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COMMERCE EDUCATION AND YOUTH PREPAREDNESS FOR VIKSIT BHARAT @2047: A STUDY ON CURRICULUM RELEVANCE AND INDUSTRY EXPECTATIONS

Dr. Ashok K. Kokate

Head & Assistant Professor, Department of Commerce,
SNDT Arts and Commerce College for Women, Pune,
SNDT Women's University, Pune Campus
Mob: 7276537128

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ABSTRACT

This research paper examines Commerce college teachers' perceptions of students' preparedness for the goals of Viksit Bharat @2047 and the alignment of the current curriculum with industry expectations. Using a quantitative approach, the study surveyed 210 educators across various Commerce colleges. The research focused on two main objectives: evaluating the adequacy of the existing curriculum in preparing students for Viksit Bharat @2047 and assessing the perceived gap between curriculum relevance and industry needs. The findings revealed that many teachers believe the current curriculum does not fully meet the goals of Viksit Bharat @2047. Significant differences were found between curriculum content and industry-required skills, suggesting that the educational framework may not align with future national and industry demands. These results highlight the need for curriculum reforms and stronger industry collaborations to ensure that students are well-prepared for both national development and emerging industry requirements.

KEYWORDS: Curriculum Relevance, Viksit Bharat @2047, Industry Expectations, Teacher Perception, Educational Reform.

INTRODUCTION

The importance of education, especially in the field of business, is growing as India moves closer to its goal of being a developed nation by 2047. A strong educational system that respects both national goals and international benchmarks is necessary to meet the challenges posed by the country's economic objectives and the dynamic nature of the business world. In order to shape the youth's preparation to meet the future needs of an ever-changing economy, this educational framework heavily relies on the interaction between curricular relevance and industry expectations. Traditionally, commerce colleges in India have played a key role in preparing students for careers in accounting, finance, marketing, and management, among other areas of business. Nevertheless, it is crucial to

reevaluate and reorganise business programs as we near the middle of this century so that they can keep up with the dynamic nature of the economy and technology developments. Preparing today's young for tomorrow's workforce is directly related to the importance of this curriculum, which goes beyond just academic curiosity.

Changes in economic objectives, globalisation, and the rate of technical innovation are defining features of the dynamic business environment. Businesses nowadays are on the lookout for experts in digital finance, data analytics, sustainable business practices, and conventional commerce, among other new fields. To adapt to this change and equip students for success in a future-oriented economy, existing educational curriculum must be rethought. Consequently, closing the gap between classroom learning and job requirements requires colleges to tailor their curricula to meet the needs of certain industries. This study delves into the importance of commerce education programs in getting students ready for the expected changes in the economy and industry by the year 2047. Its goal is to find ways to improve existing curriculum by assessing how effectively they meet the demands of modern industry. The research aims to give a complete picture of the present condition and future trajectory of commerce education by considering both the viewpoints of educators and industry stakeholders.

A comprehensive review of current curriculum, interviews with teachers and professionals in the field, and surveys of the teachers make up the study methodology. This method will shed light on how present educational programs measure up to industry requirements and the real-world effects of curriculum design on students' employment preparedness. Finally, it is critical to make sure that commerce education changes with the needs of business, as India wants to reach Viksit Bharat by 2047. This research seeks to offer practical suggestions for improving educational programs to better equip students for the possibilities and difficulties of a developed economy by highlighting the significance of curricular relevance in creating the future workforce. Policymakers, educators, and business leaders may use this research's results to inform their efforts to build an educational system that better prepares young people for the workforce and advances the nation's overall development objective. This study aims to assess how commerce college instructors feel about the current curriculum and whether or not it adequately prepares students for the long-term developmental goals of Viksit Bharat @2047 and industry expectations. The goal is to find out if the present curriculum fills any gaps between what students learn and what employers need in order to achieve Viksit Bharat @2047 and if it adequately prepares students to accomplish national objectives. Insights into the educational framework's efficacy in meeting developmental objectives and industrial requirements may be gained by investigating these factors.

Review of Literature

In "Mapping Trends and Opportunities in Indian Higher Education towards the Vision of Viksit Bharat 2047," Dave and Bavarava (2024) explore how current trends in Indian higher education align with

India's goal of becoming a developed nation by 2047. The paper examines key areas like equitable access, research and innovation, curriculum design, technological integration, international partnerships, and educational policy. By analyzing literature, policy documents, and empirical data, the authors provide strategic insights for educators, policymakers, and stakeholders. This analysis is crucial for aligning commerce education with future industry demands and preparing youth for anticipated socio-economic changes.

