since the Independence. Right from the goods produced and sold mode of operation many things have changed and the education system will have to modify itself to produce human resources the country need today and also in future considering the trend of change. Some of the change that are noticed are-

1. **Multiplicity of Producers and Consumers** –At Independence there were few producers and there was scarcity of goods in the market, but owing to the development the numbers of producers have increased manifold that make the competition more tough.
2. **Growing size of business units:** At Independence the business were of small size, but now due to production of goods and services in adequate quantity the size of business units have grown. Malls can be seen also in remote small markets.
3. **Use of computers:** Use of computers and electronic gadgets in business has become common. Most of businessmen keep their records in computers.
4. **Use of Artificial Intelligence:** Lately the artificial intelligence has also come to the market. Though it has not become very common but with the passage it is bound to affect the business transactions in its way.
5. **Development of E –Commerce:** E - Commerce has grown very rapidly to the market, Even it has penetrated to the village market making the prices same in whole country.
6. **Online Payment-** With development of E- Commerce online payment has also increased very rapidly. People can be seen paying online for even small purchases. Street venders are also seen receiving payment online.

7. **Multiplicity of Regulations for Reporting business transactions:** With development in economy government regulation for administration and tax purposes have also gone up. Government is keeping a close eyes on the transactions of business. This lead to the businessmen to be cautious and aware of the rules and regulations.
8. **Technical Development:** Technical development in the country has led to use of machines in all work. It has reduced dependence on human resources for its functioning. Rather illiterate people are not even worthy of manual work.
9. **Privatisation of Education System :** A significant change in the economy has been in Education system. At Independence the Education System was completely in the hands of the Government which run the schools and college on service basis. Now the Private Schools and coaching institutes are operating everywhere and they are running on profit motive. The education has acquired the status of a sector in the economy.
10. **Changes in education system –NEP:** The government of India has introduced National Education Policy in the country with a view to impart specialized knowledge with knowledge of other fields also. The previous education policies were based on imparting specialized knowledge only.

Education:

By Education we mean the act or process of "transfer" of knowledge, skills and other traits to some other people. It is regarded as a process or an act of giving or receiving knowledge or bestowing powers of judgment and reasoning for preparing one for having a matured and quality life. The purposes of education may range from human progress, social development, inclusion and social justice, etc. It is necessary for sustainable development of any country and society. The curriculum adopted in educational institutions impacts on people's life. The basic purpose of education is to develop "disciplined" minds. Besides developing a disciplined mind the following also have been purpose of education**:**

1. To make people aware and acknowledged
2. To make people think clearly and critically
3. Instill morale and character building in people
4. Help train people to earn good earning to lead a quality life and instill employability among people.
5. Help people use available resources properly and wisely so that sustainable development could be achieved.
6. Help provide adequate and skilled work force to industries and business.

Commerce and Management education: Commerce education is specialized area of education that develops attitude, skills and knowledge which is required for the successful handling of industry, trade commerce and business. It is acquiring of knowledge related to trade, industry and commerce. It is related with knowledge for specialised and professional handling of business. It is study of Accountancy, Economics, and Business Studies together, which are the three pillars of business education. Commerce study promotes stability and direction in organisation, besides, it lead the organisation on the path of development and growth.

Growth and development of commerce and management education in India:

Commerce Education was started by private business organisations. It was started with study of Book- Keeping. Earlier Munims trained their junior Munims. In higher education Commerce has a history of is nearly 138 years. In 1886 it was started Madras and it became the first state to start commerce education. In this year the state established an institute for commerce. In next ten years it established two more institutes to impart commerce education by 1896. At Calicut a commerce college was established by Government of India. It also established Presidency College in Calcutta. Sydhenham college of Commerce and economics was established in 1913 Bombay which was the beginning of commerce education in Indian Universities. Since then commerce education have been continuously spreading. By now it has spread over the whole country and all the universities in the country have commerce education. Besides some institutions are imparting commerce related subjects on specialized basis.

Shortcomings of commerce Education:

Commerce has been a practical subject but in India it is being taught on theoretical basis. Practical aspect of commerce education is more important than its theoretical part. The reason range from lack of infrastructure to lack of qualified teachers and guides.

