

COMMERCE EDUCATION IN ODISHA- A STUDY OF TREND & PERCEPTION

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Abstract

Commerce education provides comprehensive knowledge and understanding of several aspects of the business sector. It provides students with a range of specialized skills that enable them to flourish in many functional domains of trade, industry, and commerce. Commerce education is a field of study that provides information and understanding of the various aspects of the business world. The increasing prevalence of privatisation, globalisation, and liberalisation has had a profound influence on the field of Commerce education. Despite the considerable growth and popularity of commerce education in India since independence, with a major enrolment of 20 lakh students nationwide, it still faces several challenges and obstacles in Odisha. In addition, the issues related to new technology and online platforms have introduced another complicating factor. Given the increasing focus on entrepreneurship and self-employment, commerce education has become even more crucial in today's world. It is essential to support and promote the development of commerce education. It is essential to comprehend people's perception and address the challenges at hand. This dissertation seeks to comprehend the viewpoint of individuals in Odisha regarding commerce education and research in the region, as well as the obstacles and issues they encounter.

Key Words: Commerce, Education, Perception, Challenges, Issues, Research.

INTRODUCTION

Education is a fundamental aspect of a student's growth and has a crucial impact on all areas of the economy. The globalized world now places great emphasis on skill development, and the field of business is particularly dedicated to fostering these skills. This educational program not only provides students with a broad range of crucial and intricate business abilities, but also offers them the option to either work for themselves or seek employment. It not only increases their awareness of the significance of utilizing economic concepts while making business decisions, but also enhances their knowledge of social, economic, and political issues related to business matters. It instructs individuals on how to confront the market conditions and adjust to the current situations. Furthermore, it assists businesses in facing international competition and guarantees profitability while maintaining client happiness, which are the primary objectives of modern business. "As the economy becomes more industrialized and society becomes more complex, the knowledge and skills required to deal with the situations also change. Hence, for enabling students to acquire the desired capabilities, contents of courses and their combinations need to be revised, diversified and made more flexible", (Education & World, n.d.). The Panchiyapp's Charity established the inaugural commerce school in Chennai in 1986, whereas the first institution of higher education in business was the Sydenham College of Commerce and Economics, founded in 1913. The first of higher education in commerce in Odisha occurred in 1944 through G.M. College, Sambalpur.

Today, commerce education has evolved to include professions such as Chartered Accountant, Cost and Work Accountant, Company Secretary, and company administrators. Therefore, commerce education has become a highly sought-after product. Commerce education plays a crucial role in the dynamic context of globalization. The development of commerce education was first intended to meet the increasing demands of business enterprises. Over time, there has been a significant change in the approach of commerce education, shifting from a practical focus to a more academic one. Currently, it is necessary to rethink the field of commerce education in order to adapt to the evolving circumstances and enhance its effectiveness. The forces of globalization and technological advancements have created challenges for firms to thrive in a highly competitive global landscape. Consequently, the significance of Commerce education has multiplied significantly. Given the increasing significance and requirement for incorporating ICT into commerce curriculum, as well as the growing need for

collaboration between educational institutions and industries to provide practical knowledge, it is now more crucial than ever to assess the perception of the people of Odisha towards this field and comprehend the recent trends in Odisha regarding this discipline.

SIGNIFICANCE OF THE STUDY

The conventional commerce education has become obsolete in the current era of globalization. There is a significant advancement in the business sector that requires the redefinition and enhancement of commerce education in order to establish a solid foundation for social development in Odisha and India. This dynamic program provides students with specialized and practical skills to address challenges in the fields of commerce, trade, and industry. In India, the study of commerce as an academic discipline is typically chosen at the intermediate level, which is after completing class 10th or at the 10+2 level. At the undergraduate level, students have the option to either study a variety of subjects to obtain a standard B.Com degree or specialize in a certain field to gain a distinction. A similar option is also available for pursuing postgraduate courses. The student has the option to choose from a variety of professional, interdisciplinary, and integrated courses in this field. Alternatively, they can pursue further research studies. The primary deficiency of commerce education in the present day is its failure to provide the necessary skills required to effectively compete in both the domestic and global job market. Several institutions and colleges in Odisha have not yet fully implemented smart classrooms. While certain individuals have infrastructural challenges, others experience concerns related to availability and accessibility. However, frequently individuals lack awareness regarding the extensive range of opportunities offered by commerce schooling. Therefore, it is crucial to comprehend the demographic characteristics and the evolving attitudes of individuals towards commerce education in Odisha.

STATEMENT OF THE PROBLEM

Commerce Education is an educational discipline that focuses on cultivating the necessary information, perspectives, and abilities for effectively leading in the domains of business, commerce, and industry. However, modern commerce graduates now have a limited advantage over their peers in securing roles that were formerly considered their exclusive domain. The accelerating pace of economic integration, liberalization, and privatization has significantly impacted the field of Commerce and Industry the educational process, leading to a substantial rise in the demand for commerce education in the past decade (Mazidbhai et al., 2015). Even though there are choices of three streams, it seems these choices are limited to the larger urban centres and bigger schools whereas the private schools in mid-sized towns do not get any choices at all. The present courses are not adequate in preparing the students for competitive examinations either. The present system of commerce education does not equip the students either for taking up jobs requiring knowledge of general subjects or jobs that demand knowledge of a technical or specialized nature, (Mehta, 2014). This study intends to understand the perception of people from the angles of trend, perception and demographic profile to help understand the challenges to commerce education in Odisha.

