



Career Aspirations of Commerce Students in India

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Abstract- In India there is an intricate pattern of individual agency, social context, educational opportunity and labour-market signalling that influence career aspirations of studies in commerce. Although it has been observed that the subjective goal of completing education in commerce as a career frequently takes the form of finding a job in accounting, the banking system, finance, taxation, management, or entrepreneurship, the increased diversity of student aspirations clarifies has emerged as a sign of increasingly different prospects (digital finance, analytics, fintech, and platform-enabled labour) alongside enduring limits (skill-selection, inequality of access to internship, gendered demands, and spatial variations of the labour-market). Based on the Social Cognitive Career Theory (SCCT) and related views like the Theory of Planned Behavior and career construction, the selected paper will analyse how career aspirations of undergraduate business students in India are determined by (a) self-efficacy and outcome expectations, (b) parental attachment/support, (c) perceived employability and skill preparedness, and (d) perceived labour-market opportunity and risk. It is suggested to use a cross-sectional survey design and validated tools, as well as, contextual measures that are consistent with the policy area of higher education and employment in India (e.g., NEP 2020; National Credit Framework). In order to display APA-style reporting, the Results-part offers a descriptive analysis template (with explicitly mentioned exemplary values) with descriptive patterns of career preferences and descriptive-regression-based predictors of aspiration clarity. The paper will end with implications on curriculum design, career guidance and work-integrated learning which can be used to enhance the career readiness and aspiration-opportunity fit among commerce students in India. A drawback of relying on previous studies is that the researcher cannot completely disregard the contexts of the experimental situations. The downside of the previously-researched is that the researcher cannot dismiss the contexts of the experimental circumstances fully.

Keywords- career aspirations, commerce education, employability, India, SCCT, career choice, undergraduate students

I. Introduction

The Indian education system in higher education has grown exponentially in the past 20 years in terms of scope and the range of programmes. Commerce is still amongst the most popular undergraduate courses since it is seen as workplace linked and offers readily available access to the business, finance, accounting, and government and commerce workers. But the employment avenue of aspiration is not a given. The perceived opportunity, equipping them with skills, family expectations and labour-market cues may have equal influence on students desired occupation as the curriculum



taught them. This evolution can also be found in the national policy context: the National Education Policy (NEP) 2020 and associated reforms focus on multidisciplinary learning, skills acquisition, and flexible pathways, which is able to shape the ways students might be conceptualizing career opportunities and how institutions organize careers preparation (Ministry of Education, Government of India, 2020). The National Credit Framework also anticipates flexibility and range of learning pathway with possible expansion of career horizons (Ministry of Education, Government of India, 2023).

Simultaneously, the labour market in India is of mixed illustrations. Education to work transition among youths is not even, as significant differences exist by gender, region, and social-economic background. The macro indicators which include periodic labour force estimates and national employment reports reveal an increasing opportunity in certain sectors and still persistent limitation in others (International Labour Organization and Institute of Human Development, 2024; Ministry of Statistics and Programme Implementation, Government of India, 2024). This context is important in the case of commerce students as the formation of aspiration is not only a demand-related reaction (e.g., in banking/finance, accounting, sales/marketing, insurance and entrepreneurship) but also a risk-related reaction (e.g., job scarcity, competitive exams, credential inflation or uncertainty about getting employment in the private sector).

Motivational studies of career aspiration in India propose that individual variables (self-efficacy, proactive career behaviour), social (family attachment, parental attachment) and structural (access to guidance and internships and experiences that promote employability) variables are driven with one another to influence the strength and clarity of aspiration. Empirical information gathered on the samples of Indian students demonstrate that there are significant associations between outcomes related to aspiration and the psychosocial predictors such as parental attachment and support (Bhatia et al., 2023) and proactive career behaviour (Khan and Sherwani, 2019). Changes in opportunity structures are also reflected in sector-specific career preferences, as an instance of insurance and financial services being open to students as viable career paths amongst commerce students, but the perception is influenced by information, social influence and employability beliefs (Gupta et al., 2021).

It is against this background that the current paper is targeting the following research objective:

Objective

The main aim of the research is to analyze the condition of career aspirations and aspiration clarity in the students of commerce in India by merging psychological and social factors and employability factors together in a system of thought. Career aspirations are conceived as a resultant outcome of desired occupations not only but dynamic career aspirations that are determined by self-convictions and social situation of the students as well as labour-market prospects. Basing on mainly the Social Cognitive Career Theory (SCCT) the research itself is dedicated to the impact of career decision self-efficacy and outcome prospects on the formation of the aspiration and clarity levels (Lent et al., 1994; Lent and Brown, 2013). Also, the social factors included in the study are the parental support and perceived social norms which have been



documented to have a huge impact on career decision-making in the Indian socio-cultural context (Ajzen, 1991; Bhatia et al., 2023).