Following are the main shortcomings of commerce education at university level that should draw the attention of the authorities so that achieve its objectives.-

1. Lack of attention on practical aspect than theory aspect and dynamism.
2. Co-ordination between Professional institutes and universities is lacking.
3. Course contents of commerce education varies with university and it lack standarisation.
4. Commerce Students are not clear about their objectives. Most of them do not take study serious.
5. Modern and up to date teaching methods have not been introduced in class rooms.
6. Teachers of commerce lack practical experience in business related matters.

Teacher of commerce has to teach all the subjects in its department. Commerce consist of many subjects. A person should not be considered master of all the subjects. In the beginning the commerce education was ought to train only clerks and accounting personnel, but as the demand grew the commerce education included many subjects related to business and industries. Taxation, company secretaryship Banking, E- Commerce, Accounting like practical subjects are offered by many institutes on specialized basis also.

Review of Literature—

There are very few literature available on the subject as the subject is quite new. Some of the literature available has been studied by the investigator and following result has been found-
Principal S.N. Kukale *in his article* New Trends in Commerce Education & Research *has found that "The growing phenomenon of globalization, liberalization and privatization has been immensely influencing the Commerce Education"*
Dr. Bansal Rohit in his article "CHALLENGES AND FUTURE TRENDS IN COMMERCE EDUCATION IN INDIA" opines that "Commerce education is a totally different from other disciplines. Hence, it must charter new routes toservice the aspirations of the nation."
Dr SS Ughade in his paper "A study of current trends in commerce" suggests that the out-put of the commerce education should be multi- dimensional and with full global competitiveness.

Objective of Study—

The study has been undertaken with following objectives:

1. To study present commerce education system
2. To study the changes happening in the field of business and commerce.
3. To study the impact of changes happening on the economy of India
4. To study the future challenges of business and industries.
5. To study capability of education system on handling of challenges of business and commerce.

Importance of Study--

Education system is structures and policies created by the state to educate its population. The policy and curriculum taught in schools and universities has its impact on the minds of children which grows with their age. This is why every government tries to implement education according to its philosophy. NEP 2020 is considered a paradigm shift in Indian education system. Like other education policies this policy will also impact the society in its way. The living condition of population depends on the goods and services produced in the country. Country's population is Human Resources in production process. It is necessary that the population is trained according to the future need of the society so that it can produce the required goods and services for the society. Besides, the educated and trained population only can bring sustainable development in the society. Commerce education relate to the various aspects of business and its management which decides the living condition of the people of a country.
In this paper a humble attempt has been made to draw the impact the New National Education Policy on the commerce and Management education in the country.

Research Question:- On above we have found that the Indian economy is rising and with every rise competition , size of business units, mode of operations, record keeping , payment system, all are changing. In such a situation qualified and trained personnel are required to manage the affairs of the business. The county's education system sprovide the necessary human resources for running the affairs of trade, business and commerce. Here the question arises whether our commerce education system is capable to provide the necessary human resources for changing business environment of the country. This question has been tried to be answered through opinion gathered from different sections of the society as mentioned in methodology and sampling.

Methodology--

The present study is purely empirical in nature which was conducted during Feb –June 2024. For collecting data a survey was conducted in Sahabad region spread over the district of Bhojpur, Buxar, Kaimur and Rohtas. The respondents have been classified into five groups – Traders, Professionals, Teachers, Students and Other. Teachers and student of University and college only were contacted while small and medium traders and businessmen, professionals include Advocates, Chartered Accountants, Agents working in the field of business and commerce residing in the area were contacted obtained their views and opinion on sample basis. Primary data have been collected through survey and while suitable secondary data have been taken from various publications available in hard copy and also on internet.
For analysis of data simple ratio analysis method has been used and interpreted accordingly.

Sampling--

For the purpose of the study every person was considered at par. No distinction was made with regard to age, sex, caste, and place. The respondents' category was made on the basis of their profession. The Sahabad region is spread over four districts of Bihar State, namely, Bhojpur, Buxar, Kaimur and Rohtas having geographical boundry between Ganga and Sone rivers. .For collection of Primary data pertaining to the study random sampling method has been used. The statements of respondents have been recorded as and where they could have been contacted and no distinction has been made on the basis of gender, caste and age.

Hypothesis—

In the study only one hypothesis has been formulated and tested on the basis of data and information obtained through the survey and also from various publications.

H_0: Present education system is can handle future complexities of business

H_{01}: Present education system is can't handle future complexities of business.

