

Role of Industrial Talks in Enhancing Learning Quality of Commerce and Business Students in view of Covid-19 Scenario

Dr. Sima Kumari
Professor DSPSR, Rohini

Dr. Renu Gupta
Associate Professor, Commerce Department, SGGSCC, University of Delhi, Delhi

Dr. Kawal Gill
Associate Professor, SGGSCC, University of Delhi, Delhi.

Abstract

Quality education is an essential right of all the students in higher education particularly when a radical change is going to occur in a student's life as he is focusing to become proficient enough to earn a respectable livelihood for himself and his household. Conventional teaching pedagogy has its own significance in conveying basic knowledge but practical exposure and real-life industry experience play an important role in getting the students ready to discern the challenges and demands of real work environment. This fact has already been recognized in case of science and engineering students that industrial visits and talks are very significant for them to grasp the job demands. And, role and importance of industrial visits is also established in case of students of commerce and business in our earlier paper (Gupta and Singh, 2021).

In the present paper, attempt has been made to further delve into the issue ascertaining the significance of industrial talks/lectures for commerce and business students in the absence of industrial visits in current covid-19 scenario. For the fulfillment of this purpose, a survey has been carried out to understand the value of industrial talks as against theoretical knowledge provided in the classrooms. Hence, opinions of students doing BBA and B Com (H) from Delhi School of Professional Studies and Research, IP University have been studied in respect of industrial talks or lectures.

Results highlight that students accept the role and importance of industrial talks in enabling better knowledge and learning as against theoretical knowledge provided in the classrooms as regards to practical exposure and real-life industry experience especially in the absence of industrial visits in current covid-19 situation. Furthermore, they also accept the fact that learning attained via industrial talks is long-lasting and has far-reaching impact. Thus, the present study has been positive in establishing the role and importance of industrial talks in case of commerce and business students as well especially in prevailing pandemic situations across the world.

Key Words: Quality Learning, Industrial Talks, Higher Education, Commerce and Business Students, Covid-19 Scenario.

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I. INTRODUCTION

In this era of competition, procuring a decent job with attractive salary and minimum essential prerequisites has become very difficult only on account of some qualified diplomas /degrees without having practical exposure and understanding of nitty-gritties of job. Hence, it has become important for institutions to provide quality learning to students encompassing of both practical exposure and theoretical knowledge. In addition, quality education is basic right of each and every student particularly in higher education when a radical change is going to occur in a student's life as he is getting himself ready to become self-dependent to earn a respectable living for himself and his household. Conventional teaching pedagogy has its own significant place in rendering basic knowledge but practical exposure and real-life industry experience play an important role in preparing the students to fathom the challenges and demands of real work environment.

¹ Corresponding Author

This fact has already been recognized in case of science and engineering students that industrial visits and talks are very important for them to grasp the nitty-gritties of job. Furthermore, role and importance of industrial visits has also been ascertained in case of commerce and business students (Gupta and Singh, 2021). Unfortunately, prevailing pandemic situations across the globe has put everything on halt and hence, industrial visits have become questionable in view of current covid-19 scenario. Hence, in the present paper, an attempt has been made to ascertain the significance of industrial talks/lectures for commerce and business students with the help of a survey carried out to understand the value of industrial talks as opposed to theoretical knowledge provided in the classrooms. For fulfilling this objective, opinions of students doing BBA and B Com (H) from Delhi School of Professional Studies and Research, Guru Gobind Singh Indraprastha University have been studied to ascertain the significance of industrial talks.

The study has been positive in accepting the role and importance of industrial talks as well in enabling better knowledge and learning as regards to practical exposure and real-life industry experience in comparison of theoretical knowledge provided in the classrooms. In addition, it is also revealed that learning attained via industrial talks is long-lasting and has far-reaching impact. Hence, the role and importance of industrial talks other than industrial visits in case of commerce and business students has also been recognized with the help of the present study.

The remaining paper is segregated into eight Sections after this introductory Section. Literature review is revealed in Section II. Section III and Section IV present Objectives of the study and hypothesis respectively. Section V provides research methodology encompassing profile of respondents and research design. Section VI shows empirical analysis of the responses. Finally, Section VII, Section VIII and Section IX highlight conclusion, recommendations and scope for further research respectively.

