IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Technology And Tradition: Present And Future Of Innovative Education In Commerce And Management

[1]Komal, [2]Prof. S. S. Mishra

[1]Research Scholar, [2]Professor

[1]Department of Commerce,

[1]University of Lucknow, Lucknow, India

Abstract: The rapid advancement of technology necessitates a strategic approach to keep pace with global developments. The integration of technology with traditional education methods is profound in fields like commerce and management. This paper explores the current role of digital education in this specific field, gathering insights from students, faculty, research scholars, professionals, and teachers through a questionnaire. The purpose of the study is to highlight various challenges that obstruct the effective implementation of technology in education. Additionally, this paper offers recommendations for building and expanding the future steps and facilitating the acquisition of advanced technology to achieve the greatest length in commerce and management.

Index Terms - Commerce and Management, Digital, Education, Traditional, Technologies

I. INTRODUCTION

The roots of commerce and management education go back to ancient civilizations, where trade and administration were crucial for societal development. The Industrial Revolution exposed the need for formal education in these fields when the need for skilled managers and accountants became obvious. Early curriculars were heavily focused on rote learning and the mastery of fundamental principles in economics, finance, and business law.

Integrating India's rich cultural heritage with next-generation technology will make education more holistic and globally competitive. The future of education is a crucial achievement for an economic blast. The commerce and management sector is one of the leading contributors to the education field and is currently involved in a blend of tradition and innovation. Traditional pedagogy, book learning, value-based learning, and ethical practices are merged with innovative tools like AI, data analytics, and digital platforms. This approach is adopted to ensure that students gain technical expertise and develop critical thinking, creativity, and ethical decision-making skills, which prepare them to lead the rapidly evolving global economy.

Commerce and management education have been involved in grooming individuals for careers in business, finance, and administration for the long term. Traditionally, these disciplines were grounded in classical theories of economics, accounting, and organizational behavior. Over time, the rapid advancements in technology and the globalized nature of the economy have mandated significant changes in the methods of teaching and learning. This paper aims to explore how education in commerce and management has evolved, integrating traditional methods with innovative practices.

The Digital Era of Education:

In the latter half of the 20th century, as information technology and globalization started to burst, there was a new shift in the business environment. Educational institutions began to recognize the requirement for a reformed curriculum that could direct these changes. As a result, commerce and management education started to blend theory with practices and technology-driven elements. Case studies, internships, and project-based learning became integral parts of the curriculum, providing students with real-world experience.

Additionally, with the advancement of technology, the inclusion of technologies and online platforms in the teaching of commerce and management has been embraced. Virtual classrooms, simulations, and collaborative tools have made enhanced learning more interactive and accessible, allowing students to engage with content in new and dynamic ways. It has also improved the learning process as well as offering students the capacity and ideas to handle the complicated world of business. Previously, quality education was the privilege of a few for various reasons like location, financial status, or social status. Now, online courses, educational videos, and e-books have opened the doors of learning for every individual across nations. The traditional classroom teaching technique was mostly prevalent and sometimes could not cater to the different needs of the students. Some were slower to grasp; others found it too simple and unchallenging. The digital age has changed that, and now there can be individualized learning experiences. With data analytics tools, AI-driven technologies, and adaptive learning systems, we can construct lessons that fit individual learners' strengths as well as weaknesses; not only does it enhance learning but also makes it more interesting and purposeful.

The digital age has changed how students and teachers connect and learn together. Virtual classrooms, online discussions, and social media make it easier for students to share ideas and interact with teachers and classmates from different parts of the world. This exchange of thoughts helps students learn from diverse perspectives, making education more enriching. Also, tools like video calls and instant messaging allow teachers to give quick feedback and support, no matter where they are. This makes learning more interactive, accessible, and engaging for everyone.

Balancing Tradition and Innovation

Innovation has greatly improved commerce and management education, but it's important to keep the traditional foundations strong. Subjects like accounting, economics, and organizational theory provide the basic knowledge needed for advanced learning. A good balance between traditional teaching and new methods helps students think critically and develop practical skills. The challenge for educators is to design a curriculum that respects the history of these fields while also including modern trends and technologies. This means regularly updating course content, adding interdisciplinary studies, and creating a learning environment that promotes creativity and problem-solving.