Limitation of Study—

The present study has been conducted in the geographical boundary of Bhojpur, Buxar,Rohtas and Kaimur Districts of Bihar State which is known as Sahabad region . The views and opinion recorded from the respondents and the period of study Feb 2024 to June 2024 make the additional limits to the outcome of the study.

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Analysis and Interpretation of Data --

To obtain the view point of the people regarding the effectiveness and contents of commerce education in India a survey has been conducted in the region of Sahabad spread over Bhojpur, Buxar, kaimur and Rohtas districts of Bihar state during Feb- june 2024, the result of which has been presented in Table No 1 as below. The respondents were select on random basis and their view has been classified in five catagories-Traders- representing the business people, Professionals – representing the people helping the business people, Teachers- Imparting knowledge to students, Students receiving knowledge in colleges, and other people.

Table 1

Showing Respondents' Demographic Prifile

Particulars	No of Respondents	Percentage
Traders	576	28
Professionals(legal advocates , agents, Insurance, Accountants, etc)	384	19
Teachers (University & College)	102	05
Students(University & College)	590	29
Other	378	19
Total Respondents	2030	100

Source: Data Collected during Survey (Research)

Table No 2

Response of respondents about present business environment

Sl No	Partticulars	No of Respondents						
			Good		Bad		Can't Say	
			No	%	No	%	No	%
	Traders	576	345	60	84	15	147	26
	Professionals	384	241	63	47	12	96	25
	Teachers	102	78	76	14	14	10	10
	Students	590	198	34	178	30	214	36
	Others	378	153	40	34	9	191	51
	Total	2030	1015	50	357	18	658	32

Source: Computed from data collected during Research

The response of people regarding present business environment in the country and particularly in the area has been presented in table No 3 as below. To a question relating to growing economy and impact of growth Whether the size of Business units has grown with gowth in the economy" the response of people has been classified as 'Increased., 'decreased' 'constant and 'can't say" Of the question majority of respondents,(Traders 69%, Professionals-63%, Teachers-80%, Students- 63% and others -41%) agree that the size of business units have grown with the growth in economy. This is evident with the no of malls and big shops operating in small towns and even rural areas. The response against has been overall 09% (Traders 04%, Professionals-05%, Teachers-05%, Students- 18% and others -10%), altogether

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09% respondents feel that there has not been any change in size of business units whereas 20% respondents refrained from expressing their views on the subject

Table No 3

Response regarding increasing size of business units with development in economy

Sl No	Partticulars	No of Respondents								
			Increased		decreased		constant		Can't Say	
			No	%	No	%	No	%	No	%
	Traders	576	396	69	24	04	54	09	102	18
	Professionals	384	243	63	19	05	32	08	90	24
	Teachers	102	82	80	05	05	04	04	11	11
	Students	590	372	63	105	18	86	15	27	04
	Others	378	157	41	37	10	14	04	170	45
	Total	2030	1250	62	190	09	190	09	400	20

Source: Computed from data collected during Research

To a question relating to impact of growth in economy regarding "competition in the business" the response of the respondents have been presented in table no 4. Majority of respondents (61%) feel that competition has increased while only 10% respondents feel that competition has decreased whereas only 09% respondents are of the view that competition has neither increased nor decrease but it is constant, 20% respondents remained unresponsive to the question. The Traders (72%) and Professionals (67%), who are directly exposed to the market condition, have in majority expressed their view in favor of increasing competition while the students and others in majority escaped the question by not responding to the question.

Table No 4

Response regarding increasing competition in business

Sl No	Particulars	No of Respondents								
			Increased		decreased		constant		Can't Say	
			No	%	No	%	No	%	No	%
	Traders	576	414	72	54	09	58	10	50	9
	Professionals	384	258	67	69	18	46	12	11	3
	Teachers	102	71	70	19	19	4	04	8	8
	Students	590	297	50	26	4	29	05	238	40
	Others	378	200	53	48		37	10	93	25
	Total	2030	1240	61	216	10	174	09	400	20

Source: Computed from data collected during Research

The response of respondents to question regarding future prospect of the economy, as presented in Table No 5, nearly 73% respondents are positive as 31% have opined the prospect as "very good" and 42% as "good". The breakup has been 30%, 41% for Traders 27% , 41% for Professionals 39%,51% for Teachers, 17% ,49% for Students and 55% ,52% for others

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respectively. Overall 17% respondents are not optimistic about future prospect as 11% Traders, 15% Professionals, 7% Teachers, 28% students and 14% other people find the future prospect of the economy bad. On the whole 10% respondents have not expressed their opinion.

