



Digital Transformation in Commerce And Management Education

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Abstract:

Rapid technological shifts, rising industry demands, the need for computer-literacy workers and fresh graduates, and digital transformation courses are now flipping the way commerce and management education is carried out. From a per fun movement point of view, the integration of digital tools consisting of LMS, AI, data analytics, experimentation, hybrid models of learning, etc., along with modern avenues of teaching pedagogy, exemplifies upon the changing elements of curriculum delivery, learning, and administration in business education. It is suggested that digitalization has the advantage of offering user-friendly technologies and appropriate customization of them, where the orientation of de-analyzed information is provided in nearly real-time. In addition, digital transformation entails powerful micro-release-based investments in various user business processes and identifies the need for considerable value creation in digital business. Specific areas within the same domain, including digital divide, teacher resistance to change, infrastructure bottlenecks, data security-related issues, and privacy concerns, are elaborated upon in the article. The combination of digital transformation characterized by strategic planning, investment in resources, and reshaping of curriculum would enable the fast-developing professionals to deliver a skill-set response that is adequately prepared for the digital environment.

Keywords: *Digital Transformation; Commerce Education; Management Education; E-Learning; Learning Management Systems; Educational Technology.*

Introduction:

Global changes in business due to digital technology are causing academies to revise their teaching and learning practices, curricula, and organizational operations. Digitization does not refer to technology per se but refers to profound and beneficial shifts in knowledge concept, dissemination, and regulatory systems. In the spectrum of astronomical development in 21st-century technology, artificial intelligence (AI), big data analytics tools, cloud computing services, simulation tools, and digital communication platforms are some representations of rapidly evolving technology today. Characteristic of the trend away from traditional face-to-face classroom training - commerce and business education is migrating away less and less to dynamic technology-based learning ecosystems.

Industry standards are raised by business owners and industry representatives to yet higher levels as to what competences should be possessed by a graduate employee today. Future graduate will require technologically advanced abilities in multimedia communication associated with sound data. This could range from data and

digital marketing through analytics and so on, possibly coupled with the ability to sprint on different digital business platforms. With the reorientation of trade and management skill bases into ever higher data and technology skills and competences, there is the very high-level management task of resolving it.

The Covid-19 pandemic has greatly enhanced the process of digital transformation, allowing highly esteemed institutions worldwide to welcome digital- and online-space-based education with open hearts. The latter perception of the transformation is one whereby Digitalization allows access, flexibility, and interaction in terms of enhancing educational quality; however, the drawbacks of technology are in the form of digital divide, technological illiteracy, and the necessity of a sound digital infrastructure. Implementation of a digital strategy is becoming pertinent in higher education now.

By sharing the dimensions, enablers, outcomes, critical issues, and future trends of digitalization for commerce and business education, the present study intends to highlight the main aspects. The researchers take a special interest in the digital integration models, especially in connection with academic delivery modes that are still not fully incorporating digitalization and, thus, are not equipping students with the skills needed to meet the challenges of the digital world.

Objectives of the Research:

- 1) To scrutinize the topic as well as the limits of digital transformation in the light of commerce and management education.
- 2) To spot the main digital technologies that have an impact on teaching, learning, and administrative processes in business education.
- 3) To dissect the factors that lead to the digital transformation of commerce and management institutions.
- 4) To assess how digital tools and platforms have influenced learning outcomes, student engagement, and teaching effectiveness.
- 5) To investigate the challenges and obstacles that institutions, educators, and students have to overcome in the process of digital transformation.

Literature Review:

The impact of digital transformation in the educational field, especially in business and management, is of utmost significance. It is influencing the teaching methods, the curriculum planning, the student engagement, and the institution's administration. A mix of face-to-face and online learning has been found to be more effective than purely online or traditional methods, thus, leading to the improvement of student performance (Al-Qahtani & Higgins, 2013). Besides, it also means the adjustment of courses and assessments aimed at digital skills (Bates, 2019). Nevertheless, institutions are to work on upgrading their infrastructure and introducing data-driven systems. Still, problems like lack of training and resistance to using ICT are challenges that have to be dealt with (Ghavifekr&Rosdy, 2015). In India, on one side, digital tools raise the standard of education and the employability of graduates while on the other side, the disparities remain (Ghosh & Tripathi, 2022). MOOCs attract a broader audience in terms of accessibility but they too suffer from the same problem of lack of engagement, and the pandemic caused by COVID-19 hastened the adoption of blended learning.