REVIEW OF LITERATURE

The paper by Hussain et al. (2012) discusses the implementation of a social business course in the business curriculum. This course is based on a novel business model proposed by Nobel Laureate Professor Muhammad Yunus. The study revealed that the discussions and case study on social business caused a shift in the students' perspective, moving away from approaches like charity and corporate social responsibility (CSR) towards social business as a means of reducing poverty. Furthermore, the students themselves expressed the belief that the concept of social business should be included as part of the business curriculum. In (Gupta, 2013), the author examined the present state, obstacles, and various prospects in commerce education. It was observed that a successful commerce course provides students with exposure to diverse business administration strategies and accounting principles. This exposure enables students to develop strong entrepreneurial skills and effectively contribute to a company's financial operations. The author aimed to identify and tackle the issues that arise in the ever-changing field of commerce education. Additionally, the study proposed creative approaches in commerce education to enhance its content and quality. The study discusses the exceptional challenges that the commerce education system is currently facing due to the new global context. Therefore, it is crucial in this scenario to ensure that commerce students become more efficient by integrating the traditional theory-based curriculum with practical applications in the modern economy, and by providing sufficient hands-on experience to strengthen their knowledge, abilities, and attitudes. (Singh et al., 2015) conducted a study on the impact of commerce education on the agriculture sector, assessed the significance of financial management approaches, and investigated the industry's perspective on commerce education in India. The discussion finished by highlighting the importance of incorporating commerce and management education into agriculture and the necessity of revising our curriculum to align with this objective. Additionally, it emphasized the significance of raising social consciousness in this

field. **(Rana, 2015)** examined the current state of Commerce Education in India by examining the available data. It outlines the main obstacles and measures undertaken by the government, as well as provides recommendations for the resuscitation of commerce education. The analysis includes a SWOT assessment and considers the effects of a modified environment on areas such as IT and employment possibilities. It also examines the implications for commerce education in India. **(Dr. Kumar G. Kamble, 2016)** presented the significance of commerce education in India through statistical analysis and highlights the main obstacles faced by the government. It also provides ideas for the revival of commerce education. Commerce Education encompasses a wide range of educational and research areas related to many facets of the business environment. The subjects covered in this program are Finance, Marketing, Accounting, Human Resource Management, Entrepreneurship Development, Commercial and Business Law, and more. Therefore, it can be readily inferred that it is beneficial both personally and professionally. **(Nadaf & Nadaf, 2017)** examined the evolving circumstances of an interconnected world, international progress, and emphasize the characteristics of a shifting global information economy that emphasizes the need of business education. Additionally, it provides recommendations such as fostering strong relationships with trade, commerce, and industry (or establishing a University-Industry Hub), and incorporating IT-based themes or papers even at the undergraduate level. **(Das, 2018)** Indicates that the Gross Primary Enrollment (GPI) in technical education is lower compared to general education. The gender equity index, social equity index, and coefficient of equality in enrolment are all below 100. In Odisha, there are disparities based on gender and caste in higher education. **(Pasha et al., 2019)** assess the entire online education sector and recognize the value of using a comprehensive approach to grasp environmental challenges and difficulties. In the study, the majority of individuals expressed a preference for online/e-learning/virtual education as their preferred mode of learning, while just 26% of participants indicated a preference for offline education. Although the majority of individuals believe that online education is a productive method of learning, there are some individuals who choose traditional offline education. **(Aithal & Aithal, 2019)** have considered it important to highlight that the new NEP prioritizes research-based tailored education at all levels, including both students and faculties. However, the process of identifying subjects and specializing in science, commerce, or arts for choosing professional education is not well defined. **(Suguna & Jayanthi, 2020)** concern themselves with the challenges that students of commerce have in relation to the education they receive in business. They say that the obstacles that students in commerce education confront include a lack of resources, financial resources, contact between institutions and industry, courses and programs, and other similar issues.

RESEARCH GAP

Even though the literacy rate in Odisha is over and around 77.3%, the educated are only 31.4%. There are various courses available to help commerce students gain the required knowledge and competitiveness required for job in different industries but the problem comes with the availability and accessibility of these courses. The review of literature show a number of work undertaken on the front of commerce education in India and there are a few with respect to Odisha but none have yet been done from the point of view of perception of the people of this stream of education in the digital era of Odisha. This paper is an endeavour to bridge this gap and understand the underlying dimensions of the perception of people towards commerce education in Odisha.

OBJECTIVES OF THE STUDY

In order to better understand the incline of this particular stream among the people of Odisha, which could further assist in improving the infrastructure and overall quality of commerce education in our state, the primary objective of this study is to gain an understanding of the trend and perception of people along with its underlying dimensions. Listed below are the goals that the study aims to accomplish:

1. To study the trend of commerce education in Odisha.
2. To make a comparative study of the demographic profile of the people in Odisha.
3. To understand the underlying dimensions of the perception of people of Odisha towards commerce education at the present time.

DATA AND SAMPLE SIZE

Both primary and secondary data have been used for study purpose. About 140 responses were collected with 138 of them relevant and were used for carrying out the analysis and result interpretation.

