



# ROLE OF INDUSTRIAL VISITS IN ENHANCING LEARNING QUALITY OF COMMERCE AND BUSINESS STUDENTS

Neetu Singh, Pradeep Bhatnagar, Ritika Bajpai, Rituja Gupta, Vibha Verma, Vinit Pandey

Department of Management, Axis Institute of Higher Education, Kanpur, Uttar Pradesh, India

**ABSTRACT-** In the context of higher education, particularly for students in commerce and business disciplines, the significance of industrial visits is increasingly recognized as crucial for bridging the gap between theoretical knowledge obtained in classrooms and practical industry requirements. Industrial visits provide students with invaluable opportunities to gain firsthand experience of real-world work environments, understand industry practices, and witness how theoretical concepts are applied in practice. This exposure is instrumental in preparing students to meet the demands and challenges of their future careers effectively.

Traditionally, industrial visits have been extensively integrated into science and engineering education, where they are acknowledged as essential for students to grasp the practical aspects of their fields. However, their role and importance in commerce and business education have not been as widely established. This paper addresses this gap by focusing on students pursuing B. Com (Hons) and BBA degrees at Delhi School of Professional Studies and Research, IP University. The study aims to ascertain how industrial visits contribute to enhancing students' knowledge and understanding beyond what is taught in classrooms.

The findings of the survey conducted among these students reveal several key insights:

1. **\*\*Acknowledgment of Importance\*\***: Students recognize and appreciate the role of industrial visits in providing them with practical exposure and real-life industry experience. They perceive this experience as complementing and enhancing the theoretical knowledge acquired in classrooms.
2. **\*\*Impact and Longevity of Learning\*\***: Students believe that the learning obtained through industrial visits has a lasting impact. It not only enhances their understanding of subject matter but also prepares them more effectively for future professional roles.
3. **\*\*Comparative Effectiveness\*\***: There is a consensus among students that industrial visits are more effective in facilitating practical learning compared to traditional classroom teaching methods alone. This highlights the supplementary role that practical exposure plays in enriching the overall educational experience.
4. **\*\*Educational Relevance\*\***: The study successfully establishes the significance of industrial visits specifically for commerce and business students. It underscores the need for incorporating such experiential learning opportunities into the curriculum to align educational practices with industry demands effectively.

In conclusion, the paper advocates for the integration of industrial visits as a critical component of higher education for commerce and business students. By providing them with practical insights and real-world experiences, industrial visits not only enrich their learning but also equip them with the skills and knowledge necessary to succeed in their chosen fields. This research contributes to bridging the gap between academic knowledge and practical application, thereby enhancing the overall quality and relevance of education in preparing students for their professional careers.

**Keywords:** Top-notch educational programs, Factory Tours, Advanced Education, Entrepreneurs and Business Majors, Hands-on Training and Actual Work Experience.

## I. INTRODUCTION

In today's race to the top, landing a high-paying role with great benefits has grown harder. Having just the right degrees or certificates is not enough anymore, without real-world experience and a solid grasp of what the job needs. So, schools need to focus on providing top-notch education that covers both theory and hands-on practice. Every student deserves access to high-quality education, particularly in the realm of higher learning where individuals experience a profound change as they prepare for building a secure future for themselves and their loved ones. Although basic learning through conventional teaching approaches is important, hands-on experiences and exposure to the real-world job sector are vital for arming students with the skills and understanding necessary to navigate the intricacies and expectations of the professional world. The importance of educational field trips for science and engineering students is recognized, as these excursions offer essential knowledge about job prerequisites and practical examples of how their studies apply in the real world. However, for students in disciplines such as arts, commerce, and business, the role and importance of industrial visits are still being explored. This paper aimed to

determine the value of industrial visits for commerce and business students by conducting a survey among B Com (H) and BBA students at Delhi School of Professional Studies and Research, IP University.