Research Methodology:

This study uses a descriptive and analytical mixed-methods approach to explore digital transformation in commerce and management education, relying primarily on secondary data from 2015-2025, with optional primary data via questionnaires and interviews. It employs convenience or purposive sampling for primary

data collection, analyzes quantitative data through descriptive and inferential statistics, and examines qualitative insights via thematic analysis. Limitations of the study lie mostly within higher education and therefore include a lack of data, bias in responses, and inequalities in facilities as the acknowledged restraining factors.

Digital Transformation in Commerce and Management Education:

The educational landscape is being transformed digitally, although technology such as computers and internet sessions is not the sole center of attention. It is the combination of modern educational methods with digital tools and data-rich environments that results in a big change in the entire educational ecosystem. The transformation affects not only the new teaching aids' production but also the fostering and maintenance of a new but organized and equipped learning environment that is going to give the students the skills they need to survive and prosper in the digital age. It is such a thorough transformation that practically every aspect of education is restructured from changing the curricula and using new assessment methods to keeping school records, and even providing student support services, all done to reduce academic wastage and equip the students with the digital skills that are very much needed today in the job market. Gradually the use of educational tools has made the process easier, however, it also brings with it a big challenge since some concepts will have to be upgraded. The focus will be on certain key issues and dynamics such as digital pedagogy which means using different virtual spaces like Google Classroom, Zoom, or Teams with multimedia resources and educational games to engage, personalize and invite interaction through learning. One of the other concerns would be the creation of the ICT framework for the totality of the organization's systems such as Learning Management Systems (e-LMS), cloud storage, and AI for analytical visualization, all intended to make the systems user-friendly and aid decision-making while at the same time ensuring the constant upgrading and transition of learning materials through subjects like digital marketing, data analytics, cybersecurity, and financial technology integration. Besides the teaching of these subjects, critical thinking and digital literacy requirements will be upped, too. The digital transformation of administration is parallelly taking its first big move towards online admissions, electronic records, automated student services, chatbots, and other e-government tools that promise to simultaneously improve the quality of services and transparency in the sector. When integrated together, all the above-mentioned factors constitute the most thorough, efficient, and creative process of reshaping education along with the imparting of the skills that would make our students a valuable asset in the wider context of the ever-evolving digital world.

Drivers of Digital Transformation in Commerce and Management Education:

The modern time is characterized by a global technologically interconnected network, or in other words, the enormous technological scaffold, which is to a great extent responsible for the transition of commerce and management education to a new era mainly caused by the changing industrial demand, lockdowns, and ultimately, the pandemic. The long-ago held debate regarding digital technology, the main ingredients of which are AI, automation, Big Data analytics, and virtual/augmented reality, has been completely subsidizing the distribution or the experience of content. Therefore, a high-quality business simulation is by this parameter turned into a mix of experiences, engagement, and thoughtful action that the learning process of the experience is enriched with.

The introduction of single trends in the area of business education resembles the manifestation of their potentiality, and they are giving a wide spectrum of testing various teaching methods in which students are engaged not passively, but actively; and also the association with the real world applications being either in the largest or in the smallest scale, is never-ending. The very nature of interactions that used to the office are now being changed, as the need for digital marketing, data analysis, ERP software (used by business-intelligence disciplines for majority of processes and management), and remote working tools, have become the calling of the day.

Such skills have to be part of the staff list in educational institutions. Rapidly, student expectations exploded; digital natives now detract from static content delivery and limited lecture engagement, seeking instead interaction that amounts to a range of experiences made easy, personalized, collaborative, and aided by all manners of media content ever produced and constantly maintained through flexible access, AI-powered personalization, virtual community platform, and more. This cascading change was intensified dramatically by the COVID-19 pandemic, whereby all institutions, without further ado, changed entirely from purely face-to-face modes of learning to online or hybrid; the deep emphasis placed on the pressing need for an immediately reliable and incredibly robust extension to the management of digital infrastructure and the wave toward universalizing the reach of education being staged, both by the virtual classroom and virtualization in international programs.

Tech development, budding industries, expectant students-(initially, these three fitted right into one another) together provided to a coffee ground on which some differences were made to the new normal by the COVID-19; in fact, this regionalized the norm notifying everyone thus about how maybe the transformation itself should work within the commerce and management sector-no more a choice but a must to act on within the rapidly changing global stage.