RESEARCH METHODOLOGY

In order to better understand the demographic profile of the people in Odisha and their perspectives on commerce education, the goal of our research study is to conduct an analysis. The research is both descriptive and quantitative in character, and in order to accomplish the goal of the study, primary data has been gathered through the distribution of structured questionnaires via email and whatsapp. One hundred and forty replies were obtained, and out of those, 138 were considered suitable for the study. This investigation was carried out using a sample method known as convenient sampling. We gathered the secondary data that we used in our research from various sources, such as journals and the internet. An analysis was performed on the acquired data in order to assess the trend across the variables. Interpretation of the findings has been accomplished by the utilization of research methodologies such as frequency, percentage, and descriptive study.

ANALYSIS AND DISCUSSION

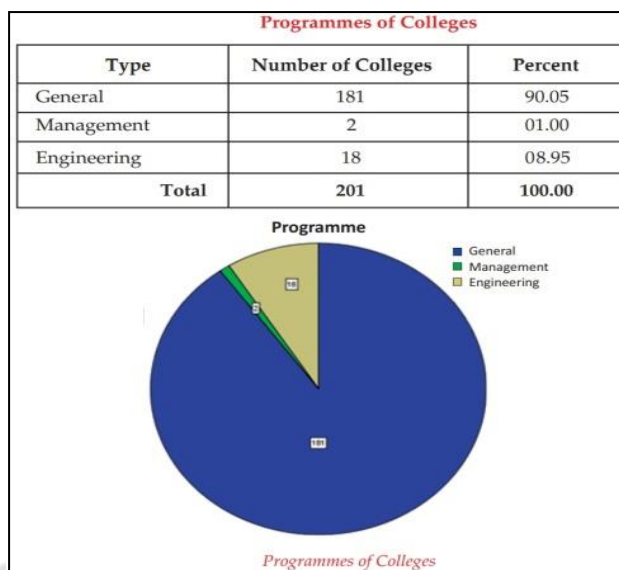
Trend of commerce education in Odisha

Despite a scarcity of institutes dating back centuries, Odisha boasts a rich educational legacy. Prominent institutions such as Utkal and Ravenshaw College (now Ravenshaw University), which is a century old, have produced numerous stalwarts who are successful in every field of life. The Odisha higher education system is founded upon a rich heritage of scholarship and investigation, and is firmly grounded in a value system that prioritizes altruism and compassion. Over the years, Odisha has experienced notable advancements in both educational infrastructure and educational attainment indicators. In terms of literacy rate, Odisha ranks tenth among the fifteen largest states in India, according to the NSS 71st round.

Odisha emerged as an independent province in 1936 with a mere five colleges, with Ramachanshaw College serving as its foundation. Presently, the state is home to a grand total of 38 universities, 14 of which hold accreditation, 7 of which are affiliated, and 2 of which operate in a dual-mode format. Presently, Odisha is home to 1077 colleges, 432 private aided, 282 private unaided, and 363 government. Among these, 201 are affiliated colleges that have received accreditation from NAAC. 177 (88%) of these 201 colleges are government-funded or government-aided institutions, while 24 (12%) are unaided self-financed colleges. Colleges may be categorized according to the academic programs they provide. General programs may include arts, commerce, and science, while specialized programs may focus on fields such as engineering, medicine, law, management, or medical allied sciences.

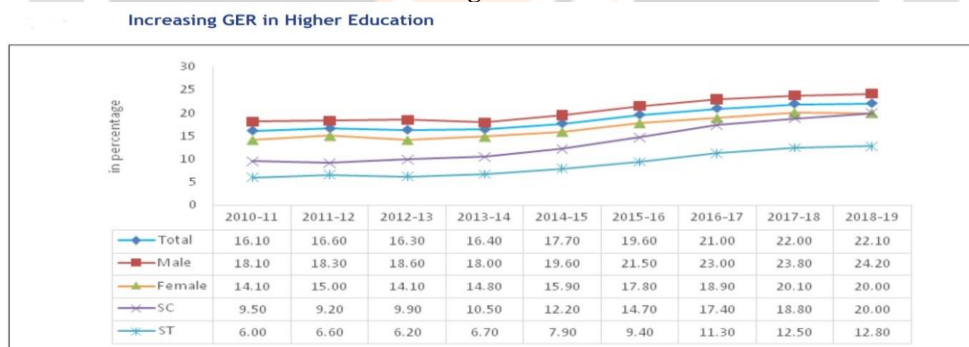
Commerce as a higher education discipline was initially established in Orissa in 1944 at G.M. College, Sambalpur, and Rajendra College, Balangir. It was initially implemented at Khallikote College in 1955. The Government of Orissa established I.Com courses at Ravenshaw College, Cuttack, in response to public demand for the establishment of a Commerce Stream. In contrast, the Post Graduate Department of Commerce at Utkal University commenced operations in 1962. As of now, Odisha is home to 16 universities and 752 colleges that offer commerce courses and other management-related specializations. A substantial increase in commerce education has been observed in the state, a development that is further supported by the overall literacy rate and GER. Approximately 90% of accredited colleges offer general education courses, whereas a mere 1% offer management courses, as illustrated in **Figure 1**.