Merger of Commerce and Management with Technology:

Organizations are changing fast due to technologies such as AI, ML, Big Data, blockchain, and IoT, which are changing industries and the skills required in the workforce. COVID-19 further facilitated the adoption of digital learning while enabling education to be conducted via online courses, virtual labs, and interactive games. In as much as having global reach, being cost-effective, and personalized learning are some of the benefits of online education, issues of maintaining quality, student engagement, and the digital divide persist. The lack of internet access and inadequate resources cause inequality, calling for better infrastructure and training for educators. The balance between technology and traditional teaching remains vital for the education system as students need to acquire the necessary technical skills and expertise as well as real-world experience.

II. LITERATURE REVIEW:

Coutinho et al., 2023: The researcher discusses the importance of innovative teaching methods in commerce education and stresses that the tried-and-true processes cannot adequately engage with the contemporary learner. Rather, a more entertaining and interesting strategy that utilizes technology, provides practical experience, and is focused on the learner is necessary. The research highlights other ingenious techniques, such as project-based learning, case studies, and simulations, that can enhance student engagement and prepare students for employment. Also accentuated is the need for continuous faculty upgrading and using actual business scenarios in the program's planning.

Aithal & Aithal, 2019: This paper explores India's 2019 National Education Policy (NEP) and its impact on higher education. The policy aims to create a fair and inclusive knowledge-based society by 2030. Key changes include promoting multidisciplinary learning, emphasizing liberal arts, and strengthening research opportunities. The authors discuss the advantages and challenges of these reforms and suggest ways to effectively implement them, ensuring quality education reaches every student.

Jagadeesh, 2000: The researcher examines the increasing demand for management education in India and the resulting challenges in maintaining quality. The paper focuses on the issue of the proliferation of management institutions, including private management institutions, to address the issues of quality education. Issues such as inadequate infrastructure, insufficiently qualified faculty, and lack of proper accreditation are discussed. The author suggests that improving quality requires better regulation, collaboration between industry and academia, and a focus on developing relevant skills for the modern business environment. The paper aims to provide strategies for enhancing the quality of management education in India.

Khan, 2024: The author examines the effectiveness of commerce education in preparing students for careers in economics, business, finance, and management. By analyzing curriculum structures, teaching methods, and student outcomes, the study emphasizes the need to align education with industry demands and global trends. While core concepts are well-covered, the paper highlights the growing need to include modern topics like digital transformation and sustainability. It advocates for more practical, hands-on learning and stronger collaborations between academia and industry to ensure commerce education remains relevant and impactful in today's rapidly evolving economic environment.

Patil, 2023: This study explores how educational services and student behavior changed during the COVID-19 pandemic. It examines the impact of the sudden shift to online learning on students' academic experiences, highlighting challenges such as technological barriers, mental health struggles, and changes in study habits. The study also looks at how educational institutions responded by enhancing digital resources and providing mental health support. The paper emphasizes the need to design education systems that can better support students during future disruptions, ensuring learning remains accessible and effective in times of crisis.

Kumar, 2020: This study examines the state of commerce and management education in India, emphasizing its role in developing business skills essential for economic growth. It highlights challenges such as the shift from practical to theoretical learning, a lack of job-oriented courses, and inadequate infrastructure. The paper stresses the need for curriculum reforms to align education with industry demands, strengthening the connection between academia and the workplace. To make commerce education more relevant and effective, the author points towards the need to make it more professionally oriented so that graduates are well-equipped to take on professional careers.

Bharti, 2024: This paper explores the teaching methods used in commerce education in India, focusing on the role of information technology, including Artificial Intelligence (AI), Machine Learning (ML), and online learning platforms. It highlights how these technologies have made education more interactive, personalized, and accessible. However, challenges such as the digital divide and inadequate infrastructure are also discussed. To successfully integrate technology into commerce education, the authors emphasize the need for teacher training, curriculum development, and equal access to digital resources. This study serves as an eye-opener, helping students prepare for future job markets in a rapidly changing world.

Gill et al., 2011: The study examines how transformational leadership and empowerment impact the academic performance of Indian commerce students. Based on data from 163 students across five classes, the findings suggest that when teachers use transformational leadership—such as positive reinforcement and motivation—students feel more in control of their learning, leading to better academic performance. Conducted through questionnaires in Punjab and Delhi, the research shows a strong connection between leadership style and student success. The study highlights the importance of

these teaching approaches in improving learning outcomes and student retention in educational institutions.

Anuradha & Padmavathi, 2020: This study highlights how NEP 2020 aims to transform school and higher education by making it more student-focused, fostering holistic growth, and blending Indian cultural values with modern learning methods. The policy introduces flexible learning stages, multidisciplinary education, and continuous assessment. It also prioritizes research, innovation, and technology in education. The goal is to create a strong education system that meets global standards and nurtures students into creative, critical thinkers who develop a lifelong love for learning. The full implementation of these changes is expected to be completed by 2030.