II. LITERATURE REVIEW

Some studies have been identified highlighting importance of industrial visits and talks in case of undergraduate students produced as below:

Manukonda, S. R., Priyadarshini, C., Ponnampalani, A. and Sode, R. (2019) attempted to identify the factors that motivate students of pharmacy, engineering and management to attend guest lectures so as to provide industrial expertise to students. Paper concludes that lectures enhancing skills, knowledge and attitude are found to be worth attending by students.

Hitchings, M.G. (2016) investigated college efforts to connect design students with industry, and revealed the difficulties encountered by undergraduate students of public colleges of New York City before and after graduation in the course of building careers. To serve this objective, representatives of 5 institutions were contacted and six questions were asked to them interrogating what their colleges do to associate their students with industry. It is highlighted that 5 design institutions' faculties in New York City encounter difficulties in facilitating ties to industry that enhances the students' learning process, besides accomplishing their teaching obligations. Although, importance of industry exposure for design students is well accepted and recognised by the author.

Gentili L. (2015) conducted a study to evaluate the effect of an undergraduate unit taught almost entirely by industry professionals on student's learning. Results highlighted that students accepted and praised the advantages of learning provided by practicing industry professionals; although, they overpoweringly reinforced to reintroduce the recorded lectures, tutorials and a unit reader. Moreover, Johana, K. (2015) proved that students perceive the lecturers with industrial experience to be beneficial as they bring the experience of working in the industry into the classroom.

Tanius Erni B. (2015) conducted a research assessing the views of 187 industry supervisors on the performance of 187 business students during industry training. The author reported that industry supervisors are satisfied with students in terms of their soft skills, i.e., honesty, punctuality, employee relationship and team work but found students to be incompetent in terms of their job related skills, i.e., identifying and formulating job problems, efficiency in completing tasks assigned and knowledge of recent development in area of job. One of the suggestions made by the study is to arrange industrial expertise for undergraduate students by inviting industrial advisers for sharpening their critical analytical skills, decision making skills, problem solving skills, negotiating skills, oral communication skills, and planning skills which are most hunted by employers.

Bellafante (2014, 2011) accentuated that heavy costs are involved in facilitating students with a competitive, viable and appropriate design education. In a number of articles published in the New York Times, Ginia Bellafante (2014) has been emphasising this fact that private research colleges spend 3 times more than public community colleges per student. However, 45 percent of the undergraduates of the nation join public institutions. And public institutions have realised a steady cut in revenues spent per student in the last 5 years and still witnessing continuous growth in enrolment.

Markum, M., Abdulla, R.S., and Mohamad, A.B. (2011) cited the opportunities for improvement, weaknesses, strengths and pilot findings on the indirect assessment of industrial talks and visits being arranged

by the Department of Chemical and Process Engineering (JKKP). This study recommends that an appropriate assessment method and a good coordination, selection of industrial sites for visits along with good topics and speakers for talks are imperative for improving practical learning of students.

Embi (2010); Heywood (1997); Palmer et al. (2008) evaluated several techniques developed by FKAB in the learning and teaching process to attain the aimed program outcomes (POs). One of the techniques is the execution of industrial talks and visits. The objective of this program is to provide exposure on the engineering technology and practices employed by the industry and another mechanism to the undergraduate students.

Shamel, M., Chung, E., Pillai, T.N., Mahdi, A.S., (2006) showcased an effort to make the industrial visits an important element of the course. For this purpose, learning outcomes and a suitable industrial site was identified, that was a thermal plant visited by electrical, chemical, mechanical engineering and electronic students of first year. They also mentioned that real life industries are essential in chemical engineering curriculum as one facet of active learning. Learning of students should go outside academic institutions that helps developing their critical mind, insights and obtain theoretical application along with practical knowledge. Moreover, it helps students in improving on the practical competence, intrapersonal/interpersonal relationship and cognitive complexity.