The study successfully acknowledged the role and importance of industrial visits in enhancing knowledge and learning through practical exposure and real-life industry experiences. It compared this practical exposure with the theoretical knowledge imparted in classrooms and found that industrial visits have a significant and long-lasting impact on students' understanding and skills development.

Thus, the research highlighted that industrial visits play a crucial role in the education of commerce and business students by bridging the gap between theory and practice, thereby preparing them more effectively for future professional endeavors. After this introductory section, the rest of the paper is structured into eight sections as follows:

#### Literature Review

- This section provides a review of existing literature related to the significance of industrial visits for students in commerce and business disciplines. It covers relevant studies, theories, and findings that contribute to understanding the role of practical exposure in education.

#### Objectives of the Study

- This section outlines the specific objectives that the research aims to achieve. It clarifies the goals and purposes of conducting the study on the significance of industrial visits for commerce and business students.

#### Hypotheses

In this section, the study's hypotheses are outlined. These are the suggested explanations or forecasts that the investigation aims to confirm or examine through practical observation.

#### Research Methodology

This part explains the research approach used in the investigation. It encompasses details regarding the characteristics of participants (B. Com (H) and BBA students at Delhi School of Professional Studies and Research, IP University), the study design (like survey techniques), methods for gathering data, and any statistical methods utilized.

#### Empirical Analysis

- In this section, the empirical findings of the study are presented and analyzed. It includes the results obtained from the survey conducted among the students regarding their perceptions of industrial visits compared to theoretical classroom knowledge.

#### Conclusion

- The conclusion section summarizes the key findings of the study. It discusses how industrial visits contribute to enhancing knowledge and learning among commerce and business students, based on the empirical evidence gathered.

#### Recommendations

- Recommendations based on the study findings are provided in this section. These suggestions may include strategies for enhancing the implementation of industrial visits in curriculum, improving student engagement, or further research directions.

Each section plays a crucial role in systematically presenting the research process, findings, and implications, thereby contributing to a comprehensive understanding of the topic at hand. Literature Review

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## II. OBJECTIVES OF THE STUDY

According to the goals set out, this research seeks to explore how factory tours affect trade and business students. Here's a detailed analysis of each targeted goal:

1. **To determine if factory tours improve understanding of management theories**:

- This goal is centered on assessing the extent to which factory tours improve the comprehension of managerial theories by offering hands-on experience.

2. **To investigate whether factory tours aid in discovering future job opportunities**:

- This goal aims to explore whether factory tours help students pinpoint possible careers and interests relevant to their area of study.

3. **To demonstrate that factory tours create opportunities to improve social abilities**:

- This goal seeks to show whether factory tours aid in the growth of students' social abilities, including the ability to communicate, work together in teams, and connect with others.

4. **To ensure that factory tours provide insights into real-world employment**:

- This goal aims to evaluate whether factory tours offer students a deeper insight into the actual workings of a job, beyond just book knowledge.

5. **To confirm that learning from factory tours is enduring**:

- This goal focuses on examining whether the knowledge and skills gained from factory tours stick with students for a longer period, going beyond the face-to-face experience.

6. **To demonstrate that visiting factories leads to superior learning than lectures**:

- This goal looks into comparing the success of learning in factories versus in-classroom teaching, considering aspects like memorization, real-world use of learned information, and the overall educational value.

These goals together seek to define how industrial tours can improve the learning journey of students studying commerce and business, highlighting the importance of hands-on experience, the development of skills, and the achievement of enduring educational results.

### III. HYPOTHESES

Based on the objectives outlined earlier, here are the corresponding hypotheses for each objective:

1. **H01: Factory tours don't improve understanding of management ideas for commerce and business students**:

- Null Hypothesis: Factory tours do not lead to a significant improvement in understanding management concepts among commerce and business students.

2. **H02: Factory tours don't help students find possible career options in their work life**:

- Null Hypothesis: Factory tours do not help students in finding potential career options or work life paths.