Ramesh & Divya, 1913: This paper explores the state of commerce education in India and its role in driving business and economic growth. It points out key challenges like outdated curricula, limited practical training, and a lack of specialization. The authors argue that commerce education needs an upgrade to better prepare students for the demands of a fast-changing global economy. This includes revising the curriculum to focus more on practical, skill-based learning and incorporating modern trends like digitalization and globalization. By doing so, students will gain the essential tools needed to succeed in the industry.

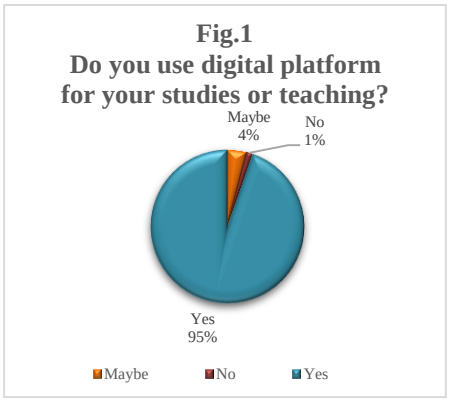
Venkatachalam & Waqif, 2005: This study emphasizes the need to include entrepreneurship in management education in India to tackle slow job growth and high unemployment among graduates. Encouraging entrepreneurship can create jobs, drive innovation, and enhance India's global standing. The paper reviews existing research on entrepreneurship education and highlights the importance of developing entrepreneurial skills. It suggests making entrepreneurship a core subject in management programs, along with hands-on support like incubation centers. The authors also stress the need for unbiased entrepreneurship education and better training for faculty members to improve the quality and effectiveness of such programs in India.

Dhanaraju & Krishna,2023: The authors highlight the importance of commerce and management education in India, showing how it has evolved from traditional subject-based learning to skill-oriented training. This shift is driven by the ever-changing business landscape. Commerce education plays a key role in industrial growth, while management education helps businesses thrive. The paper also explores career opportunities for students in areas like finance, banking, and management. It stresses that value-added courses, such as advanced Excel and GST certification, are essential for students to tackle real-world challenges and succeed in their professional journeys.

Rao & Rao, 2023: It is learned from the research paper that the prospect of commerce and management education has undergone various changes in India. The paper identifies key challenges, such as inadequate infrastructure, lack of industry linkages, and outdated teaching methods, which hinder the effectiveness of commerce education. It also explores opportunities for improvement, including the need for curriculum updates, better faculty qualifications, and stronger ties with industries. The paper also stresses the need to ensure that education systems correspond to the requirements of a particular industry so that graduates would be prepared to work in a global environment.

III. OBJECTIVE OF THE STUDY:

Currently, Commerce and Management education in India faces significant challenges, with many feeling it falls short of expectations. This study aims to highlight the present status of selected disciplines and proposes a variety of future references for enhancements, addressing the gaps and laying the foundation for a more robust and fulfilling educational experience.



IV. METHODOLOGY AND DATA COLLECTION:

This paper presents a descriptive and analytical study. A survey was conducted by distributing questionnaires across various social platforms. The questionnaire had close-ended questions and was organized into five distinct sections. The first part focused on gathering demographic data, which included questions related to age, gender, and role (such as student, researcher, teacher, or professional). The second part addresses the current state of affairs of digital education in commerce and management. The third section explores digital skills and competencies. The fourth section addresses questions related to technology integration in education. The final section provides insights into future trends and recommendations suggested by respondents.

V. DATA ANALYSIS:

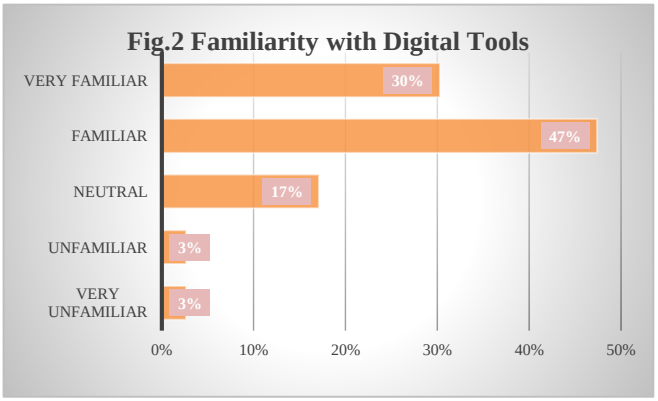
The data analysis part contains the depiction of current trends in commerce and management, the challenges being faced, and the future of technology with the integration of traditional ways of commerce and management in education. Thus, the survey is administered in a bid to gain a profound understanding of the prevailing state of commerce and management in the area of education about the various faculties. The data was collected from 76 respondents in different fields