Figure-1



According to the 2011 Census, the literacy rate in Odisha stood at 72.9%, reflecting a growth of 9.8 percentage points over a decade. According to the findings of the 71st round of the National Sample Survey (2014), the overall literacy rate in Odisha was 75.5%. Presently, it has surpassed 77.3%, indicating a consistent and rising trend. This is additionally supported by the upward trajectory of the Gross Enrollment Ratio (GER) in higher education, as illustrated in the **figure 2** below: from 2010-11 to 2018-19, the rate rose from 16.10 to 22.10, which was marginally lower than the national average of 26.30.

Figure-2



Source: All India Survey on Higher Education 2018-19.

Additionally, the state government of Odisha has implemented the 'Skilled-in-Odisha' Initiative, which aims to empower the youth and establish 'Skilled-in-Odisha' as a globally recognized brand, in order to facilitate transformative human development. It offers a wide range of technical and vocational education programs, such as those in accounting, management, business financial services, entrepreneurship, and management. Universities encouraging students to participate in competitive examinations such as NET, SET, UPSC, and assisting them in passing those exams; universities funding research participation and publication in journals and participation in national and international conferences; automated, manual, or semi-automated libraries operating 24 hours a day, seven days a week; and many of these libraries being digitized with OPAC have all contributed to the success of universities. Notwithstanding the significant expansion observed in commerce education, a multitude of additional obstacles continue to persist. For instance:

- Although a choice-based credit system is accessible, students have limited flexibility and options are restricted.
- Although many universities in the state provide electives that are skills-based or project-based, they rarely offer inter-disciplinary courses. While there are a few exceptions, the majority of university faculty research publications appear in journals with low impact factors.
- Additionally, the number of faculties engaged in research activities is limited, and while there is an emphasis on inter-disciplinary and multi-disciplinary research, many universities still require additional facilities for such endeavours.
- While smart classrooms are present in some universities, others have yet to implement them. Numerous universities have yet to establish INFLIBINET and an e-library stocked with high-quality literature.

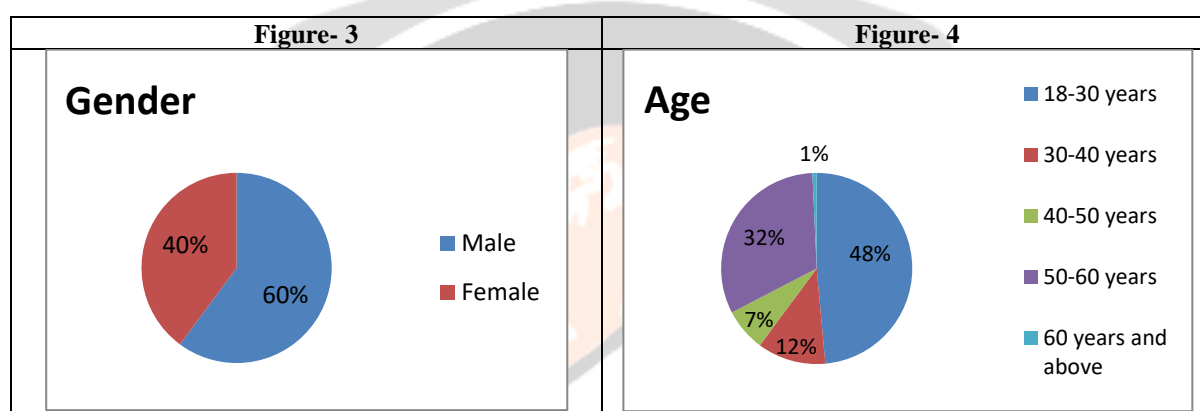
Demographic profile

A sample of 138 respondents from the state of Odisha has been taken for the purpose of the present study. This is found in the primary data which are collected by random sampling.

Age and Gender Profile

The **table- 1 and 2** and the corresponding **figure- 3 & 4** reflect that the total sample comprises of 60% male and 40% female with 48% belonging to the range of 18-30 years, followed by 32% from 50-60 years.

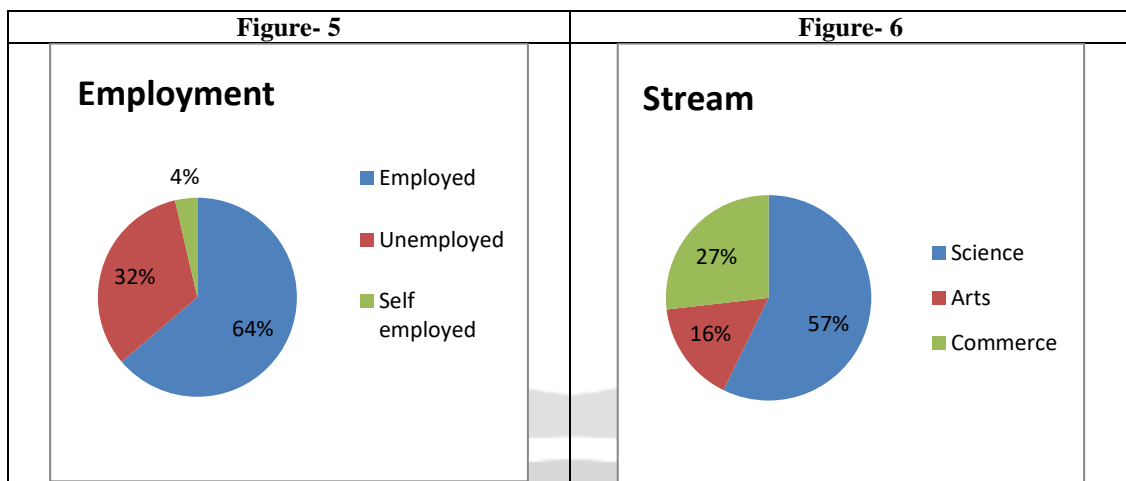
Table 1- Age Profile		Table 2- Gender Profile	
Age	Frequency	Gender	Frequency
18-30 years	67	Male	83
30-40 years	16		
40-50 years	10		
50-60 years	44	Female	55
60 years and above	1		