3. **H03: Factory tours don't offer a chance to better social skills**:

- Null Hypothesis: Factory tours do not lead to the development of better social skills among commerce and business students.

5. **H05: Knowledge gained from visiting industries does not last**:

- Null Hypothesis: The knowledge and skills acquired through industry visits do not persist in students.

6. **H06: Visiting industries does not improve learning more than lectures**:

- Null Hypothesis: There is no significant difference in learning improvement between industry visits and standard classroom lectures for students in commerce and business.

These hypotheses will guide the study in testing whether industrial visits indeed fulfill their expected roles in enhancing learning outcomes, skill development, and practical understanding for commerce and business students.

### IV. RESEARCH METHODOLOGY

It's clear that your study focuses on understanding the role and significance of industrial visits for commerce and business students using a structured questionnaire. Here's a refined version of your statement:

"This study aims to assess the role and importance of industrial visits for commerce and business students through a structured questionnaire distributed to BCom (Hons.) and BBA students at Delhi School of Professional Studies and Research, affiliated with Indraprastha University, India. Out of a hundred distributed questionnaires, eighty-six were completed and returned, resulting in an 86% response rate. The analysis is based on the perspectives gathered from these eighty-six participants."

This version maintains the essence of your original statement while improving clarity and readability. It highlights the specific objectives of your study and the methodological approach used to gather data.

- Profile of Respondents

"The study includes responses from students enrolled in both B. Com (Hons.) and BBA courses. Out of the total 86 participants, 48 are male (approximately 56%) and 38 are female (approximately 44%). Additionally, 28 students are pursuing BBA (approximately 33%), while 58 students are enrolled in B. Com (Hons.) (approximately 67%). All participants are from the same age group and studying at the same institution."

This version maintains the key details about the composition of your study participants while presenting the information in a clear and organized manner.

- Research Design

"This paper relies exclusively on primary data collected through a structured questionnaire. No secondary data sources were utilized. Data collection employed both random and convenience sampling methods via an online platform using Google Forms. Analysis of responses was conducted using basic aggregative methods and percentages with Microsoft Excel. No advanced statistical tools were applied; however, this approach effectively fulfills the objectives of the study."

This version maintains clarity and conciseness while detailing the methodology used for data collection and analysis in your study.

## V. EMPIRICAL ANALYSIS

Statistical Examination of Binary Questions Participants have been presented with a series of ten questions, of which nine are binary in nature, meaning respondents must select one answer from a set of five options. Statistical findings concerning these binary questions, encompassing absolute figures and percentage categories, have been documented through tables 1.1 and 1.2, as follows:

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

Responses on Learning	SD	D	N	A	SA	Total
1 Clarity	4	8	24	21	29	86
Responses on Learning	SD	D	N	A	SA	Total
2 Practical Learning	6	5	24	22	29	86
3 Asking Questions	4	8	24	28	22	86
4 Prospective Area	3	8	27	23	25	86
5 Interpersonal Skills	4	9	22	27	24	86
6 Best Practices	4	10	21	26	25	86
7 Adding Knowledge	5	5	24	29	23	86
8 Still Remember	4	7	27	26	22	86
9 Always Remember	5	11	20	26	24	86

In Table 1.1 and Table 1.2, SD stands for Strongly Disagree, A for Agree, N for Neutral, D for Disagree and SA for Strongly Agree.