table -1

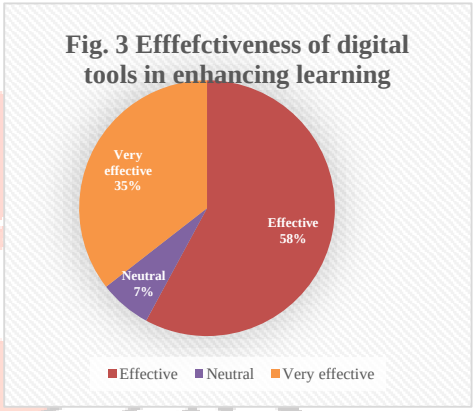
Age/ Role	Student	Faculty/ Research Scholar	Industry Professional	Teacher	Other	Total
Under 20	22	1				23
20-29	21	19	3	1	2	46
30-39		6				6
40-49		1				1
Total	**43**	**27**	**3**	**1**	**2**	**76**

and classified according to gender and role. The classification is as per Table 1. It is noted that irrespective of the age, gender, or role of the respondents, 95% are using digital platforms either for teaching or studying. (fig.1) asks Do you use digital platforms in your learning or training? There is a minor sector of 4% who are not sure if they are using networking platforms for various activities, and 1% are still unaware of their usage.

The question arises that even if they are engaged in using these tools as a daily part of life, how much are they familiar with the technology? Or do they find it effective? The respondents were asked such questions. The majority of respondents— around 74%—reported being familiar or very familiar with the digital tools and platforms they are using, while 17% are neutral, indicating uncertainty about their familiarity. However, a notable concern is that 6% of respondents still do not feel comfortable with the technology (Fig. 2). This group represents a segment of the population that has yet to fully integrate into the digital landscape of commerce and management. Addressing this gap is crucial to ensuring that all users can benefit from the digital tools available, thereby fostering a more inclusive and connected professional environment.



When asked about the effectiveness of the tools in enhancing learning they are using, a significant majority— around 93%—reported finding their platform effective or very effective, with the remaining 7% expressing a neutral stance (fig. 3). Notably, none of the respondents deemed the tools ineffective or very ineffective, indicating a high level of satisfaction with the current digital facilities. This suggests that the existing digital infrastructure effectively meets the users' needs.



The hybrid model of education has emerged as the most popular approach, recognized for making learning and teaching more effective, interactive, practical, and accessible. In the survey, respondents were asked to identify the best hybrid model to be applied in education. They were given the following choices: A combination of traditional classroom learning and online education, integrating theoretical and practical learning, A method that combines various teaching strategies and technologies, all of the above, and no need to make it hybrid; Digital teaching is all we need. Respondents could select one or multiple options, leading to repeated preferences across different models and resulting in total votes surpassing the number of respondents. To accurately reflect these preferences, responses are organized using the tally chart method and then converted into percentages.

As shown in Table 2, approximately 44% of respondents favored incorporating all methods into the educational model, while 55% supported various individual models. Interestingly, only 1%

table-2

Different hybrid education models	Votes
A combination of traditional classroom learning and online education	31%
Integrating theoretical and practical learning	17%
A method that combines various teaching strategies and technologies	7%
All of the above	44%
No need to make it hybrid. Digital teaching is all we need	1%

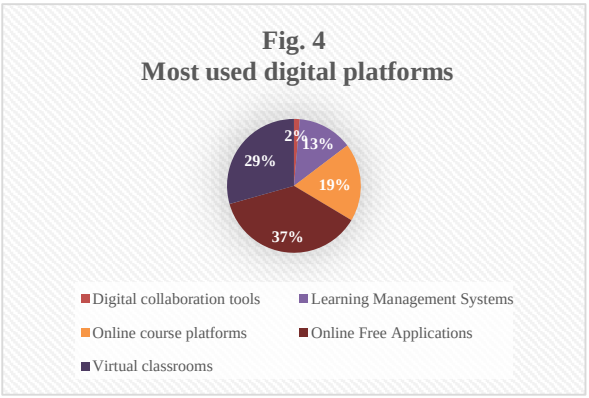
of the responses in Table 2 advocated for a fully digitalized approach, highlighting a strong preference for hybrid solutions in modern education.