Employment and Stream Profile

The table- 3 & 4 and the corresponding figure- 5 & 6 shows that while 64% of our sample respondents are employed, 32% are unemployed and only 4% are self employed. Most of the respondents from the unemployed category are students and research scholars. Among them 57% belong to the science stream, followed by 27% from commerce and 16% from arts.

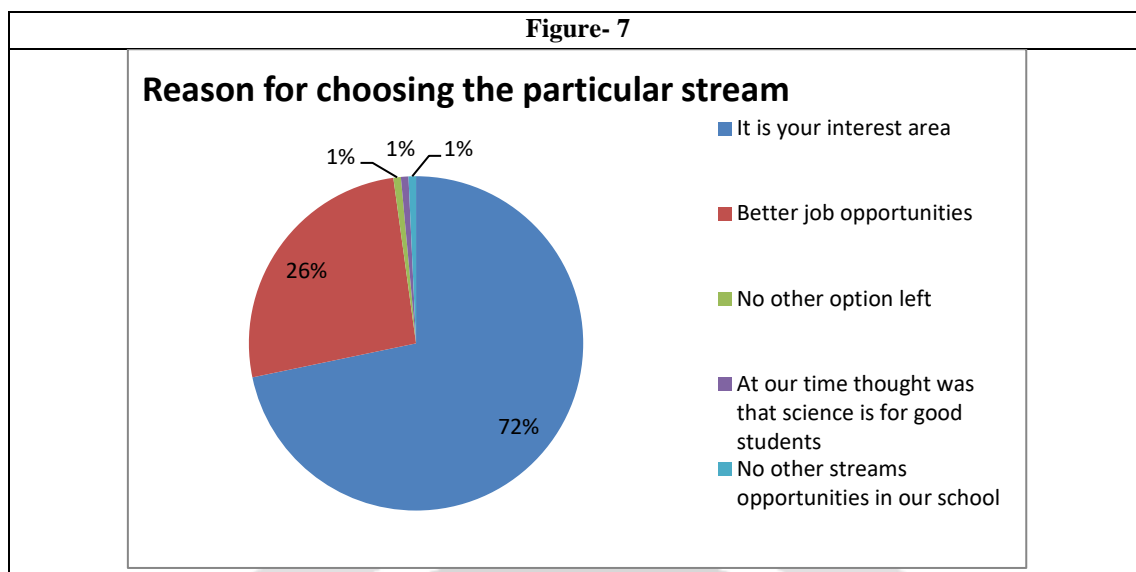
Table 3- Employment Profile		Table 4- Stream Profile	
Employment	Frequency	Stream	Frequency
Employed	88	Science	79
Unemployed	45	Arts	22
Self employed	5	Commerce	37



Reason for choosing the particular stream

From **Table- 5 and Figure-7**, it is clear that 72% of our respondents gravitated towards a particular stream because of their interest whereas 26% chose a particular for better job opportunities. Some have also cited reasons like a particular stream being unavailable at their school or because science being good for students for choosing a particular stream.

Reason for choosing the particular stream	Frequency
It is your interest area	99
Better job opportunities	36
No other option left	1
At our time thought was that science is for good students	1
No other streams opportunities in our school	1



Perception study and analysis

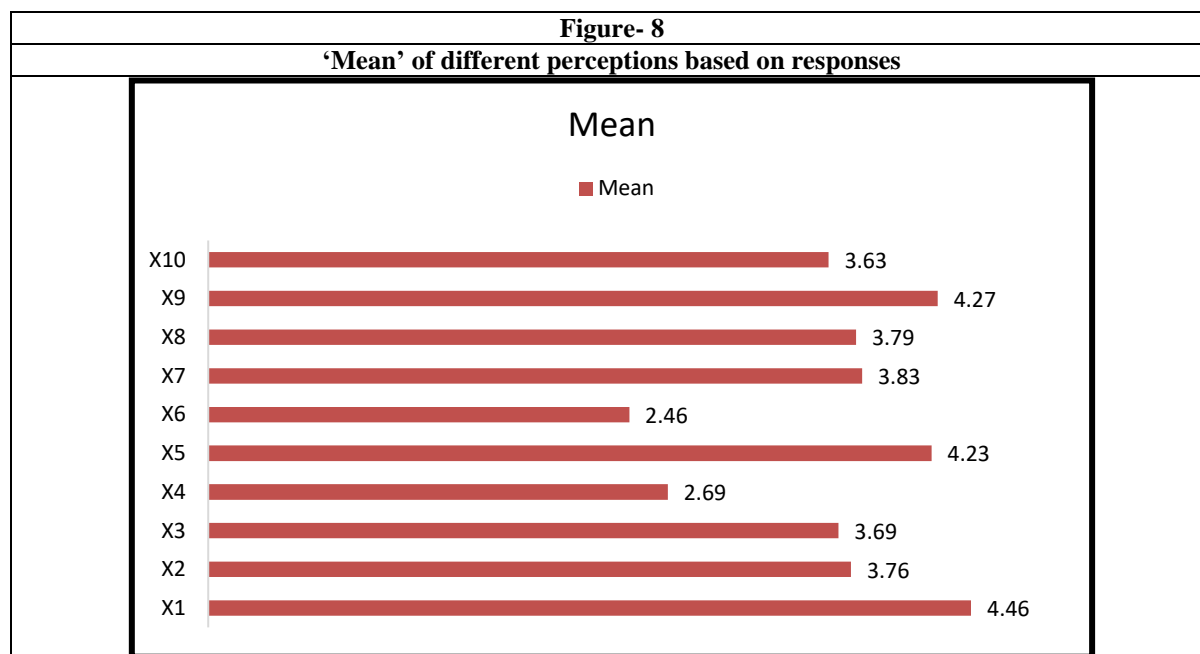
To understand the psychometric perception of people, their perception is analysed with the help of statements given on a 5 point Likert scale ranging from 1= strongly disagree to 5= strongly Agree. A descriptive analytical approach is taken to get an idea of the underlying dimensions to the perception of people towards commerce education in Odisha.