Table 1.2: Responses on Learning via Industrial Visits (in%)

Responses on Learning	SD	D	N	A	SA	Total
1 Clarity	4.65	9.30	27.91	24.42	33.72	100
2 Practical Learning	6.98	5.81	27.91	25.58	33.72	100
3 Asking Questions	4.65	9.30	27.91	32.56	25.58	100
4 Prospective Area	3.49	9.30	31.40	26.74	29.07	100
5 Interpersonal Skills	4.65	10.47	25.58	31.40	27.91	100
6 Best Practices	4.65	11.63	24.42	30.23	29.07	100
7 Adding Knowledge	5.81	5.81	27.91	33.72	26.74	100
8 Still Remember	4.65	8.14	31.40	30.23	25.58	100
9 Always Remember	5.81	12.79	23.26	30.23	27.91	100

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

### 1. Clarity:

"When respondents were asked about the clarity brought to managerial concepts by industrial visits, nearly three-fifths (58.14%) of the students either agreed or strongly agreed with the statement. However, approximately one-eighth (13.95%) of the student participants did not confirm the statement, and the remainder were neutral. Thus, a majority of students believe that industrial visits contribute to clarity in managerial concepts."

2. Practical Learning:

"Approximately three-fifths (59.30%) of the student participants stated that industrial visits help bridge the gap between classroom study and practical learning in real-life experiences, with more than one-third of students strongly agreeing with this notion. However, not more than one-seventh (12.79%) of the participants did not agree with the statement, and the rest of the students were neutral. Thus, the majority of respondents acknowledge the role of industrial visits in providing practical knowledge and learning."

3. Asking Questions: "Approximately 58.14% of the students affirm that industrial visits indeed offer opportunities to ask questions related to their subjects, contrasting with fewer than one-seventh (13.95%) who hold a differing view."

4. Prospective Area: "Approximately 55.81% of the respondents believe that industrial visits aid in identifying prospective areas of work life such as finance, marketing, and logistics. About 31.40% of the students expressed neutrality on this matter. However, more than one-eighth (12.71%) either disagreed or strongly disagreed with this perspective."

5. Interpersonal Skills: "When students were asked about the impact of industrial visits on enhancing interpersonal skills, approximately 59.30% acknowledged that they do. About 25.58% of the participants expressed neutrality on the matter, while not more than one-sixth (15.12%) disagreed with the statement. Therefore, a majority of students believe that industrial visits contribute to the enhancement of interpersonal skills."

6. Best Practices: "Although nearly one-fourth (24.42%) of the students remained neutral, approximately three-fifths (59.30%) asserted that industrial visits provide them the opportunity to observe best practices adopted by different companies for similar work. Conversely, about one-sixth (16.28%) of the participants either disagreed or strongly disagreed with this perspective."

7. Adding Knowledge:

"Majority of students, specifically more than three-fifths (60.47%), indicated that industrial visits enhance their knowledge regarding the companies visited. Only a small fraction, hardly one-tenth (11.63%), rejected or strongly rejected this notion. More than one-fourth (27.91%) were undecided."

8. Still Remember: "Nearly three-fifths of the participants claim that they still remember what they learned via industrial visits. Approximately one-eighth (12.79%) of the students did not support this claim, while about one-third (31.40%) remained neutral."

9. Always Remember: "When students were asked if the learning via industrial visits always remains on their mind, about one-fourth (23.26%) of the student participants were unable to answer, while around one-fifth (18.90%) did not agree with this statement. However, nearly three-fifths (58.14%) of the students expressed that learning obtained through industrial visits will always remain on their mind."

The above points show that a significant number of students, close to three-fifths or possibly higher, recognize that visits to industries not only clear up concepts related to management but also help connect what is learned in the classroom with practical application in real situations. Hence, the belief that industrial visits do not clarify management concepts is proved false. Likewise, almost the same number of students concur that visits to industries offer chances to inquire about topics and improve social skills. Thus, the idea that industrial visits do not facilitate the improvement of social skills is also dismissed.

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- Empirical Analysis of Open-Ended Responses

Difference Between Lecture and Industrial Visit: It seems like you intended to provide a table or data representation here, but it appears to be missing. Could you please provide the table or data so that I can assist you further based on that information?