Another purpose is to determine the role of perceived employability and skill preparedness as an intermediary variable between self-efficacy and the aspiration clarity, which is crucial to the current discussions on graduate employability in higher education (Fugate et al., 2004; Yorke, 2006). Fitting the personal aspiration with the general context of the higher education reforms, as well as labour-market conditions in India, the study will aim at shedding light on a more specific idea of how the students of commerce develop, assess, and optimize their professional intentions. The final goal is to produce the evidence that can guide the formulation of the curriculum, career guidance practices, and intervention policy tools to enhance the state of aspiration-opportunity misalignment among commerce undergraduates in India (Ministry of Education, Government of India, 2020).

Research questions:

1. What are the most popular career areas of commerce undergraduates (e.g. accounting/CA, bank/finance, management, government jobs, entrepreneurship)?
2. What is the relationship between the self-efficacy and outcome expectations and the level of aspiration and the clarity of aspiration?
3. What is the impact of family support (measured by parental attachment/support) on aspiration formation, in particular in female students?
4. Are there any mediating and/or strengthening relationships among aspirations of career planning, perceived employability, and skill readiness?

The contribution of the paper is (a) the alignment of the existing career theory with the realities of the commerce education in India, (b) contextualizing the aspirations in the current discourse on employability and skills policy, (c) an APA-style template of the empirical reporting can be directly used with real survey data.

II. Literature Review

Theoretical foundations of career aspirations

The concept of career aspirations is typically understood as what people consider as their future jobs, consisting not only of their level of ambitions (e.g., leadership, professional credentials) but also of the area of interests (e.g., finance, entrepreneurship). There are a number of complimentary frameworks, which are particularly applicable to commerce learners.

Social Cognitive Career Theory (SCCT)

SCCT suggests that career interests and decisions are resultant of interplay between self-efficacy beliefs, outcome expectations and goals and are contextually determined through the backgrounds of supports and inhibitors (Lent et al., 1994). Self-efficacy in the commerce environment could indicate the feeling of confidence in quantitative abilities, communication, or professional activities (e.g. accounting, analysis, client interaction), and outcome expectations, could also show the belief about the income, stability, social standing and development. Some supportive factors are related to



context, such as family support and institutional career advice; and barriers might be financial issues, and inaccessibility to internships or professional contacts. The application of SCCT is also helpful in the analysis of how students self-manage and transition to new careers through uncertainty (Lent and Brown, 2013).

Theory of Planned Behavior (TPB)

TPB assumes that intentions are influenced by attitude towards a behaviour, perceived norms and perceived control of behaviour (Ajzen, 1991). In the case of students of commerce, the plans to take CA/MBA, go to the government exams or be an entrepreneur might be conditioned by (a) attitudes regarding payoff and fit, (b) perceptions regarding family/peers expectations, and (c) belief in the ability to take the necessary steps (preparation, fees, perform well in exams, networking).

Developmental and constructionist approaches

Super life-span/life-space approach provides focus on the fact that career development occurs in stages as well as roles; career decisions as changing self-concept and life roles (Super, 1980). The career construction theory of Savickas also emphasises the meaning-making and flexibility, which becomes significant as the labour markets are changing and students have to change plans again and again (Savickas, 2013).

Person–environment fit and aspiration compromise

The structure of vocational personality used in Holland focuses on the alignment of personality types and job settings (Holland, 1997). The circumscription and compromise theory provided by Gottfredson goes on to include that the aspirations are also influenced by the evaluation of the society and might be limited by the perceived accessibility, gender customs, and respect (Gottfredson, 1981). The concepts are quite applicable in the Indian context where family values, gender roles, and perceived status may open up the avenue of directing commerce students into one career (e.g. government employment to be a stable profession, CA to be a prestigious profession, banking to be a respectable profession, MBA to be an upward opportunity).

Indian evidence on career aspiration determinants

In India empirical studies emphasize the fact that aspirations are not merely personal preferences, but socialized decisions.

Career choice influences and career behaviour

Among the Indian management students, the issues affecting career choice are considered as personal interest, opportunity seen as well as the social/family considerations (Agarwala, 2008). The study has found that proactive career behaviour is associated with the formation of aspirations and career orientation in the Indian employment settings (Khan and Sherwani, 2019), indicating that students employing information proactively, creating networks, and planning may demonstrate stronger or more evident aspirations.