This suggests a clear inclination toward blended learning methods that combine the best of traditional and digital approaches, ensuring a well-rounded and versatile educational experience. Continuing with the result of the survey, it is noted that the current generation is engaged in various platforms available online for their work like Learning Management systems (LMS) (e.g., Moodle, Blackboard), Online course platforms (e.g., Coursera, edX), Virtual classrooms (e.g., Zoom, Microsoft Teams), Digital collaboration tools (e.g., Slack, Trello) and Online Free Applications (e.g., Youtube) where the online free application like is the voted as most used with 37% of total responses, free and famous form of tool being used for the education either it is to study or to teach (fig.4).

29% use virtual classrooms, 19% use online course platforms, 13% use learning management systems, and only 1% use digital collaboration tools. Again, respondents were given one or multiple options, which resulted in repeated preferences for the most used digital platform and again resulted in total votes surpassing the number of respondents. The tally chart method is used here also and then converted into percentages.

The essence of advanced technology demands a variety of technological tools to use to perform its task. Some of these include:

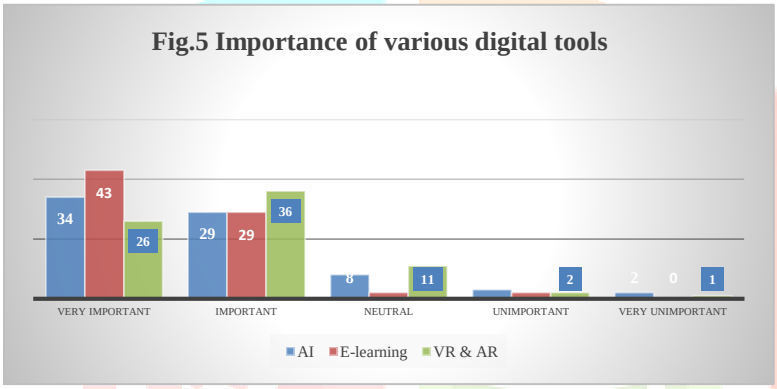
Fig. 4
Most used digital platforms



Use of AI and Machine Learning: AI and machine learning are poised to transform education by making learning more personalized, predictive analytics, and intelligent tutoring systems. These technologies can assess and interpret student data to identify learning gaps and provide targeted interventions. In her study, Bharti (2024) stated that Artificial Intelligence (AI) is a valuable technology that enhances the educational experience, with smart classrooms and machine learning being recent novelties. AI has the potential to enrich learning activities with appealing features that can be created for learners.

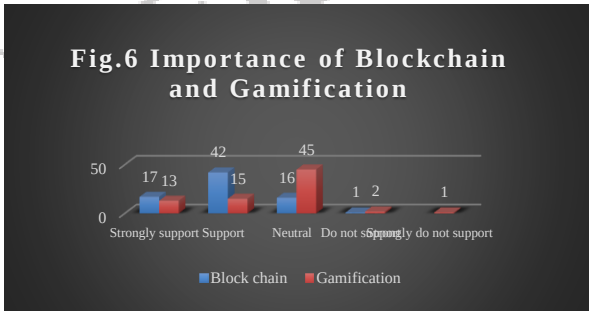
Virtual and Augmented Reality: Virtual Reality (VR) and Augmented Reality (AR) can transform education by creating immersive learning experiences. These tools let students explore difficult concepts and real-life situations in a virtual setting, making it easier to understand through direct interaction. By using VR and AR, schools can increase student interest and offer hands-on learning that goes beyond traditional teaching, making complex subjects more approachable and engaging.

Fig.5 Importance of various digital tools

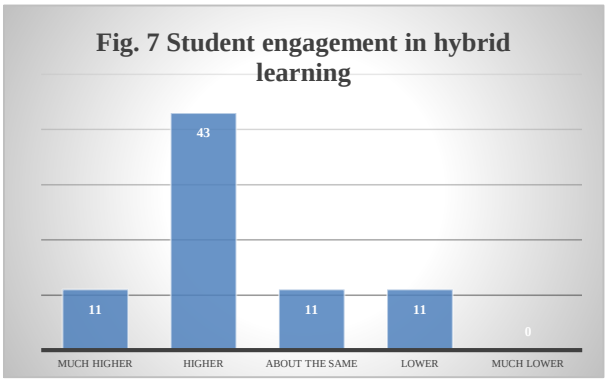


The respondents acknowledged the crucial role of E-learning platforms, Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) in their learning experiences, though their preferences for each varied significantly. As illustrated in Fig. 5, each integration method has its own set of advocates, making it difficult to declare one as universally preferable over the others. However, the majority identified E-learning as an important or very important tool, while AI and VR/AR are also recognized as nearly equally important components of their learning process. This diversity in preferences underscores the importance of offering a range of technological tools to cater to different learning styles and needs, highlighting the evolving landscape of education where multiple technologies coexist and complement each other. However, several responses do not support employing these tools in education.