Smith et al. (2005) emphasised that diversities in active learning can offer unexpected roles for the future engineers, competent of solving difficult engineering problems of the 21st century. Authors specified 5 yardsticks to boost student engagement in learning as; active and collaborative learning, level of academic challenges, enriching educational experiences, student-faculty interaction and a supportive campus environment. Brown et al. (2005) reported that exposure of undergraduate student to industry was first recommended by external assessors for Biochemical Engineering and Chemical programs both. The department has frequently planned and executed industrial visits and talks by invited speakers from industry since 2006. It has been felt that these activities can contribute to a number of crucial learning outcomes, as have been mentioned implicitly in the Program Outcomes (PO) for 2 JKKP programs. At present, the Faculty of Engineering and Built Environment necessitates each batch of students have at least 2 talks and 1 visit per academic year. It is to ensure that students gain benefits from the activities as early as in the first year of study. Fitzpatrick, K (1995) highlighted that several universities routinely conduct industrial visit as a part of their curriculum. The validity of visit as an instrument to measure program effectiveness depends on several factors.

Our last study has highlighted the role and significance of industrial visits in case of commerce and business students as well (Gupta and Singh, 2021). This paper further attempts to examine the effectiveness of industrial talks delivered by industry experts over theoretical knowledge provided in the classrooms. Moreover, the present study also attempts to highlight the role of industrial talks in view of present covid-19 scenario especially when industrial visits have become questionable.

III. OBJECTIVES OF THE STUDY

The main objective of the study is to examine the role and importance of industrial talks in ensuring quality learning for commerce and business students. Specific objectives have been mentioned as under:

1. To ascertain that industrial talks enhance clarity to management concepts;
2. To examine that industrial talks help identifying prospective area of work life;
3. To prove that industrial talks provide platform to enhance employability skills;
4. To check that industrial talks develop understanding of the real-life work experience;
5. To determine that learning via industrial talks is long-lasting; and
6. To highlight that industrial talk facilitates better learning compared to a lecture.

IV. HYPOTHESES

On the basis of aforesaid objectives; following hypotheses have been drawn:

- H01: Industrial talks do not enhance clarity to management concepts;
H02: Industrial talks do not help identifying prospective area of work life;
H03: Industrial talks do not provide platform to enhance employability skills;
H04: Industrial talks do not develop understanding of real-life work experience;
H05: Learning via industrial talks is not long lasting; and
H06: Industrial talks do not facilitate better learning as compared to lectures.

V. RESEARCH METHODOLOGY

This study aims at determining the role and importance of industrial talks in case of commerce and business students carried out with the help of structured questionnaire entailing open and close ended questions. Questionnaire was sent to one hundred and fifty students of B Com (Hons.) and BBA of Delhi School of Professional Studies and Research, Indraprastha University of India. Out of one hundred and fifty

questionnaires, one hundred -four questionnaires are duly filled and submitted. Thus, analysis has been made on the basis of responses of one hundred -four participant students that constitute 69.33percent response.

V.1 Profile of Respondents

The study considers responses of students pursuing both B. Com (Hons.) and BBA courses who have attended at least one of the industrial talks organised by DSPSR in either session 2018-19or session 2019-20²..Out of total 104 students, 58 are males and 46 are females, that is approximately, 55.77 percent and 44.33 per cent respectively. On the other hand, out of 104 students participated in the study, 42 belong to BBA and 62 belong to B. Com (hons.) indicating nearly, 40.38 per cent are doing BBA and 59.62 percent are doing B. Com (Hons.). They resemble same age groups and studying in the same institution.

V.2 Research Design

The present study is purely based on primary information collected with the help of structure questionnaire. Thereby, no secondary data has been used. In addition, data has been collected through random as well as convenience sampling. Primary data has been collected through internet via google form. Responses have been analysed on the basis of simple aggregative and percentages with the help of Microsoft excel worksheet. Hence, no statistical tool has been applied. Still, we believe that it fairly meets the objectives of the study.