The statistical technique of descriptive analysis is employed to summarize and characterize the essential attributes of a given dataset. It requires the organization, summarization, and presentation of data in a meaningful manner in order to gain insights and comprehend the data's underlying patterns and trends. Its sole objective is to furnish a succinct and unambiguous synopsis of the data. Frequently, descriptive analysis precedes more complex analyses and is essential for comprehending the fundamental characteristics of the data. It facilitates the identification of patterns, detection of outliers, and informed decision-making by analysts and researchers using the available data. Descriptive analysis frequently employs measures of dispersion (including range, variance, and standard deviation), frequency distributions, summary statistics, and measures of central tendency (including mean, median, mode).

For the purpose of the study, the focus is put on mean, standard deviation and variance.

Table No.- 6	
Perceptions and Variables Assigned	
Variables	Perceptions
X1	Commerce stream of education deals with the study of trade, economy and business activities.
X2	The stream helps provide a wide variety of career options in different disciplines in the state.
X3	One needs to have a good aptitude for numbers to be in the commerce stream.
X4	Having creativity skills such as drawing, writing etc. can assure a good career in commerce in Odisha.
X5	Career in commerce provides scope for CA, CS, Investment Banker, etc. in Odisha.
X6	Commerce education is quite expensive as compared to other streams.
X7	There is a scarcity of good commerce institutes in the state.
X8	Traditional style of teacher-student classroom teaching is one of the major challenges faced by commerce education in Odisha.
X9	Lack of link between industries and commerce institutes hinders the students from getting practical knowledge and jobs after completion of study in the state.

X10	There are a lot of online education platforms also providing courses on commerce subjects.
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From **figure 8** above,

- X1: Commerce stream of education deals with the study of trade, economy and business activities. [Mean: 4.06]
The high mean value indicates that the respondents tend to agree or strongly agree with this statement, showing a consensus that the commerce stream is indeed about trade, economy, and business.
- X2: The stream helps provide a wide variety of career options in different disciplines in the state. [Mean: 3.76]
This is a reasonably high mean, suggesting that most respondents generally agree that the commerce stream offers a diverse range of career choices within the state.
- X3: Having one's skills stand out for running to be in the commerce stream. [Mean: 2.69]
The lower mean for this statement might indicate that respondents are neutral or disagree with the necessity of having one's skills stand out specifically to enter the commerce stream.
- X4: One needs to have a good aptitude for numbers to enter a good career in commerce in Odisha. [Mean: 3.06]
The mean is relatively low, pointing to a slight agreement or neutrality with the statement. Respondents may believe that while an aptitude for numbers is beneficial, it may not be the sole factor determining a successful career in commerce in Odisha.
- X5: Career in commerce provides scope for CA, CS, Investment Banker, etc. in Odisha. [Mean: 4.23]
This high mean suggests a strong agreement among respondents that pursuing a career in commerce can lead to such professional roles in Odisha.

- X6: Commerce education is quite expensive as compared to other streams. [Mean: 3.13]
This mean signifies that respondents moderately agree with the statement, but there may also be some level of dissent or neutrality.