Fig.6 Importance of Blockchain and Gamification



Including Blockchain in Education: Blockchain technology has the potential to prioritize credentialing and verification processes in education. It can provide secure, unchangeable records of academic achievements, which helps build trust and transparency in education. Surveys further validate this, indicating that blockchain can significantly improve the management of credentials and the security of educational data. (Fig. 6). The responses in favor of using blockchain are also high. Remarkably, not a single participant opposed the use of blockchain. This strong consensus underscores the technology's promise in transforming educational practices.

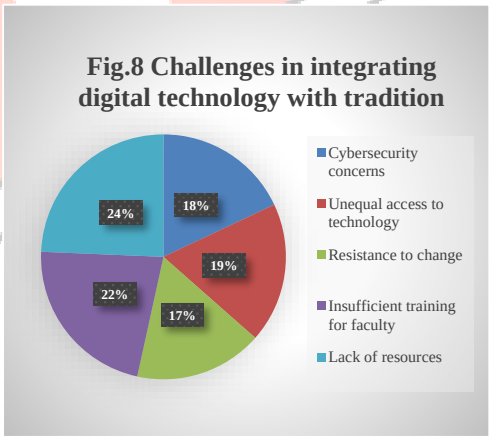


Engagement Learning: Keeping students motivated and engaged in an online environment can be challenging. Engagement learning is an educational approach that actively involves students in the learning process, often utilizing interactive and participatory methods. Coutinho et al. (2023) have mentioned the essence of the student engagement program. (Fig. 7) As proved by this survey, this approach is highly recommended, especially in helping with the issues of hybrid learning. Only a small fraction of respondents favored minimal student involvement, and none opposed its use entirely. Gamification, which leverages game-like elements to make learning more engaging and motivating, is highlighted as a key tool in this approach. By incorporating challenges, rewards, and interactive tasks, gamification enhances student participation and deepens their engagement with the material. This approach received a mixed response, with the majority of votes falling into the neutral category as per (Fig. 6).

VI. HURDLES TOWARDS THE FUTURE JOURNEY:

Nevertheless, adopting digital means of education in commerce and management has its issues. Kumar (2020) discussed the challenges and issues faced in higher education in commerce and management in India, like no specialized knowledge being provided, insufficient coverage of a particular subject, and so on. After analyzing various studies, some major challenges are used to ask the opinion of the target audience. As highlighted in Fig. 8, the survey identifies several recurring obstacles encountered in the integration of traditional teaching methods with modern technology, which are discussed as follows:

Unequal Access: Disparities in access to technology and internet connectivity have contributed to an unevenly educated youth population, ultimately resulting in a workforce that is less qualified and, consequently, higher rates of unemployment. The lack of equitable access to these critical resources exacerbates socioeconomic divides, making it increasingly difficult for affected individuals to compete in the job market. The survey result reveals that 19% of respondents acknowledge facing challenges related to unequal access to technology, emphasizing the necessity to expand the digital infrastructure in the yet-to-be-reached to address the gap (Fig. 8).



Resistance to change: 17% (fig.8) of respondents acknowledge that there is a persistent hesitation among the older generation of teachers and students, particularly those who grew up in the 'book era,' to perceive technology as an unnecessary intrusion. They resist the change since they are more comfortable with their chair, books, and blackboards. Their reluctance originated from a profound preference for traditional methods of teaching and learning, which they believe offer a more authentic and effective educational experience.

Lack of resources: COVID-19 has introduced a new digital world in haste. It taught us that education is not tied to personal interactions only. Even in the post-pandemic period, the sudden move toward technology has resulted in the non-availability of the basic requirements for internet resources like mobile phones, enough data requirements, and good networks. Approximately 24% (fig.8) of respondents acknowledged encountering challenges related to resource shortages in their means. This means that a good proportion of the population is facing constraints that can be deemed as a hindrance to their respective job performance.

Insufficient training for faculty: 22% (fig.8) According to the collected data, the faculties have not attended adequate programs and training or training programs. The majority of the respondents agreed

they get trained in any implementation of technology in their institute, but there is still some scope for improvement in a few cases. Both teachers and students have embraced technology, therefore, both parties must be competent in using technology instruments to deliver content online effectively.