VI. EMPIRICAL ANALYSIS

VI.1 Empirical Analysis of Close-Ended Questions

Students have been asked fourteen questions out of which thirteen questions are close ended that is, respondents are required to give their response on 5-point scale. Empirical results as regards to close-ended questions in absolute figures and percentage terms have been shown in Table 1.1 and Table1.2 respectively produced as under:

Table 1.1: Responses on Learning via Industrial Talks (In Figures)

Responses on Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1 Clarity	8	2	30	42	22	104
2 Practical Learning	8	2	30	36	28	104
3 Asking Questions	8	2	28	46	20	104
4 Prospective Area	8	4	32	30	30	104
5 Employability Skills	12	8	20	42	22	104
6 Best Practises	10	6	26	36	26	104
7 Adding Knowledge	12	10	24	36	22	104
8 Industrial Practises and Regulations	10	6	28	30	30	104
9 Broaden Outlook	10	4	28	38	24	104
10Active-Intracive Learning Experience	10	4	32	36	22	104
11Hands-On-Experience	8	6	28	32	30	104
12 Still Remember	10	8	26	40	20	104
13 Always Remember	6	8	36	32	22	104

Table 1.2: Responses on Learning via Industrial Talks (in percent)

² The lists of industrial talks organized by industrial talks management team of DSPSR in sessions 2019-20 and 2018-19 have been given in the end in Appendix-I and Appendix II respectively.

Responses on Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1 Clarity	7.69	1.92	28.85	40.38	21.15	100
2 Practical Learning	7.69	1.92	28.85	34.62	26.92	100
3 Asking Questions	7.69	1.92	26.92	44.23	19.23	100
4 Prospective Area	7.69	3.85	30.77	28.85	28.85	100
5 Employability Skills	11.54	7.69	19.23	40.38 S	21.15	100
6 Best Practises	9.62	5.77	25.00	34.62	25.00	100
7 Adding Knowledge	11.54	9.62	23.08	34.62	21.15	100
9 Industry Practises and Regulations	9.62	5.77	26.92	28.85	28.85	100
10 Broaden Outlook	9.62	3.85	26.92	36.54	23.08	100
10 Active-Intructive Learning Experience	9.62	3.85	30.77	34.62	21.15	100
11 Hands-On-Experience	7.69	5.77	26.92	30.77	28.85	100
12 Still Remember	9.62	7.69	25.00	38.46	19.23	100
13 Always Remember	5.77	7.69	34.62	30.77	21.15	100

Empirical Results shown by Table 1.1 and Table 1.2 have been interpreted as follows:

- Clarity:* When respondents were asked if industrial talks bring clarity to managerial concepts, then more than three-fifths (61.54 percent) of the students were either agree or strongly agree to it. However, nearly, one-tenth (9.62 percent) of the student participants had not confirmed the statement and rest of them were neutral to it. Thus, majority of students believe that industrial talks bring clarity to managerial concepts.
- Practical Learning:* Approximately, more than three-fifths (61.54 percent) of the student participants stated that industrial talks help in bridging the gap between classroom study and practical learning including more than one-fourth students who strongly approved it. Although, not more than one-tenth (9.62 percent) of the participants did not give their consent to it and rest of the students were neither agree and nor disagree to the statement. Thus, majority of the respondents acknowledge role of industrial talks in providing practical Knowledge or learning.
- Asking Questions:* More than three-fifths (63.46 percent) of the students accept that industrial talks provide opportunity to ask questions related to their subject while not more than one-tenth (9.62 percent) of the students are against it.
- Prospective Area:* Nearly three-fifths (57.69 percent) of the respondents are of the view that industrial talks help in identifying prospective area of work life such as, finance, marketing, logistics etc. Almost one-third (30.77 percent) of the students remain indifferent to It. However, nearly one-eighth (11.54 percent) either disagreed or strongly disagreed to it.
- Employability Skills:* When students were asked to express their views on whether industrial talks provide platform to enhance employability skills; more than three-fifths (61.54 percent) of the students acknowledged it. Whereas, about one-fifth (19.23 percent) of the participants shown indifference and equal number of participants (19.23 percent) did not acknowledge the statement. Still, majority of them claim that employability skills are improved via industrial talks.
- Best Practices:* Though, exactly one-fourth (25.00 percent) of the students remained neutral but approximately, three-fifths (59.62 percent) of the students asserted that they get to discern best practices adopted by different companies for similar work with the help of industrial talks. On the other hand, about one-sixth (15.38 percent) of the participants either disagreed or strongly disagreed to it.
- Adding Knowledge:* Nearly, three-fifths (55.77 percent) of the student participants submitted that industrial talks add to their knowledge as regards to the companies discussed. Also, more than one-fifth (21.15

percent) of the respondents rejected or strongly rejected it. And nearly one-fourth (23.08 percent) were undecided.