Family support, gender, and aspiration

The role of the family is still prominent in the choice of the career in India. In accordance with evidence supplied by Indian female undergraduates, career aspirations



are connected with parental attachment/support (Bhatia et al., 2023). This is in line with social cognitive views, which supportive situations could enhance confidence and pursuits (Lent et al., 1994). Gender-sensitive assessment of the aspiration is also applicable with measurement work on the aspiration (such as the Career Aspiration Scale) (Gray and O'Brien, 2007; Gregor and O'Brien, 2016).

Commerce-specific preferences and sectoral pathways

Students of commerce can come together into a small number of generalist aspiration routes: professional accounting routes (CA/CS/CMA), banking/finance, management, government (with competitive exams), and entrepreneur. According to sector-based studies, such as those in business students, insurance is possibly considered a career choice, and its attitudes depend on the perceptions of the industry and individual fit (Gupta et al., 2021). More generally, student aspiration studies demonstrate regional and socio-economic difference in Indian student aspiration (Panakaje et al., 2024), which underlies the necessity to consider contextual heterogeneity in India.

Employability, skills, and aspiration realism

One of the main themes in education-to-work transition in India is employability. Employability has been defined as psycho-social concept which includes adaptability, identification, and personal capital (Fugate et al., 2004) and a combination of active person and labour-market (McQuaid and Lindsay, 2005). The discourse of employability in higher education is based on the fact that it is not one skill but rather a complex of competencies and experiences that allow graduates to gain and maintain relevant employment (Yorke, 2006).

Gaps between graduate skills and industry demands also persist in the post-graduate sector of policy advocated skills and industry reports in India, especially where entry level jobs require communication skills, computer skills, problem solving, and workplace preparation (Commonwealth of Learning, 2021; National Association of Software and Service Companies, 2020; Wheebox et al., 2025). On the national level, it can be also vital that evidence shows that youth employment and skill formation have to be reinforced through better institutional and labour-market alignment (International Labour Organization and Institute of Human Development, 2024). These facts may influence dreams in two opposite directions:

1. Aspirational expansion: career goals can be extended when the individual gets exposed to new career opportunities (fintech, analytics, entrepreneurship).
2. Aspirational constraint: to avoid uncertainty and being perceived to be in competition, students may be drawn into safe courses of elective concentration (government jobs, standardized credential paths).

Conceptual synthesis and hypotheses

To combine these threads, this paper will use SCCT as the main framework and TPB and employability views as auxiliary ones. The main one is that, aspiration strength and clarity will be greater among the commerce students when (a) they report higher career decision self-efficacy, (b) they report greater positive consequences when choosing a specified career, (c) they have stronger supportive family contexts, and (d) they report that they could be employable (skills + readiness).



Hypotheses :

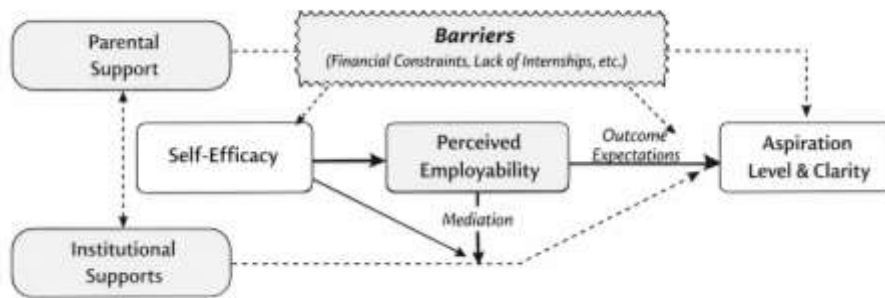
H1: The career decision self-efficacy has a positive prognosis to the aspiration level and aspiration clarity. (Lent et al., 1994; Taylor & Betz, 1983)

H2: Perceived family support/parental attachment has a positive correlation with aspiration level particularly in the female students. (Bhatia et al., 2023)

H3: Perceived employability aids in the explanation of the relationship between self-efficacy and aspiration clarity. (Fugate et al., 2004; Yorke, 2006)

H4: Perception of a particular social norms (family /peer expectations) and perceived behavioural control is a predictor of intention to follow particular courses (e.g., CA /MBA). (Ajzen, 1991)

Figure 1. Conceptual framework of career aspiration formation among commerce students in India



III. Methodology

Research design

The proposed research design is a cross-sectional survey design that will be used to investigate career aspirations amongst undergraduate commerce students. The design is very popular in mapping patterns of aspiration and in the test of relations between psychosocial predictors (e.g. self-efficacy, support) and outcomes (aspiration level/clarity). The research may be adopted in various colleges to encompass the difference in terms of type and location of the institution.