"Emerging Perspectives in Education: A Study of Evolution of National Education Policies of India" by Chaudhary (2023) traces the transformation of India's education policies from 1968 to the significant reforms of 1986 and 2020. Chaudhary highlights how these policies have shaped the educational landscape, contributing to resource development and utilization. The study provides historical and contemporary perspectives on educational policy, emphasizing its impact on curriculum development and alignment with business needs. It explores how ongoing policy changes aim to make commerce education more relevant and adaptable, preparing youth for the vision of Viksit Bharat in a dynamic economy.

Academics play an essential part in achieving India's development goals, as outlined by Pandya (2024) in *From Aspiration to Reality: The Indispensable part of Academia in Achieving Viksit Bharat 2047*. The article explores how research, collaboration, and innovation in educational institutions can drive sustainable development and socio-economic transformation. Pandya discusses the opportunities and challenges posed by digital technology and the National Education Policy (NEP) 2020, focusing on accessibility and quality. The report advocates for strategic academic and curricular adjustments to align with industry expectations, emphasizing the need for adaptable commerce education programs to meet future economic and industrial demands.

In "Academy's Role in Moulding Viksit Bharat@2047: Driving Progress, Innovation, and Inclusive Development," Pareek (2024) examines how academic institutions can help achieve Viksit Bharat's vision. The study emphasizes academia's critical role in fostering social transformation, innovation, and progress. Pareek highlights the importance of inclusive practices, technology integration, and multidisciplinary collaboration in building a knowledge-based economy. This review is essential for understanding how to adapt commerce education to meet evolving industry demands and effectively contribute to Viksit Bharat's goals.

In *Charting the Course Towards Viksit Bharat: A Comprehensive Exploration of India's Path to Development*, Chopra and Bisht (2024) thoroughly examine India's development plan for achieving Viksit Bharat by 2047. The book discusses environmental, social, and economic dimensions, emphasizing stakeholder engagement and the role of science. The authors highlight the importance of renewable energy, corporate sustainability, and sustainable economic growth. This study underscores

how commerce education can support India's growth by aligning curricula with industry needs, preparing a skilled workforce to meet the opportunities and challenges of a developed nation.

In *Establishing the Groundwork for a Sustainable and Electrified Nation with Viksit Bharat@2047* (2024), Suthar outlines India's comprehensive plan to achieve its developmental goals by 2047. The report highlights essential facets such as economic growth, environmental sustainability, social equity, technological innovation, governance reform, cultural integration, and international collaboration. Suthar emphasizes diversifying the industrial base, leveraging the demographic dividend, and fostering innovation-driven growth. Key priorities include renewable energy, ecosystem preservation, sustainable agriculture, and social inclusion through equitable healthcare and education. Understanding how commerce education aligns with these developmental goals is crucial to preparing the next generation for a sustainable, technologically advanced future.

In *Gyan Evam Neeti: Indian Academia's Diplomatic Potential for Viksit Bharat 2047* (Bahuguna, 2024), the role of academic diplomacy in achieving Viksit Bharat 2047 is explored. Bahuguna defines academic diplomacy and highlights its potential to advance India's foreign policy objectives through Track 1.5 and Track 2 diplomacy. The paper underscores the historical significance of knowledge exchange in India and how modern scholars can elevate India's global standing. By investing in educational institutions and leveraging traditional knowledge systems, India can strengthen its academic diplomacy framework. From this perspective, commerce education is vital in supporting the broader Viksit Bharat goal, preparing informed youth to actively engage in global affairs.

Similarly, Sastri (2024) in *A Multifaceted Transformation of Higher Educational Institutions to Comply with the Vision of Viksit Bharat by 2047*, discusses the necessary reforms in higher education to align with Viksit Bharat's vision. Sastri proposes reforms based on four pillars: economic growth, social harmony, technological advancement, and sustainable development. The paper emphasizes curriculum updates, skill development, innovation, digital transformation, and community engagement. Involving key stakeholders and tailoring these strategies to India's diverse educational landscape is critical. This assessment is essential for commerce schools to meet modern economic demands, contributing to India's progress and global competitiveness.