8. *Aware of Industrial Regulations and Practises:* When students were asked to respond whether industrial talks make students more aware of industry regulations and practises; approximately, three-fifths (57.69 percent) of them gave positive response. On the other hand, nearly one-sixth (15.38 percent) of the respondents rejected the statement and more than one-fourth (26.92 percent) remained neutral.

9. *Broaden Outlook:* Nearly, three-fifths (59.62 percent) of the student participants acknowledge that industrial talks help them in broadening their outlook due to interaction with industry professional while more than one-eighth (13.46 percent) of them dismissed the statement and more than one-fourth (26.92 percent) remained neutral.

10. *Active-Interactive Learning Experience:* Around three-fifths (55.77 percent) of the participants are of the view that industrial talks provide active-interactive learning experience in the classroom itself. Almost one-third (30.77 percent) of the students remain indifferent. However, more than one-eighth (13.46 percent) of the students rejected the statement.

11. *Hands-On-Experience:* When the respondents were asked whether they gain hands-on-experience how industry operations are executed while pursuing professional education., marketing, finance, operational research and supply chains etc. via industrial lectures; almost three-fifths (59.62 percent) of the participants acknowledged and more than one-eighth (13.46 percent) of them declined the statement. And more than one-fourth (26.92 percent) remained neutral.

12. *Still Remember:* Nearly, three-fifths of the participants (57.69 percent) claim that they are still able to remember what they learnt via industrial talks but more than, one-sixth (17.31 percent) of the students not supported it and exactly one-fourth (25.00 percent) of the respondents remained neutral.

13. *Always Remember:* When students were asked if the learning via industrial talks always remain on their mind; more than one-third (34.62 percent) of the student participants were not able to answer while around one-sixth (13.46 percent) of them did not approve this. However, more than, one-half (51.92 percent) of the students were of the view that learning obtained through industrial talks will always remain on their mind.

The aforementioned points clarify that majority of students (nearly three-fifths or even more than three-fifths) acknowledge that industrial lectures or talks not only bring clarity to managerial concepts but also help bridging the gap between classroom study and practical learning. Thus, the hypothesis that industrial talks do not bring clarity to managerial concepts is rejected. Almost, the similar number of students also admit that industrial talks give opportunity to ask questions related to subject and provide a platform to enhance employability skills as well. Therefore, the hypothesis that industrial talks do not provide platform to enhance employability skills is also refuted. Majority of students also claim that industrial talks help to identify prospective area of work life like marketing, finance and logistics and broaden their outlook. Thereby, the hypothesis contrary to this statement is also not vindicated.

Similarly, most of the students also confirm that they are able to understand the best practises opted by different companies for doing similar work via industrial talks and their knowledge as regards to industry regulations and practises is enhanced significantly as industrial talks facilitate active-interactive learning experience in the class itself along with hands-on-experience. Hence, the hypothesis that industrial talks do not develop understanding of real-life work experience is also rejected. The above analysis also reveals that most of the student participants were able to still able to remember what they learnt through industrial talks rather the learning attained by them will always remain on their mind. It proves that learning obtained through industrial talks is long-lasting and thus, the hypothesis that learning via industrial talks is not long-lasting is not accepted.

VI.2 Empirical Analysis of Open-Ended Responses

Difference Between Theoretical Lecture and Industrial Talk: When students were asked how different it would be if they had only attended class lectures in place of interacting with corporate personals or industry professionals via industry talks then 55 out of 104 students response in favour of industrial talks and 22 out of 104 students not in favour of theoretical lecture but in favour of industrial visits and 14 students neither prefer industrial visits nor theoretical or industrial talk. Responses are shown with the help of Table 2 as under.

Table 2: Better Learning via Industrial Talk or Theoretical Lecture

Responses	Number of Respondents	Percent
1. Industrial Talk	68	65.39
2. Can't Say	14	13.46
3. Industrial Visit Only	22	21.15
Total	104	100.00

Thus, Table 2 shows that more than three-fifths (65.39 percent) students spoke in favour of industrial talks and more than one-fifth (21.15 percent) of the student participants spoke not in favour of either theoretical lecture or

industrial lecture but spoke in favour of industrial visits only whereas approximately, one-eighth (13.46 percent) of the students were confused and could not say anything.