Table No 5

Response regarding future prospect of business in the country

Sl No	Partticulars	No of Respondents								
			V good		good		bad		Can't Say	
			No	%	No	%	No	%	No	%
	Traders	576	174	30	236	41	62	11	107	18
	Professionals	384	102	27	158	41	57	15	67	17
	Teachers	102	39	38	52	51	7	7	4	4
	Students	590	98	17	289	49	165	28	38	6
	Others	378	207	55	114	30	52	14	5	1
	Total	2030	620	31	849	42	343	17	218	10

Source: Computed from data collected during Research

Table no 6 relates to the theme of the research. The National Education Policy 2020 has been introduced in the state last year in 2023. The earlier education policies were based on specialization whereas the new education policy tries to balance specialization together with overall development of students, besides preparing the students for self-employment by instilling them vocational skills. The response of people regarding present course design has been presented in Table No 6 as below shows that overall 27% respondents have found NEP 2020 better to the previous education system whereas 24% like the change making the tally in favor of NEP 51% while overall 34% people disliked the change as they found it "bad". Overall 15% respondents have not expressed their viewpoint.

Table No 6

Response regarding present course design (NEP)

Sl No	Partticulars	No of Respondents								
			better		good		bad		Can't Say	
			No	%	No	%	No	%	No	%
	Traders	576	157	27	89	15	245	43	85	23
	Professionals	384	136	35	70	18	91	24	87	23
	Teachers	102	42	41	27	26	27	26	06	06
	Students	590	126	21	145	25	204	35	115	19
	Others	378	92	24	147	39	128	34	11	03
	Total	2030	553	27	478	24	695	34	304	15

Source: Computed from data collected during Research

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As regards the course contents under NEP (Table No 7) 17% respondents feel that the course contents need "Revision" and 22% respondents have found the course contents as "bad" which seems they are not satisfied with the course contents being taught in classes whereas, only 33% respondents are satisfied with the course contents being taught in classes under NEP. 28% a sizable chunk of the respondents are un-decisive about the course contents to be taught in classes.

Table No 7

Response regarding present course content under NEP

Sl No	Partticulars	No of Respondents	Needs Revision		Looks good		bad		Can't Say	
			No	%	No	%	No	%	No	%
	Traders	576	102	18	247	43	175	30	52	9
	Professionals	384	57	15	159	41	87	23	81	21
	Teachers	102	54	53	41	40	5	5	2	2
	Students	590	81	14	184	31	123	21	202	34
	Others	378	45	12	47	12	64	17	222	59
	Total	2030	339	17	678	33	454	22	559	28

Source: Computed from data collected during Research

The "question of course contents' again reflected to question put before them regarding need course restructuring (Table No 8) overall 23% respondents strongly feel the need for course restructuring while 31% people are in favour of course restructuring making total tally in favour of course restructuring to 54%. Only 21% respondents found the course good as do not need for any restructuring, and 25% repondents are not decisive in their opinion.

Table No 8

Response regarding need for course restructuring

Sl No	Particulars	No of Respondents								
			Strongly Required		Required		Not required		Can't Say	
			No	%	No	%	No	%	No	%
	Traders	576	147	26	257	45	142	25	30	5
	Professionals	384	146	38	149	39	47	12	42	11
	Teachers	102	27	26	54	53	18	18	03	03
	Students	590	90	15	102	17	125	21	273	46
	Others	378	57	15	68	18	89	24	164	43
	Total	2030	467	23	630	31	421	21	512	25

Source: Computed from data collected during Research

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The ultimate aim of commerce education is to provide adequate and properly trained personnel to business and industries. This question has also been tried to answer in this research. The response of people to the question put before the respondents " do you think the business and industries are getting good qualified staff from commerce education?" has been presented in table No 9 as below. From the table it shows that only 16% respondents feel that business and industries getting good, qualified and trained personnel from the educational institutions making it necessary to train them according to the business need. 33% respondents feel that educational institutions are not able to provide required quality personnel to business and industries. Majority 51% respondents have not expressed their view.