Cybersecurity: According to Fig. 8, 18% of respondents expressed significant concern that safeguarding the personal information of students, teachers, institutions, and government entities presents a formidable challenge. This concern is further amplified by the escalating cyber threats, which add a layer of complexity to the already daunting task of ensuring data protection.

While discussing other papers, articles, and journals, other challenges occur during the integration of the technology, which are:

Outdated Curriculum: Many educational institutions still rely on traditional curricular that do not adequately reflect the current business environment. Course content must be updated to include emerging technologies, digital marketing, and e-commerce.

Digital Incompetency of Teachers: Teachers play a crucial role in developing the future workforce. However, not all educators possess the necessary digital skills to teach effectively in the digital era. For this purpose, professional development programs play a vital role in familiarizing educators with novel technology instruments and updated instructional strategies.

Is this the end of Traditional Teaching Methods? This question is asked in the survey: Do they think the need for offline teaching and teachers will be needless as we are digitalizing? The purpose of asking this is to analyze their opinion regarding the elimination of the traditional teaching method and full acceptance of digitalization in commerce and management education. The reply is mixed. As shown in Table 3, nearly half of the respondents agree that online teaching and educators may disappear with the demand for offline learning. table-3 Conversely, the remaining maintain that the role of traditional, in-person education remains indispensable. However, there is an important discussion of what the future of education is in the context of the actively developing digital environment, reflecting the tension between embracing technological advancements and preserving the value of face-to-face interaction in learning environments.

End of traditional teaching	Votes
Strongly agree	9
Agree	19
Neutral	18
Disagree	20
Strongly disagree	10

VII. WHAT THE FUTURE REQUIRES:

After considering the above important factors and challenges in adopting technology as a part of traditional education, the essence of the reformation in the current structure arises. The results depicted that almost all the respondents have the perception that commerce as well as the management domain will have a huge role in the education sector in the future as it establishes the important points and foundation that will be useful to create the finding of the study.

Curriculum Revamp: To remain up-to-date, commerce and management programs need a major update. This means adding modern topics like digital transformation, data analytics, fintech, and sustainable business practices. The courses should focus on teaching practical skills, critical thinking, and problem-solving. Gangaiah & Viswanath (2014) have already studied and found that the current curriculum doesn't fully meet future requirements.

Professional Development for Educators: Professional learning communities must be pursued by educators to enhance their knowledge of the latest technologies in learning and teaching. Institutions should provide training in digital tools, online teaching strategies, and industry-specific technologies.

Investment in Technology: Educational institutions must invest in state-of-the-art technology infrastructure to support online and hybrid learning models. This includes high-speed internet, cloud storage tools, interactive learning platforms, presentation and assessment tools, virtual study material, and secure data management systems.

Enhancing Student Engagement: Such activities involve innovative teaching methods, such as incorporating games into lessons, using interactive sessions, and providing virtual classes consisting of creative teaching methods, where students can learn through pictures and other methods. These methods can greatly improve how engaged and interested students are in their learning.

Strengthening Industry-Academia Linkages: The ultimate goal of providing education is to make the learners able enough so that they can survive and lead the future. Thus, it is important to foster good relationships with businesses to ensure their help in strengthening the critical and analytical ability among the learners at an early stage, which would suffice the relevant and corresponding demands of the business world. This way, schools also have a chance to equip students with the skills and knowledge they will need once they hit the job market, benefitting from proper links between schools and industries.

Digital Literacy: Providing resources and networking, setting up digital systems, and distributing virtual material do not ensure that the related persons have ample knowledge to operate and adapt to the new technology. It is required that both students(learners) and teachers understand how to use the tools and technologies. This means that people should be able to operate computers, the internet, and other digital devices.

Cybersecurity Measures: It is the most crucial part while one is adopting the digital world. To safeguard privacy and data from theft, stringent security measures should be employed. This means essentials such as ensuring that various systems that keep one's or a company's information are safe from hackers and other evils.

Regulatory Frameworks: Since e-learning is effective and is likely to continue to grow, there is a need to establish suitable policies that will enhance e-learning. Concerning the purpose, the main aim is to ensure equitable opportunities are available for every student and to guarantee high-quality learning that comes with digital studies.

VIII. CONCLUSION:

Technology has emerged as an important tool for the education sector. It has a global reach. The technology era offers a dual landscape of challenges and opportunities for education in the field of commerce and management. To prosper in this environment, educational institutions must embrace technological advancements, update curriculums, strengthen their digital tools and techniques, and focus on collaborations with the industry for practical skill development. Preparing students for the evolving demands of the business world requires a strategic focus on professional collaborations, digital proficiency, and continuous enhancement. Despite challenges being faced in absorbing and effectively applying the new idea of study, success hinges on the ability to adapt and evolve, harnessing the potential of digital technologies to foster a dynamic, engaging, and future-ready learning environment. The future of education in commerce and management will be defined by its responsiveness to these shifts.