Some of the arguments rendered by students in favour and against of industrial talks or lectures are given as follows:

1. Arguments in Favour of Industrial Talks and Against theoretical Lectures:

- i. Theoretical lecture does not give clarity as industrial talk gives.
- ii. It would be very boring to attend only theoretical lecture.
- iii. It would be less useful to have only theoretical lecture and bit difficult to understand.
- iv. Class lecture only enhance theoretical knowledge but not practical experience.
- v. Industrial talk is different Because it helps to build your own skills.
- vi. Industrial talk is good and helps skill development.
- vii. Industrial lectures are very efficient and effective for students to gain industry information and knowledge.
- viii. As corporate sector is totally different from our theory; Industrial talk will help in a better way.
- ix. It would have been difficult to understand the subject thoroughly as theoretical knowledge is not enough.
- x. Industrial lecture is a very easy way to learn than a theoretical lecture.
- xi. Theoretical lecture is very impractical as there is lot of difference in what we learn and what is actually followed in industry.
- xii. Industrial talk gives more clarity of concepts.
- xiii. Theoretical lecture gives no practical knowledge to students.
- xiv. If I would have attended only theoretical lecture, I might forget it but if I have attended industrial talk, I will never forget it.
- xv. Theoretical lectures would not be interesting and kind of tough to attend.
- xvi. Industrial talk will be more beneficiary for students.
- xvii. Practical based activities tend to increase more knowledge.
- xviii. Practical knowledge is better than theory as it makes concepts clear.
- xix. Now a days, practical knowledge and its application is the basic need.
- xx. I would not be able to know how an industry works.
- xxi. If we only attend theoretical lecture, we cannot deal or work properly in practical world. So, industrial lecture gives you some idea how to deal with it.
- xxii. It would have been hard to understand the application of management concepts and hard to explore outside -different management process.
- xxiii. We would have only come across to theoretical knowledge and not its practical implementation. Lectures can only help in concept building but practical provides us exposure to those concepts.
- xxiv. Without industrial talks, Students face so many problems in future.
- xxv. According to me, theoretical lecture is boring as compared to industrial lecture and the most suitable thing is industrial visit to know about that particular company.

2. Arguments in Favour of Industrial Visits Only

- i. Can't remember for longer period of time without visit.
- ii. Cannot remember concepts without visit for long time.
- iii. Lectures are very boring and Industrial visits are very interesting.

Thus, arguments in favour of industrial talks are many as against theoretical lectures. On the one hand, industrial talks are praised for their usefulness, better concept clarity, enabling skill development, providing practical real-life experience, clear information about the company, better understanding and exposure, interesting, help identifying management concepts, future oriented, long lasting memory and ensuring quality learning; on the other hand, theoretical lectures are not admired at all as compared to industrial talks. Industrial visits are preferred to industrial lectures even. Therefore, aforesaid discussion proves that industrial talks facilitate better learning as compared to theoretical lecture. This enables us to reject hypothesis that industrial talks do not facilitate better or quality learning along with other hypotheses already rejected in previous discussion.

VII. CONCLUSION

This paper was aimed at establishing role and importance of industrial talks in case of commerce and business students with the help of primary survey conducted on 104 students pursuing B Com (Hons.) and BBA from DSPSR affiliated by Guru Gobind Singh Indraprastha University. Results show that approximately three-fifths of the students participated in the survey believe that industrial lectures bring clarity to managerial concepts, bridge gap between classroom study and practical learning, provide opportunity to ask questions

related to subject, help to identify prospective area of work life like marketing, finance, logistics and so on, give a platform to enhance employability skills, get to discern best practises opted by different companies for similar work, add to knowledge as regards to companies, help to retain learning for long .

Moreover, value of industrial talks is acknowledged for their usefulness, better concept clarity, enabling skill development, providing practical real-life experience, clear information about the company, value addition, better understanding and exposure, interesting, help identifying management concepts, future oriented, long lasting memory and ensuring quality learning; while theoretical lectures are not acknowledged at all. On the contrary, industrial visits are even found to be desirable than industrial lectures. In addition, theoretical lectures are perceived to be more theoretical, boring, less useful and missing all the merits of industrial talks or industrial visits particularly practical knowledge and exposure.