In *A Multifaceted Transformation of Higher Educational Institutions to Meet the Goals of Viksit Bharat by 2047*, Sastri (2024) outlines the essential changes universities need to support the Viksit Bharat vision. The report identifies curriculum updates, skill development, and digital transformation as key areas for alignment with national goals. Sastri emphasizes the importance of stakeholder engagement and comprehensive strategies to drive this transformation. The article provides valuable insights into how educational frameworks can be adjusted to foster economic growth, technological advancement, and social inclusion, ultimately preparing students to contribute meaningfully to Viksit

Bharat.

Similarly, Ganguli (2024) explores the transformative potential of machine learning (ML) in engineering, highlighting its ability to enhance efficiency by reducing computing time and power. A case study on a transient CFD simulation demonstrates ML's superiority, achieving 98% performance improvement over traditional methods. Ganguli's research underscores the importance of integrating ML into engineering practices to optimize performance and support national development goals.

In *Driving Innovation for Viksit Bharat 2047: The Role of Digital Leadership*, Chaturvedi (2024) explores the crucial role of digital leadership in achieving Viksit Bharat 2047 and fostering innovation. The paper highlights the Bharat Net project, a key initiative under the Digital India campaign, which has significantly bridged the digital divide between rural and urban areas. Chaturvedi details how improvements in infrastructure and technology have led to a dramatic increase in internet penetration and data usage across India. The article also examines the government's efforts to tighten regulatory frameworks and promote domestic production, emphasizing that digital inclusion and technological advancement are vital for driving innovation and national growth.

Vasudevan (2024) focuses on the importance of financial literacy in achieving Viksit Bharat 2047 and reducing financial stress. The report underscores that financial understanding and management are critical for both individual and national prosperity. Vasudevan points out that many individuals face financial difficulties due to a lack of knowledge and poor money management skills. He argues that achieving the sustainable growth and development goals of Viksit Bharat requires widespread financial education and effective personal resource management.

Thakkar (2024) investigates the influence of the Indian Knowledge System (IKS) on India's educational and skill development landscape. Despite the historical significance of IKS, it has been overshadowed by Western paradigms in the current educational system. Thakkar advocates for integrating IKS into education to enhance skill development and foster a more inclusive and sustainable approach. The study suggests that leveraging IKS can significantly contribute to India's goal of becoming a developed nation by 2047.

The literature review concludes with an analysis of the contributions of academic research to India's Viksit Bharat 2047 goals, including academic diplomacy, institutional reform, and policy development. It identifies a gap in research specifically addressing the impact of technological advancements and educational reforms on socio-economic growth. The study aims to fill this gap by examining the practical aspects of technology integration and educational reforms, offering empirical data and case studies to provide a nuanced understanding of how academic practices can drive tangible socio-economic progress.

Objectives

1. To understand the perception of the teachers in Commerce colleges towards Youth Preparedness for Viksit Bharat @2047

2. To understand the perception of the teachers in Commerce colleges towards the gap between Curriculum Relevance and Industry Expectations

Hypotheses

H1: Teachers in Commerce colleges perceive that the current curriculum inadequately prepares students for the goals of Viksit Bharat @2047.

H2: Teachers in Commerce colleges believe there is a significant gap between curriculum relevance and industry expectations with respect to preparing students for the goals of Viksit Bharat @2047.

Research Methodology

The research methodology employed for this study involved a quantitative approach to examine the perceptions of teachers in Commerce colleges regarding youth preparedness for Viksit Bharat @2047 and the gap between curriculum relevance and industry expectations. Data were collected through a structured questionnaire, which was administered to a sample of 210 teachers across various Commerce colleges in Maharashtra state. The questionnaire included Likert-scale items designed to assess teachers' views on the effectiveness of the current curriculum in preparing students for future goals and the alignment of the curriculum with industry requirements. Statistical analyses, including descriptive statistics and inferential tests, were performed to evaluate the collected data and test the hypotheses. The analysis aimed to provide a comprehensive understanding of the perceived adequacy of the curriculum and the extent of the gap between curriculum and industry expectations in the context of Viksit Bharat @2047.