Impact of Digital Transformation on Commerce and Management Education:

Eras of digital transformation have turned the wheels of the economic world- while making significant inroads in management institutions; thus, classes have diversified the very opportunities in line with the best AI, advanced technological tools, innovative teaching methodologies, and data-driven systems as starting with the top level. So, it was noticeable across one form of the educational establishment that during the normally daily practice sessions time aforementioned, the students got the opportunity to learn about any aspects dealing with “persistent incessant changes in the sector”... Mitt on the education scene was completely lost in the digital cacophony, with institutions like Coursera and Moodle touting to the world’s educationalist all core courses in form of online studies from anywhere in the world to any other section of the world proposing an online lesson thereby eradicating every conceptual line. For students, as AI-based learning platforms advocate actual personalized learning, kids are now a class of their own with cyber-competitions sprung up for informal online quizzes; behind-the-podium learning analytics will be a variety of platforms acting as control arenas for how this particular student learns while holding up the rigors of academic performance (quite a terrible trip) resulting from untold activity-based challenges, and leaving a torrent of feedbacks and tools to support and guide the poor so that, after all, they “stick” and find themselves eventually keyed up to some reality.

With AI, but then, be the most widespread overcoming of novelty: since it would be the plant that would teach to challenge theories, ideas, conventions or spiritual precepts; and to absorb from so many transports back, and to-go, and back again to live reality into informed choices. At the stunning front of this quiet change is a world of data, with analytics reading a path of blossoming readings on performance possession of students, forecasting at-risk learners and helping faculty examine their productivity, design further enhanced curriculums, and more, towards the premises of Quality Creation and Data Use. Veiled and veiled were the titles figuring everything as interdisciplinary, including the most recent insights from IT(102) into digital marketing, supply chain analytics, AI business, e-commerce strategies, and business analytic tools; PowerBI and Tableau. This is the face-changing moment for machine schools- everlasting and forever.

Challenges in Digital Transformation:

There are some basic transformations in conventional frameworks in commerce and management education, and those brought into operation by the contemporary technologically developed system have afforded

tremendous benefits; however, they have been fraught with problems that definitely create a challenge for any institution trying to implement them. The major issues are digital divides-that is, disparities in access to devices like laptops and smartphones as well as to Internet bandwidth in rural or economically disadvantaged areas thereby hampering their access to education and employment, thus creating huge differences in educational opportunities and outcomes. The larger fraction of the faculty has all but antagonized this issue-most of them seem not keen on utilizing digital pedagogies and to a certain extent must have a modicum of digital literacy; they argue that they abhor the work overload brought and even foisted on them by the transformations and/or new fancy high-tech innovative deliveries.

Continuous learning and professional development are already becoming non-negotiable forms of engagement today. Cybersecurity is the primary issue and the largest concern at this time. Digital technology is a tremendous world that among others, gives the industry the power to kill or resurrect the greatest national security challenges. It leads to the problems of data leaks, cyber wars, and the creation of huge vulnerabilities. Security will ultimately be implemented for example, maximum user awareness about security, teaching-wise, online systems' academic integrity, students' welfare in their participation, and so on, and will need a thousand and one digital pedagogical engagements along with a DNN supported by a solid digitizing rubric for measurement.

Digital transformation is definitely going to be the number one financial disaster and one of the hardest and most expensive poisons to combat. It would require extensive investment in infrastructure, software licensing, cybersecurity support, faculty redesign, along with the utmost attention to system maintenance. On the flip side, these investments would allow the most underprivileged children who can barely imagine having the initially designed and given to them platform engines to experience the whole childhood process with the support of millions. Whoever addresses these issues with some degree of finesse will not acquire any recognition of triumph in the battle for institutional change.

Proper planning and resource allocation with support are the core while detailed policy settings too contribute towards possible effective structures for the realization of opportunities and dissipation of agonies and difficulties that are due to change.

Conclusion:

The implementation of digital technologies in the educational sector is believed to be a major factor in the growth of this sector and has been already widely acknowledged in the fields of business and management. The entire operation is practically being driven by the industry and educational institutions are being equipped with the latest digital tools, analytics-based data, AI-led technologies, and other advanced teaching tools which are determining the knowledge delivery, especially for the skill to manage businesses in the digital era. The new developments are such that they will be guiding the teachers to equity, personalization, experience learning, and they will be very much exposed to and using all the great paradigms, methods, and weights meeting in a spectrum that is bounded by the most delightful learning, where the gamification techniques would be involved in certain areas and digital learning methodologies would be applied to empower advanced students through business solutions. However, the reshaping of the higher-level curricula and the sophistication in the physical and educational setup to match the industrial standards is generally a very big challenge. The challenges are, among others, the ensuring of a digital divide, lack of funds, and digital security threats, for which the solution is long-term planning and comprehensive policies. Besides overcoming these digital innovations, you should also prepare for the "present-future trendsetters" who will come as non-traditional thinkers and be the ones to develop the skills necessary for managing digital technology.

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