To conclude, role of basic education via classroom study can never be denied but periodical industrial talks can facilitate better learning by ensuring practical exposure and knowledge of real-life industry experience. However, even industrial talks can never take place of industrial visits but can be chosen as an alternative to industrial visits in prevailing pandemic situation. Thus, basic classroom learning encompassing periodical industrial talks and industrial visits is the best course of action to impart quality education to students of commerce and business administration.

VIII. RECOMMENDATIONS

This Section presents some operational suggestions to increase significance of industrial talks as under:

- Provision of periodical industrial talks should be made compulsory in course curriculum of commerce and business students.
- Significant funds should also be assigned to the institutions by the affiliating universities in this respect.
- Industries should also be directed to permit industrial talks, virtual educational trips or visits for students.
- Students should also be stimulated to participate in industrial talks, virtual industrial trips or visits whole heartedly to attain maximum results.
- Students should be prompted to fill feedback forms after attending any industrial talk.
- Faculty members of the institutions should also be encouraged to come forward and provide their services enthusiastically to aid the moto of industrial talks.
- Last but not least, management or higher authorities should also be motivated to embed the culture of industrial talks and visits in their institutions.

IX. SCOPE FOR FURTHER RESEARCH

The present work makes an attempt to determine the important role of industrial talks for commerce and business students. Parallel effort could be made for students pursuing other stream of courses, i.e., arts, humanities, psychology, history, social sciences etc. Furthermore, research can also be undertaken with the help of sophisticated statistical tools on large number of students belonging to different institutions. Involvement of other stakeholders such as industrialists, teaching faculty, management of the institutions, government authorities and policymakers could also be ensured to further investigate into the issue and discover pros and cons on their part.

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Appendix-I
Industrial Talk Organised by Team DSPSR
(July 2019-June 2020)

Sl. No.	Date of Lecture	Theme of the Talk	Resource Person	No. of students participated
1	4-Jun-20	How to Stay Happy in Uncertainty (Online)	Prof. Ajay Kr. Singh, Vice Chancellor, Sri Sri University, Cuttack, Odisha	100
2	25-Apr-20	Problem Solving Through Case Study (Online)	Mr. Amit Poddar, Senior Regional Head, Times Education	70
3	25-Apr-20	Structured Problem Solving (Online)	Mr. Aditya Pratap Singh, Management Consultant, Tata Strategic Management Group	70
4	24-Apr-20	Shifting from Isolation to Integration (Online)	Mr. Subhash Jagota, CEO, Jabro Advertising & Marketing Pvt. Ltd.	70
5	22-Apr-20	Combating Lockdown - Rejuvenation and Redefining Yourself (Online)	Dr. Kalyanashish Das, Life Coach Trainer	70
6	21-Apr-20	Sustainable Leadership (Online)	Shri Beni Kinha, Founder, Nectar Factor	70
7	30-Mar-20	11th Prof. P. N. Singh Memorial Lecture (Online)	Prof. B. P. Singh, Chairman, DSPSR	30
8	20-Feb-20	Guest Lecture on "Commodity Derivatives"	Mr. Vinit Singh Kaler, Sr. Manager - Training, MCX India	30
9	10-Feb-20	Importance of Psychometric Test	Ms. Manveen Kaur, Psychologist	50
10	5-Feb-20	How to Build a Strong CV	Mr. Ravi Manoram, Trainer, TIME Education Pvt. Ltd.	120
11	29-Jan-20	Session on Personal Interview	Mr. Nihar, Trainer, TIME Education Pvt. Ltd.	100
12	23-Jan-20	Global Opportunities in Higher Education	Global Opportunities in Higher Education	120
13	16-Jan-20	Mind Management and Career Counselling	Ms. Mani Goswami, Assistant Professor, Sri Sri University, Odisha	120