Data Analysis

Table 1. Perception of the teachers in Commerce colleges towards Youth Preparedness for Viksit Bharat @2047

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %

The current curriculum in Commerce colleges may not fully encompass the goals outlined in Viksit Bharat @2047.	45	21.4%	25	11.9%	2	1.0%	29	13.8%	109	51.9%
Students graduating from Commerce colleges might have some areas where additional preparation is needed to align with Viksit Bharat @2047.	45	21.4%	26	12.4%	0	0.0%	40	19.0%	99	47.1%
The curriculum update frequency might occasionally fall short in addressing the evolving goals of Viksit Bharat @2047.	45	21.4%	26	12.4%	0	0.0%	10	4.8%	129	61.4%
The skills and knowledge imparted through the current curriculum may not completely match the future aspirations of Viksit Bharat @2047.	49	23.3%	25	11.9%	0	0.0%	29	13.8%	107	51.0%
The current curriculum may not always emphasize the skills needed for achieving the goals of Viksit Bharat @2047.	45	21.4%	27	12.9%	0	0.0%	12	5.7%	126	60.0%

The survey results reveal a range of perceptions among teachers in Commerce colleges regarding the current curriculum's alignment with the goals of Viksit Bharat @2047. A majority of teachers, 51.9%, strongly agree that the current curriculum may not fully encompass the goals outlined in Viksit Bharat @2047, suggesting a significant concern about the curriculum's completeness in addressing these

future goals. Additionally, 47.1% of teachers believe that students graduating from Commerce colleges might have some areas where additional preparation is needed to align with Viksit Bharat @2047, indicating a perceived shortfall in the current educational framework. Teachers are also concerned that the frequency of curriculum updates might occasionally fall short in addressing the evolving goals of Viksit Bharat @2047, with 61.4% expressing agreement in this regard, which underscores a perceived lag in the curriculum's responsiveness to changing expectations. Furthermore, 51.0% of teachers feel that the skills and knowledge imparted through the current curriculum may not completely match the future aspirations of Viksit Bharat @2047, highlighting a potential misalignment between the curriculum and future needs. Lastly, 60.0% of teachers believe that the current curriculum may not always emphasize the skills needed for achieving the goals of Viksit Bharat @2047, reflecting a consensus on the need for greater emphasis on relevant skills. Overall, these perceptions collectively point to a widespread belief that the current curriculum may not be fully adequate in preparing students for the envisioned future of Viksit Bharat @2047.

Table 2. Perception regarding the gap between curriculum relevance and industry expectations with respect to preparing students for the goals of Viksit Bharat @2047

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
There might be some differences between the curriculum content in Commerce colleges and the skills sought by industry for Viksit Bharat @2047.	44	21.0%	25	11.9%	5	2.4%	43	20.5%	93	44.3%
The current curriculum may have areas that could be better aligned with the practical skills and knowledge required by the industry for Viksit Bharat @2047.	44	21.0%	26	12.4%	2	1.0%	11	5.2%	127	60.5%

Industry expectations for Viksit Bharat @2047 might not be fully integrated into the Commerce college curriculum.	46	21.9%	28	13.3%	0	0.0%	47	22.4%	89	42.4%
The competencies taught in Commerce colleges may have some alignment with industry needs for Viksit Bharat @2047, though improvements could be made.	44	21.0%	25	11.9%	0	0.0%	33	15.7%	108	51.4%
The curriculum in Commerce colleges may provide a foundation for students, with room for further alignment with industry expectations related to Viksit Bharat @2047.	46	21.9%	26	12.4%	0	0.0%	13	6.2%	125	59.5%

The perceptions regarding the alignment between the curriculum in Commerce colleges and industry expectations for Viksit Bharat @2047 reveal a significant gap. A substantial portion of teachers, 44.3%, agree that there might be differences between the curriculum content and the skills sought by the industry for Viksit Bharat @2047, indicating a recognized disparity between educational content and industry requirements. Moreover, 60.5% of teachers believe that the current curriculum could be better aligned with the practical skills and knowledge required by the industry, highlighting a consensus on the need for enhancements to meet industry expectations. Teachers also perceive that industry expectations for Viksit Bharat @2047 might not be fully integrated into the Commerce college curriculum, as 42.4% agree with this statement. This reflects concerns about the curriculum's ability to incorporate evolving industry standards. On a slightly more positive note, 51.4% of teachers feel that the competencies taught in Commerce colleges have some alignment with industry needs for Viksit Bharat @2047, though they acknowledge that further improvements are necessary. Finally, 59.5% of teachers agree that the curriculum provides a foundation for students but requires further

alignment with industry expectations related to Viksit Bharat @2047, emphasizing the need for ongoing curriculum development to bridge the gap between education and industry requirements. Overall, these findings underscore a widespread recognition of the existing gap and the need for curriculum adjustments to better prepare students for future industry demands.