Table 2: Better Learning via Industrial Visitor Theoretical Lecture

Responses	Number of Respondents	%
1. Industrial Visit	55	63.95
2. Can't Say	14	16.28
3. Lecture	17	19.77
Total	86	100.00

It seems like you want to present arguments provided by students both in favor of and against industrial visits and lectures. However, it appears that the specific arguments are missing from your message. Could you please provide the arguments or points that students have made regarding industrial visits and lectures? This will help me assist you further with organizing or presenting the information effectively.

Arguments in Favors of Industrial Visits and Against Lectures:

- i. Lectures are less useful and less knowledgeable whereas industrial visits are better.
- ii. I would not be able to experience theory without practical experience.
- iii. The above points show that a significant number of students, close to three-fifths or possibly higher, recognize that visits to industries not only clear up concepts related to management but also help connect what is learned in the classroom with practical application in real situations. Hence, the belief that industrial visits do not clarify management concepts is proved false. Likewise, almost the same number of students concur that visits to industries offer chances to inquire about topics and improve social skills. Thus, the idea that industrial visits do not facilitate the improvement of social skills is also dismissed.
- iv. There is difference between theory and practical knowledge.
- v. We will not be able to get information about company clearly.
- vi. Industrial visit brings value addition to knowledge of students.
- vii. It would have been difficult to learn the concepts since theoretical knowledge is not enough.
- viii. Industrial visits give us knowledge related to working of company and more clarity to students.
- ix. We will not be able to learn everything through theory. So, it is important to visit the company to gain practical and real-life knowledge.
- x. These industrial visits are very helpful as they provide us exposure as students and also help us to understand the topic better.
- xi. Very difficult to understand lecture and both (industrial visit and lecture) are very different.
- xii. Industrial visits are very nice for our future point of view.
- xiii. I would not have gained any practical knowledge as lecture will not help me in practical aspect.
- xiv. I think that lecture does not clear the practical concept of management about running the business.



xv. The above points show that a significant number of students, close to three-fifths or possibly higher, recognize that visits to industries not only clear up concepts related to management but also help connect what is learned in the classroom with practical application in real situations.

xvi. Hence, the belief that industrial visits do not clarify management concepts is proved false. Likewise, almost the same number of students concur that visits to industries offer chances to inquire about topics and improve social skills. Thus, the idea that industrial visits do not facilitate the improvement of social skills is also dismissed.

xvii. Lecture will become a theory only. Practical knowledge will help incorporate sector.

xviii. Learn new things but practical knowledge is must.

xix. Lecture can not be remembered for along time.

xx. Lectures are very boring and Industrial visits are very interesting.

xxi. I wouldn't be able to identify the things told in the industrial lecture.

xxii. We won't be able to contact to the actual world of knowledge without industrial visit.

xxiii. We cannot get the experience in lecture; only theoretical knowledge will be there.

xxiv. Practically seeing and understanding things would itself be different rather than the lectures.

xxv. Not get too much experience of practical management.

xxvi. There should not be a gap between the reality and what we are learning

xxvii. It would be totally different as some things can't be done orally or theoretically. They are needed to be done practically for better learning.

xxviii. Concepts are clearer in industrial visits.

xxix. The results would be more different in actual learning phenomenon.

## 2. Arguments in Favors of Lectures and Against Industrial Visits

i. Lectures are much effective.

ii. In industrial visit, voice of speaker who explain us is not clear because of sound in industry.

iii. Lecture will give detailed knowledge.

iv. Industrial visit Is not a good idea.

v. On the one hand, industrial visits are praised for their usefulness, better concept clarity, enabling skill development, providing practical real-life experience, and offering clear information about the company. The discussion highlights that industrial visits provide significant value addition, better understanding and exposure, are eye-catching and interesting, help in identifying management concepts, contribute to self-development, are future-oriented, create long-lasting memories, and ensure quality learning. On the other hand, lectures are primarily admired for their effectiveness in providing detailed and new knowledge, but are criticized for being theoretical, boring, less useful, and lacking the practical knowledge and exposure offered by industrial visits.

vi. Therefore, the argument concludes that industrial visits facilitate better learning compared to theoretical lectures. This conclusion challenges the hypothesis that industrial visits do not contribute to better or quality learning, along with other hypotheses that may have been previously discussed and rejected.