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14	16-Jan-20	Understand your Persona for Corporate Success	Dr. Gopal Krishna Dwivedi, Head - Business Communication IMS Ghaziabad	120
15	19-Nov-19	Digital Marketing: Emerging Dimensions	Dr. Ishani Patharia, Assistant Professor, Department of Commerce, B P S Women University, Sonipat	100
16	8-Nov-19	Mock GD & PI	Dr. Nidhi Tak, Faculty, IBS Gurgaon	100
17	22-Oct-19	Mock Aptitude Test	Mr. Rajiv Pandey, Manager, IBS, Gurgaon	230
18	11-Oct-19	Guest Lecture on "Commodity Derivatives"	Mr. Vinit Singh Kaler, Sr. Manager - Training, MCX India	100
19	25-Sep-19	Workshop on "Skill Analysis and finding the right fit"	Mr. Vaibhav Mediratta, Trainer & Consultant, PIBM	50
20	20-Sep-19	Lecture on "International Day of Peace"	Mr. Anand Prakash, Coordinator, Youth Peace Foundation	80
21	19-Sep-19	Session on "Group Discussion"	Prof. Parvaiz Talib, Department of Business Administration, Aligarh Muslim University, Aligarh	110
22	4-Sep-19	Session on "Way to Success"	Mr. Inder Aggarwal, Motivational Architect	80
23	2-Sep-19	Session on "Unleash the Extraordinary – you and your business"	Shri Neeraj Singh Rathore	100

Appendix-II
(July 2018-June 2019)

Sl. No.	Date of Lecture	Theme of the Talk	Resource Person	No. of students participated
1	9-Apr-19	Session on Mental Well-being	Ms. Prachi Singhal, Certified Yoga Trainer, Art of Living Foundation	60
2	29-Mar-19	Session on "Entrepreneurship & Career Planning for Youth"	Mr. Varun Dua, Human Engineer & Social Entrepreneur	100
3	12-Mar-19	Session on "Global Environment w.r.t. Job Opportunities available for Management Graduates and Role of becoming an Entrepreneur"	MS. Sonal, Director, Vision Launcher	100
4	2-Mar-19	Seminar Session on "Advanced Excel"	Mr. Nipun Gupta, Corporate Trainer, Trulabz Technologies.	500
5	21-Feb-19	Session on Career Opportunity in Insurance Sector	MS. Gauri Oberoi, Human Resources, Aditya Birla Capital Limited	100
6	19-Feb-19	Seminar on "Income Tax Awareness"	Shri B. S. Rajpurohit, Joint Commissioner of Income Tax, New Delhi	120
7	4-Feb-19	Session on "Cancer Awareness"	Dr. Chanda Khurana & MR. R. R. Rana, Indian Cancer Society	50
8	29-Jan-19	Workshop on "Group Discussion & Personal Interview"	Mr. Vaibhav Mediratta, Trainer & Consultant, PIBM	150
9	18-Jan-19	Workshop on "Goal Setting"	Ms. Arushi Bhatia, Trainer, Vision Launcher	40
10	30-Oct-18	Workshop on "CV Writing"	Ms. Jyoti Kukreja, Assistant Professor, JIMS Kalka Ji	70
11	23-Oct-18	Seminar on the topic "Analytics"	Mr. Andy, Director, BiCon India	70
12	22-Oct-18	Seminar on "Education Loan"	Mr. Amarjee Singh, Assistant	50

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			Manager, Delhi Financial & Development Corporation	
13	12-Oct-18	Workshop on "Mock GD"	Mr. Abhishek Vyas, Senior Trainer, T.I.M.E	80
14	5-Oct-18	Workshop on "Revision - CAT 2018"	Mr. G. N. Mishra, Trainer	50
15	3-Oct-18	Guest Lecture on "Financial Literacy"	Mr. Harshul Nagpal, Academic Association, National Institute of Securities Market	80
16	1-Oct-18	Workshop on "Commodity Awareness"	Vinit Singh Kaler, Sr. Manager-Training & Education, MCX India Ltd.	60
17	26-Sep-18	Career Seminar on "How to Prepare for Civil Services Examination"	Shri Vikas Singh Gachli, Advocate, Delhi High Court & Trainer at Chanakya IAS Academy	150
18	25-Sep-18	Industry Lecture on "Cross-Cultural Communication"	Shri Subhash Jagota, Managing Director, Global business solution	100
19	31-Aug-18	Lecture on "Way to Success"	Shri Beni Kinha, CEO, Nector Factor	200

Dr. Seema Singh, et. al. "Role of Industrial Talks in Enhancing Learning Quality of Commerce and Business Students in view of Covid-19 Scenario." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 26(04), 2021, pp. 16-26.