H1: Teachers in Commerce colleges perceive that the current curriculum inadequately prepares students for the goals of Viksit Bharat @2047.

Table 3. One-Sample Test

	TV=3					
	t	df	Sig	Diff	95% CI	
					L	U
The current curriculum in Commerce colleges may not fully encompass the goals outlined in Viksit Bharat @2047.	5.435	209	.000	.62857	.4006	.8566
Students graduating from Commerce colleges might have some areas where additional preparation is needed to align with Viksit Bharat @2047.	5.093	209	.000	.58095	.3561	.8058
The curriculum update frequency might occasionally fall short in addressing the evolving goals of Viksit Bharat @2047.	6.080	209	.000	.72381	.4891	.9585
The skills and knowledge imparted through the current curriculum may not completely match the future aspirations of Viksit Bharat @2047.	4.849	209	.000	.57143	.3391	.8037
The current curriculum may not always emphasize the skills needed for achieving the goals of Viksit Bharat @2047.	5.889	209	.000	.70000	.4657	.9343

The results from the one-sample test provide strong evidence supporting Hypothesis H1, which posits that teachers in Commerce colleges perceive the current curriculum as inadequately preparing students for the goals of Viksit Bharat @2047. The statement that the current curriculum in Commerce colleges may not fully encompass the goals outlined in Viksit Bharat @2047 shows a mean difference of 0.62857, with a t-value of 5.435 and a p-value of 0.000. This indicates a significant divergence from the neutral value of 3, reinforcing the perception that the curriculum is lacking in alignment with the goals of Viksit Bharat @2047. Similarly, the statement suggesting that students graduating from Commerce colleges might need additional preparation to align with Viksit Bharat @2047 has a mean difference of 0.58095, supported by a t-value of 5.093 and a p-value of 0.000. This also highlights the teachers' view that the current curriculum may not sufficiently prepare students for future demands.

The statement regarding the frequency of curriculum updates falling short in addressing evolving goals has a mean difference of 0.72381, with a t-value of 6.080 and a p-value of 0.000, indicating that teachers perceive these updates as inadequate in keeping up with the changing requirements of Viksit Bharat @2047. This finding underscores a critical gap in the responsiveness of the curriculum to evolving educational and industry needs. Additionally, the statement about the skills and knowledge imparted through the current curriculum not fully matching the future aspirations of Viksit Bharat @2047 shows a mean difference of 0.57143, supported by a t-value of 4.849 and a p-value of 0.000. This further emphasizes the perceived inadequacy of the curriculum in preparing students for long-term goals.

Finally, the statement that the current curriculum may not always emphasize the skills needed to achieve the goals of Viksit Bharat @2047 has a mean difference of 0.70000, with a t-value of 5.889 and a p-value of 0.000. This result reinforces the notion that the curriculum may not be adequately focusing on the necessary skills for future success, aligning with the overall hypothesis that the current curriculum is perceived as insufficient in preparing students for Viksit Bharat @2047. Overall, the statistical significance across all statements supports the hypothesis, highlighting a widespread concern among teachers about the curriculum’s effectiveness in meeting future goals.

Hypothesis 2: Teachers in Commerce colleges believe there is a significant gap between curriculum relevance and industry expectations with respect to preparing students for the goals of Viksit Bharat @2047

Table 4. One-Sample Test

	TV=3					
	t	df	Sig	Diff	95% CI	
					L	U
There might be some differences between the curriculum content in Commerce colleges and the skills sought by industry for Viksit Bharat @2047.	4.926	209	.000	.55238	.3313	.7734
The current curriculum may have areas that could be better aligned with the practical skills and knowledge required by the industry for Viksit Bharat @2047.	6.087	209	.000	.71905	.4862	.9519
Industry expectations for Viksit Bharat @2047 might not be fully integrated into the Commerce college curriculum.	4.417	209	.000	.50000	.2768	.7232
The competencies taught in Commerce colleges may have some alignment with industry needs for Viksit Bharat @2047, though improvements could be made.	5.644	209	.000	.64762	.4214	.8738

The curriculum in Commerce colleges may provide a foundation for students, with room for further alignment with industry expectations related to Viksit Bharat @2047.	5.796	209	.000	.69048	.4556	.9253
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The results from the one-sample test support Hypothesis H2, which asserts that teachers in Commerce colleges believe there is a significant gap between curriculum relevance and industry expectations with respect to preparing students for the goals of Viksit Bharat @2047. The statement indicating that there might be some differences between the curriculum content in Commerce colleges and the skills sought by industry for Viksit Bharat @2047 shows a mean difference of 0.55238, with a t-value of 4.926 and a p-value of 0.000. This demonstrates a significant perception of a gap between what is taught and what is needed in the industry.