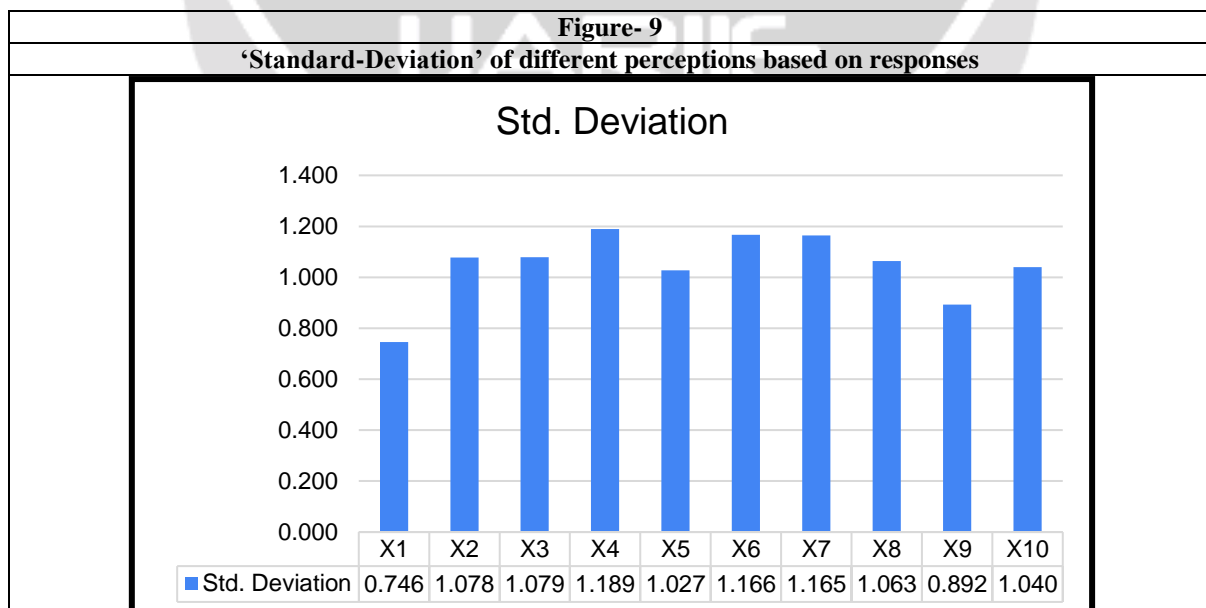
- X7: There is a scarcity of good commerce institutes in the state. [Mean: 3.33]
A mean above the neutral value of 3 indicates that respondents slightly agree that there is a scarcity, but it's not an overwhelmingly strong agreement.

- X8: Traditional style of teacher-student classroom teaching is one of the major challenges faced by commerce education. [Mean: 3.79]
 A mean that's closer to 4 suggests there is a general agreement with this statement, indicating that traditional teaching methods may be seen as a hindrance in the field of commerce education.

- X9: Lack of linkage between industries and commerce institutes hinders the students from getting practical exposure. [Mean: 4.27]
This is one of the highest means in the table, implying a strong agreement among respondents that a lack of industry ties is a significant issue for students seeking practical experience.

- X10: There are a lot of online education platforms also providing courses on commerce subjects. [Mean: 3.60]
 A moderately high mean value here indicates that most respondents agree that there is an abundance of online education platforms offering courses in commerce.

In summary, the means reveal that respondents generally agree with positive statements about the variety and prospects of commerce education, especially regarding the career options it leads to, like CA, CS, and Investment Banker roles in Odisha. They also agree that there are challenges, such as outdated teaching methods and the lack of practical exposure due to weak links between industries and educational institutions. However, the relative neutrality or disagreement on the necessity of having standout skills or the absolute need for an aptitude for numbers in commerce suggests a more nuanced view on the requirements for success in the field.