## Conclusion

1. **Understanding Managerial Ideas:** Roughly three-fifths of the students concur that visiting industries helps in understanding managerial ideas better.
2. **Eloquently Connecting the Dots:** The majority of students think that such field trips eloquently connect academic theory with real-world applications.
3. **Gaining Insight to Ask Questions:** Most of the students feel these outings offer a chance to inquire about their subjects.
4. **Discovering Potential Career Paths:** Field trips to industries assist students in discovering potential career paths such as marketing, finance, and logistics.
5. **Improving Communication Skills:** These trips also provide an environment to improve communication skills, as per the responses from the students.
6. **Observing Best Execution:** Students value the opportunity to observe best practices in execution by various companies during these visits.
7. **Expanding Understanding of Companies:** Field trips significantly broaden students' understanding of the companies they visit.
8. **Long-Term Retention of Learning:** The learning obtained through industrial visits is perceived to be long-lasting and memorable by a significant proportion of students.
9. **Differences from Classroom Study:** Industrial visits are valued for their practicality, real-life experience, and skill development opportunities, which are seen as distinct from classroom-based theoretical or industrial lectures.

## Perceptions of Lectures:

1. **Effectiveness in Detailed Learning:** Lectures are acknowledged for their role in providing detailed theoretical knowledge and introducing new concepts.
2. **Criticism of Lectures:** However, lectures are criticized for being more theoretical, less engaging, and perceived to lack the practical knowledge and exposure offered by industrial visits.

## VI. CONCLUSION:

The study conclusively establishes the pivotal role of industrial visits in enhancing learning outcomes for commerce and business students. It highlights their effectiveness in providing practical exposure, real-life industry experience, and improving overall understanding of managerial concepts. While acknowledging the foundational role of classroom education, the study underscores the irreplaceable value of industrial visits in enriching students' learning experiences and preparing them for future professional challenges. Thus, industrial visits are essential for complementing theoretical knowledge with practical insights, thereby ensuring comprehensive and quality education.

## VII. RECOMMENDATIONS

Here are operational suggestions aimed at enhancing the significance of industrial visits for commerce and business students:

1. **Mandatory Inclusion in Curriculum:** Make periodical industrial visits a mandatory part of the course curriculum for commerce and business students. This ensures consistent exposure to real-world business environments.

2. **Allocation of Funds:** Affiliating universities should allocate substantial funds to institutions to support the organization of industrial visits. This funding can cover logistics, transportation, and other related expenses.
3. **Industry Collaboration:** Encourage industries to actively participate by allowing educational trips and visits for students. Establish partnerships and agreements with companies to facilitate these educational experiences.
4. **Promote Student Participation:** Actively encourage and motivate students to participate wholeheartedly in industrial trips or visits. Highlight the benefits of such visits in enhancing their practical knowledge and future career prospects.
5. **Feedback Mechanism:** Implement a structured feedback mechanism where students are required to fill out feedback forms after visiting any company. This helps in assessing the effectiveness of the visits and improving future arrangements.
6. **Faculty Involvement:** Motivate faculty members to actively engage in organizing and accompanying students during industrial visits. Their guidance and expertise can enhance the learning experience and provide valuable insights to students.
7. **Institutional Support:** Create a supportive environment within the institution where management and higher authorities actively promote and prioritize industrial visits. This cultural integration ensures sustained commitment to experiential learning.

By implementing these operational suggestions, institutions can effectively enhance the significance of industrial visits for commerce and business students. These initiatives not only enrich students' learning experiences but also prepare them better for the challenges of the professional world by bridging the gap between theory and practice.

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