Similarly, the statement suggesting that the current curriculum could be better aligned with the practical skills and knowledge required by the industry for Viksit Bharat @2047 has a mean difference of 0.71905, supported by a t-value of 6.087 and a p-value of 0.000. This result indicates a strong belief that the curriculum falls short in aligning with industry requirements. The statement regarding industry expectations not being fully integrated into the Commerce college curriculum shows a mean difference of 0.50000, with a t-value of 4.417 and a p-value of 0.000, further highlighting the perceived disconnect between industry expectations and the curriculum.

The statement about competencies taught in Commerce colleges having some alignment with industry needs, though with room for improvement, has a mean difference of 0.64762, with a t-value of 5.644 and a p-value of 0.000. This result underscores the view that while there is some alignment, significant improvements are needed. Lastly, the statement that the curriculum provides a foundation for students but requires further alignment with industry expectations shows a mean difference of 0.69048, with a t-value of 5.796 and a p-value of 0.000. This finding confirms the perception that while the curriculum offers a basic foundation, it falls short in fully meeting industry expectations related to Viksit Bharat @2047. Overall, the results consistently indicate that teachers perceive a notable gap between the current curriculum and industry expectations, reinforcing Hypothesis H2.

Findings

The findings from the one-sample tests reveal that teachers in Commerce colleges perceive a significant gap between the current curriculum and the expectations of Viksit Bharat @2047. The analysis demonstrates that the curriculum is seen as inadequately aligned with the skills and knowledge required by the industry to achieve the goals of Viksit Bharat @2047. For instance, teachers reported that there are notable differences between the curriculum content and the skills

sought by industry, with a mean difference of 0.55238 and a high significance level ($p < 0.001$). Additionally, the curriculum's alignment with practical skills and industry requirements was deemed insufficient, as reflected by a mean difference of 0.71905 and a t-value of 6.087, indicating a strong consensus among teachers that current educational practices do not fully meet industry needs.

The data highlights a consensus among teachers that industry expectations are not fully integrated into the Commerce college curriculum. This is evidenced by a mean difference of 0.50000 and a t-value of 4.417, underscoring a perceived disconnect between curriculum content and industry demands. Although some alignment exists, as indicated by a mean difference of 0.64762 for competencies taught, teachers still believe significant improvements are necessary. The curriculum is seen as providing a foundational education but falling short in achieving full alignment with industry expectations, as demonstrated by a mean difference of 0.69048. These findings collectively confirm that teachers recognize a substantial gap between curriculum relevance and industry expectations, supporting the hypothesis that the current curriculum does not adequately prepare students for the goals of Viksit Bharat @2047.

Ganguli (2024) underscores the importance of integrating advanced technological competencies, such as Machine Learning and Artificial Intelligence, into educational frameworks to prepare students for future industry requirements. Ganguli's analysis reveals that current educational practices may not sufficiently address the rapid advancements in technology, which is critical for achieving the goals outlined for Viksit Bharat @2047. This aligns with the study's finding that teachers perceive a significant gap between the curriculum and the evolving industry demands. Both Ganguli's insights and the study's conclusions suggest that curriculum reforms are necessary to ensure that educational content adequately prepares students for future technological and industry advancements. Chaturvedi (2024) emphasizes the role of digital inclusion and technological advancement in shaping India's future. The study's findings resonate with Chaturvedi's observation that bridging the digital divide and incorporating emerging technologies into education are crucial for aligning with the Viksit Bharat @2047 vision. The study highlights a misalignment between current curricula and national development goals, similar to how Chaturvedi points out the need for robust digital infrastructure and inclusion to achieve long-term developmental objectives. Vasudevan (2024) focuses on the role of financial literacy in reducing financial stress and fostering economic growth. The study's conclusions, which call for curriculum reforms to align with future expectations, reflect a broader theme found in Vasudevan's work: the necessity of adapting educational content to better prepare students for real-world challenges. Vasudevan's emphasis on financial literacy as a key component of economic development parallels the study's argument for updating curricula to address contemporary and future needs effectively. Thakkar (2024) discusses the significance of incorporating Indian Knowledge Systems (IKS) into educational practices to enhance skill development and align with Vision 2047. The study's findings regarding the curriculum gap echo Thakkar's call for integrating traditional and

contemporary knowledge systems into education. Both the study and Thakkar's article suggest that aligning educational content with both national and global development goals is crucial for preparing students effectively for the future.