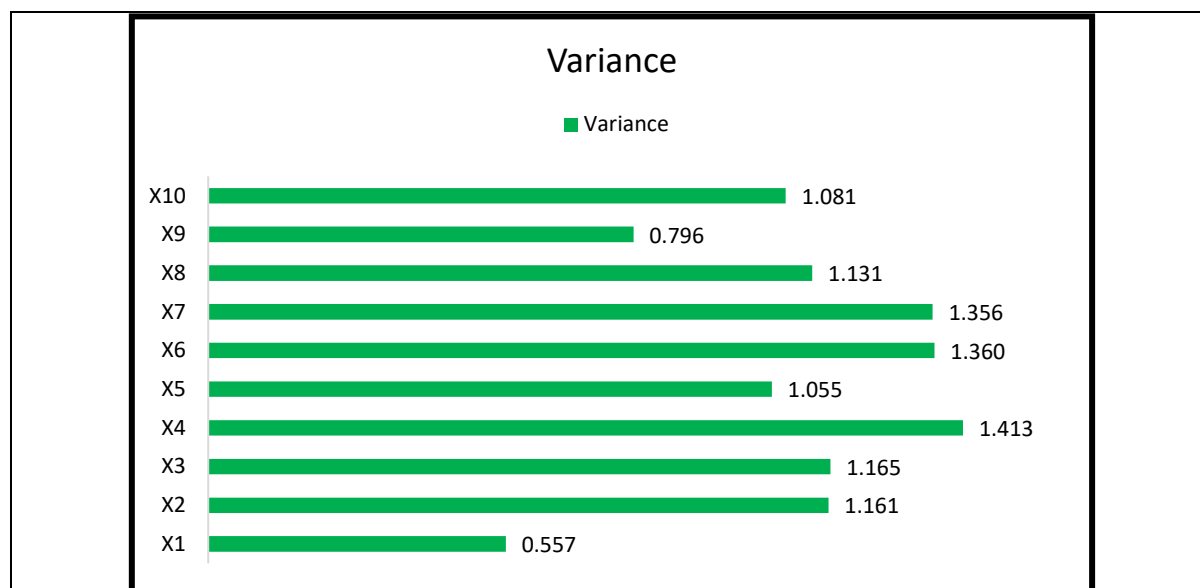


From **figure 9** above,

- X1: Commerce stream of education deals with the study of trade, economy, and business activities. [SD: 0.746]
This indicates a relatively low variability in responses, suggesting that opinions about this statement are somewhat consistent among the respondents.
- X2: The stream helps provide a wide variety of career options in different disciplines in the state. [SD: 1.078]
This shows a higher variability compared to the first statement, indicating more diverse opinions about the career options provided by the commerce stream.
- X3: One needs to have a good aptitude for numbers to be in the commerce stream. [SD: 1.079]
Similar to the previous statement, this also shows a high variability in responses, reflecting diverse opinions on the necessity of numerical aptitude for commerce.
- X4: Having creativity skills such as drawing, writing etc. can assure a good career in commerce. [SD: 1.189]
This has the highest standard deviation among all statements, indicating the most variability in opinions. It suggests that there is significant disagreement among respondents about the role of creativity skills in a commerce career.
- X5: Career in commerce provides scope for CA, CS, Investment Banker, etc. in Odisha. [SD: 1.027]
This shows a moderate level of variability in responses, indicating some diversity in opinions about the career scope in commerce.
- X6: Commerce education is quite expensive as compared to other streams. [SD: 1.166]
This also indicates a high level of variability, suggesting diverse opinions on the cost of commerce education.
- X7: There is a scarcity of good commerce institutes in the state. [SD: 1.165]
Similar to the previous statement, this shows a high variability in responses, indicating diverse opinions about the availability of quality commerce institutes.
- X8: Traditional style of teacher-student classroom teaching is one of the major challenges faced by. [SD: 1.063]
This indicates a moderate level of variability, suggesting some diversity in opinions about the effectiveness of traditional teaching methods in commerce education.
- X9: Lack of link between industries and commerce institutes hinders the students from getting [SD: 0.892]
This shows a lower level of variability compared to most other statements, indicating more agreement among respondents about the impact of the lack of industry links.
- X10: There are a lot of online education platforms also providing courses on commerce subjects. [SD: 1.040]
This indicates a moderate level of variability in responses, suggesting some diversity in opinions about the availability and effectiveness of online commerce education platforms.

In summary, the standard deviations indicate varying levels of agreement or disagreement among respondents regarding different aspects of commerce education. Statements related to the necessity of creativity skills and the cost of commerce education show the highest variability in opinions, while opinions about the study of trade and the impact of the lack of industry links are more consistent.

Figure- 9
'Standard-Deviation' of different perceptions based on responses



From **figure 9** above,

- Variance in a set of data points measures how far each number in the set is from the mean and thus from every other number in the set. A high variance indicates that the numbers are more spread out from the mean; a low variance means they are closer to the mean. In this context, variance could possibly reflect the degree of agreement or disagreement among survey respondents regarding each statement if this data is from a survey. A higher variance would suggest a wider range of responses (less consensus), while a lower variance would indicate more agreement (more consensus) on the statement. The highest variance is observed in statement 4: "One needs to have good skills such as drawing, writing to begin the commerce stream." This implies that there was less agreement among the respondents on this statement. Conversely, the lowest variance is for statement 1: "Commerce stream of education deals with the study of trade, economy and business activities," which may indicate a high level of consensus on this understanding of the commerce stream.

CONCLUDING REMARKS AND SUGGESTIONS

Based on the study above, it is safe to draw the following conclusions:

- "Commerce stream of education deals with the study of trade, economy and business activities" and "Career in commerce provides scope for CA, CS, Investment Banker, etc. in Odisha." have the highest mean scores (4.76 and 4.23, respectively), indicating a strong agreement among participants about the relevance of commerce education to business activities and the career opportunities it provides in fields like CA, CS, and investment banking in Odisha.
- The mean scores for the statements "One needs to have good aptitude for numbers to be in the commerce stream." and "There is a scarcity of good commerce institutes as compared to other streams." are relatively high as well (3.96 and 3.83, respectively), suggesting that a good numerical aptitude is recognized as important for commerce education, and there's a perception of scarcity of quality commerce institutes.
- The statement "Having creativity skills such as drawing, writing, etc. can be a good career in commerce" has the lowest mean (2.69), implying that creativity is not commonly associated with a career in commerce by the participants.
- The standard deviations are moderate, ranging from 0.795 to 1.078, indicating there's some variability in agreement but not extremely high variance in responses.
- The variance in responses generally mirrors the standard deviation, with the "Commerce stream of education..." statement showing the lowest variance (0.557), denoting more consensus among the participants on this matter.

In short, it is safe to agree with the opinion of **Shah, D. (2024)** that; in conjunction with other professional programs such as Certified Management Accountant, Chartered Accountant, Business Accounting and Taxation, International Journal of Academic Research and Development, etc., the curriculum for the study of commerce should be developed. In addition, it requires revisions to account for technological developments. Additionally, it ought to transcend mere theory and be practical. A diversity of subjects should be included in the curriculum, such as project work, writing project reports, discussions, and demonstrations. The business pedagogical framework is undergoing a redesign with an emphasis on functionality and efficiency. The utilization of contemporary, learner-

centric pedagogical approaches is preferable to that which is antiquated and conventional. Efforts must be made to establish adequately outfitted business laboratories in every college and university so as to cultivate and expand the practical knowledge of students.

Overall, the participants seem to hold commerce education in high esteem, particularly valuing its relevance to business sectors and the career prospects it offers. However, there are perceived gaps in creativity linkage and availability of quality institutions. This could suggest areas for further study or development within commerce education, such as enhancing the creative aspects of the curriculum or focusing on the expansion and improvement of commerce institutes.

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