Table NO 9

Response regarding "Whether industries getting proper qualified personnel from educational institutions"

Sl No	Particulars	No of Respondents						
			yes		no		Can't Say	
			No	%	No	%	No	%
	Traders	576	157	27	274	48	145	25
	Professionals	384	76	20	189	49	119	31
	Teachers	102	21	21	72	71	09	09
	Students	590	27	5	54	9	509	86
	Others	378	44	12	89	24	245	65
	Total	2030	325	16	678	33	1027	51

Source: Computed from data collected during Research

Critical Study of data and information—The present study " Challenges of Viksit Bharat and commerce education" has been planned to study the preparedness of commerce education to provide necessary human resource to the nation by 2047 who can handle the intricacies of the business challenges of future. For the purpose the views and opinion of people residing in Shahabad region of Bihar state was obtained through a questionnaire, the outcome of wich have been presented and analyzed above through various tables. From the above analysis it has come out the majority of people agree that the present business environment is "good" as on the whole 50% of the respondents in Table No 2 have expressed their view in favour. 60% Traders and 63% professional have found the present environment congenial makes it important. From Table No 3 it has come out that the impact of economic development has been that the size of business units have grown compared to earlier period as average 62% respondents with 69% Traders and 63% Professionals find that the size of business units are increasing making the business more capital intensive and requiring more trained personnel.

From table No 4 it is clear that competition in the business field have increased that also suggests that more trained personnel are required to handle the affairs of the business.

From Table No 5 found that majority of respondents haver found the future prospect of business good. It suggests that the growth in economy is to continue and the dream of Vikshit Bharat may become a reality by 2047.

Coming to the course design of commerce education it has to be kept in mind that National Education Programme 2020 has been introduced in the state from the last academic session. This education program has been introduced with the aim of providing specialized education together with general knowledge of different subject to the students. As per Table NO 6 though majority of respondents are content with course design but respondents expressing dissatisfaction are not in less quantity as 27% respondents consider the present course design better than earlier and 24% are contempt with course design but a sizable chunk of 34% are not satisfied with the course design.

The question of course design has been studied in table NO 7 reflect that respondents are not satisfied with the course content an 17% respondents opined for revision and 33% respondents have found the present course content "Bad" making to dissatisfaction level at 50% of the respondents.

When comes to the question of restructuring of courses, 23% respondents have strongly recommended while 31% have recommended the restructuring(Table No 8)

Table No 9 finds that in view of the respondents business and industries are not getting qualified and properly trained personnel from education system. It makes burden on the business units to impart special training to the recruits to make them worthy.

Summary of conclusion and Suggestions—

Education is the act or process of "transfer" of knowledge, skills and other traits to some other people. It is imparted to the people for making them matured and think critically. Besides it provide qualified and trained human resources to the business and industries. After Independence the economy of the country is growing. And with growth in economy some challenges are also becoming more pronounced. The vision of Viksit Bharat by 2047 plans to make the economy 2nd largest in the world by the time. If it happens more trained and qualified human resources would be required. For the purpose our education system also need to restructured so that it is able to provide quality and properly trained human resourced to the business and industries to handle the affairs of large business enterprises with complicated intricacies.

The present study found the business environment is good and so is the future prospect. Size of Business units are increasing with economic growth in the county and so is business competition. The government has introduced the National Education programme with the aim of providing more acknowledged people in the society and also a better human resource to the business and industries but the course design and course content should be restructured to make more efficient. The following suggestions can be made to make the commerce education more efficient and effective-

1. Considering increasing demand for trained people in the country Commerce education should be introduced at school level to handle business related affairs.
2. Computer Courses should be included in commerce studies to handle growing use of machines and electronic gadgets.

3. Although business law has been a subject of study in commerce education for long but changes in regulations should regularly be updated in studies.
4. Business environment is affected by many things including national and international politics hence it should be incorporated in course of studies .
5. Persons handling the business affairs should be proficient in communication hence language and communication skill should be a part of commerce curriculum.
6. Currently the commerce education is imparted in theory only, but commerce education should be treated as vocational and practical subject and the students should be given practical training in varying commercial institutions as internship.
7. Persons handling the business affairs have to interact with people of different society, having different language, rituals and customs, hence the commerce course should contain knowledge in these fields also.

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