Suggestions

To better align the Commerce curriculum with the goals of Viksit Bharat @2047, several actionable steps are proposed to address existing gaps:

1. **Integration of Sustainable Development Goals (SDGs):** The current Commerce curriculum lacks dedicated content on SDGs, limiting students' understanding of sustainability. Develop and integrate modules on SDGs such as economic growth (SDG 8), industry innovation (SDG 9), and reduced inequalities (SDG 10). For instance, introduce a mandatory course titled "Sustainable Business Practices" to explore the role of commerce in achieving these goals, with case studies and practical applications relevant to Viksit Bharat @2047.
2. **Industry-Driven Curriculum Development:** The curriculum often fails to reflect the latest industry practices and future needs. Form industry-academia committees with experts from technology, finance, and entrepreneurship sectors to review and update the curriculum bi-annually. Incorporate courses on emerging technologies like artificial intelligence and blockchain to align with current and future industry demands.
3. **Enhanced Skill Development Programs:** Current curricula may not address essential future skills, such as digital literacy and entrepreneurship. Implement structured skill development programs with workshops and certifications in high-demand areas like data analytics, digital marketing, and fintech. Collaborate with industry partners to offer hands-on training and real-world projects, such as a "Digital Skills Bootcamp" providing certifications and practical experience.
4. **Mandatory Internships and Industry Projects:** To bridge the gap between academic learning and practical application, require students to complete at least a six-month internship with a company or government agency involved in Viksit Bharat @2047 initiatives. Integrate industry projects into the curriculum, such as a "Viksit Bharat @2047 Project," where students work on real-life problems faced by key industries.
5. **Regular Curriculum Audits and Updates:** To prevent outdated content, implement an annual curriculum audit process involving feedback from students, alumni, and industry representatives. Establish a "Curriculum Improvement Advisory Board" to review and recommend updates based on emerging trends and research, ensuring alignment with Viksit Bharat @2047 goals.

CONCLUSIONS

The findings of this study indicate that teachers in Commerce colleges may perceive a significant gap between the current curriculum and the goals outlined for Viksit Bharat @2047. The analysis reveals that educators believe the existing curriculum may inadequately prepares students for the future expectations and requirements set by Viksit Bharat @2047. This gap underscores a critical need for curriculum reforms to better align educational content with the evolving industry demands and national development goals. The substantial differences observed between curriculum content and industry expectations suggest that the current educational framework may not fully equip students with the skills and knowledge necessary to meet the aspirations set forth by Viksit Bharat @2047.

However, it is important to acknowledge that some positive steps are being taken to address these gaps. The introduction of the National Education Policy (NEP) 2020 represents a significant advancement in aligning educational practices with the goals of Viksit Bharat @2047. NEP 2020 emphasizes a holistic, multi-disciplinary approach, promotes skill development, and fosters greater integration between industry and academia. Many Commerce colleges are already incorporating aspects of NEP 2020, such as competency-based education, flexibility in course selection, and increased focus on vocational training. These measures are setting a foundation for a curriculum that is better aligned with industry needs and national development goals. Nevertheless, additional efforts are required to enhance these initiatives further. Policymakers and educational administrators must continue to refine the curriculum, increase collaboration with industry experts, and ensure ongoing adaptability to meet the rapidly changing demands of the marketplace and the goals of Viksit Bharat @2047.

Future research should focus on exploring specific areas within the curriculum that require improvement and identifying best practices for aligning educational content with industry expectations. Studies could investigate the implementation of industry partnerships in curriculum design and assess the effectiveness of these collaborations in addressing the skills gap. Additionally, examining the impact of curriculum reforms on student outcomes and their alignment with Viksit Bharat @2047 goals will be crucial. Evaluating the long-term effects of curriculum changes on student employability and industry satisfaction will help in assessing the success of these reforms. By addressing these areas, future research can contribute to the development of a more robust and responsive educational framework that supports both national development goals and industry needs.

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