IX. LIMITATIONS:

1. This study is purely a descriptive analysis of the survey conducted;
2. The research paper is conducted more in the education sector and less in others, whereas there could be a vast coverage of other commerce and management sectors like professional, technical, and others;
3. The distribution of the questionnaire was not wide;
4. This research paper is limited to the current scenario of commerce and management and the future perspective on how to improve it.

REFERENCES

[1] Aithal, P. S., & Aithal, S. (2019). Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. International Journal of Applied Engineering and Management Letters, 3(2), 1–35. https://doi.org/10.47992/ijaeml.2581.7000.0039

[2] Anuradha, C. S., & Padmavathi, S. (2020). NEP 2020- Towards Achieving Holistic Development of Students of India. 87–93.

[3] Bharti, T. (2024). Leveraging Artificial Intelligence, Virtual Reality, And Augmented Reality In Higher Education. In IMRF Institute of Higher Education & Research, India (Issue July).

[4] Coutinho, M. V, Singh, S. K., & Koteswari, B. (2023). A Study on Innovative Teaching Pedagogy in Commerce Education. Researchgate.Net, January. https://www.researchgate.net/profile/Sumit-Singh-31/publication/366849435_A_Study_On_Innovative_Teaching_Pedagogy_In_Commerce_Education/Links/63b54bdd03aad5368e6486fc/A-Study-On-Innovative-Teaching-Pedagogy-In-Commerce-Education.pdf

[5] Gill, A., Mand, H. S., Culpepper, A., Mathur, N., Bhutani, S., Street, W. H., & Vb-k, B. C. (2011). The Relations of Transformational Leadership and Empowerment with Student Perceived Academic Performance: A Study among Indian Commerce Students. Business and Economics Journal, 2011(BEJ-34), 1–9. http://www.omicsonline.com/open-access/2151-6219/pdfdownload.php?download=2151-6219-2-034.pdf&&aid=13476

[6] Jagadeesh, R. (2000). Assuring quality in management education: The Indian context. Quality Assurance in Education, 8(3), 110–119. https://doi.org/10.1108/09684880010372707

[7] Khan, A. (2024). Decoding Commerce Education : A Case Study And Analysis. 13, 10–16.

[8] Kumar, S. S. (2020). Higher Education of Commerce and Management in India : Issues and Challenges. 8(3), 22–27.

[9] Patil, B. V. (2023). Educational Services and Student Behaviour During the Covid-19 Pandemic. August.

[10] Ramesh, Y., & Divya, P. (1913). Issues, Emerging Challenges and Trends in Commerce Education in India. 252–257.

[11] Saha, G. (2012). Business Management and Administration Management Education in India : Issues & Concerns. Journal of Information, Knowledge and Research in Business Management and Administration, 2(1), 35–40.

[12] Scardamalia, M., & Bereiter, C. (2016). ICT in Education in Global Context. In Lecture Notes in Educational Technology (Issue 9783662479551). https://doi.org/10.1007/978-3-662-43927-2

[13] Selvakumar, M., Abdullah, S. S., & Siddque, R. M. A. (2021). Tamil Nadu, India on Recent Trends In Commerce, Management And Economics. South Indian Researchers Association Tamil Nadu, India.

[14] Shukla, S. (2013). Management Education in India Issues and Concerns. International Journal of Education and Learning, 2(2), 15–26. https://doi.org/10.14257/ijel.2013.2.2.02

[15] Shweta, & Kumar, M. (2011). Management Education in India: Issues & Challenges. Adhyayan: A Journal of Management Sciences, 4(1), 5–14. https://doi.org/10.21567/adhyayan.v4i1.10194

[16] Sivayya, K. V., Rao, M. G., & Balamohandas, V. (1990). Commerce and management education in India. 53.

[17] Vanapathi Nageswara Rao & Rao, B. R. (2023). Emerging Trends in Commerce and Management Education in India. … . Talking about the Qualitative Aspects of India &its …, 244–251. https://anubooks.com/wp-content/uploads/2020/03/JGV-SPECIAL-ISSUE-COMPLETE-K-Mittal.pdf#page=221

[18] Venkatachalam, V. B., & Waqif, A. a. (2005). Outlook on Integrating Entrepreneurship in Management Education in India. Decision (0304-0941), 32(2), 57–71. http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=19511430&site=ehost-live&scope=site