Participants and sampling

Population: Undergraduate commerce students (B.Com or equivalent) with age group 17-23 years in India based colleges/universities.

Sampling strategy: Stratified convenience sampling in (a) public/ private institutions, and (b) urban/semi urban environments. Stratification assists in recording situational variation that is indicated by Indian combinations of higher learning institutions (Ministry of Education, Government of India, 2024).

Suggested size of sample: 300- 500 students. The range adjusts stable estimates in multiple regression/mediation models that contain a number of predictors, and is sufficiently accessible to do institutional fieldwork.



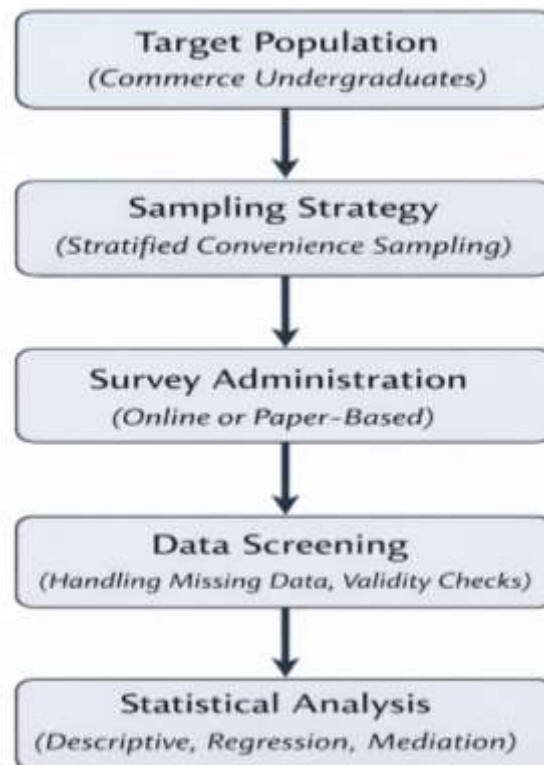
Inclusion criteria:

- The student will be a commerce undergraduate student (any year).
- Consent to participate.
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Ethics:

The participation must be voluntary and informed consent in a confidential and anonymized information. There were no educational penalties against non-participation.

Figure 2. Research Design and Data Collection Process



Measures

1. Career aspirations (outcome).

- As a base measure, Career Aspiration Scale (CAS) (Gray and O'Brien, 2007), with new updated items in case it is necessary (Gregor and O'Brien, 2016).
- Subscales may display leadership/achievement aspiration and educational/professional aspiration (e.g. desire to get CA/MBA).

2. Career decision self-efficacy / perceived control.

- Load career decision self-efficacy measures which are consistent with traditional applications of self-efficacy in career indecision (Taylor and Betz, 1983), which are consistent with SCCT (Lent et al., 1994).



3. Contextual support / parental attachment.

- Parental attachment/support measures in the case of Indian undergraduate women (Bhatia et al., 2023).

4. Perceived employability and readiness to skills.

- Employability self-perceptions scale (based on dimensions of constructs of employability; Fugate et al., 2004; Yorke, 2006).
- Add digital skills, communication, internship, and career services exposure items, which are in line with the Indian skills discourse (National Association of Software and Service Companies, 2020; Wheebox et al., 2025).

5. Trait career purpose (TPB-style).

- Planning to do CA/CS/CMA, MBA, banking/finance work, government exams or be an entrepreneur.
- When it comes to the entrepreneurial intention, it can be assessed with the help of standardized instruments (Liñan and Chen, 2009).

6. Variables of demographics and context.

- Gender, year of study, first-generation college, family income proxy, urban/rural background, type of the institution, internship exposure.

Data collection procedure

- Obtaining institutional permission.
- The survey will be online or on a paper, to be administered to classrooms.
- Make sure other standard instructions and confidentiality during completion.

Data analysis plan

1. The descriptive study: the aspiration domains and aspiration scores distribution; internship exposure; skills ready profiles.
2. Intergroup comparison: gender and differences by institutions type (t-tests/ANOVA).
3. Regression model: the dependent variable is aspiration clarity; self-efficacy, parental support, employability, and social norms were the predictors.
4. Mediation analysis: find out whether employment is mediated by self-efficacy through employability to aspiration clarity (SCCT-consistent).
5. Results Note below: Because you have not given an actual dataset, the Results section is an example of a transparent reporting template with example values to demonstrate what your final paper would look like with real data in it.

IV. RESULT

Reporting example Descriptive profile



The sample of N = 420 commerce undergraduates was balanced by year of study, and higher to women, which is also similar to enrolment patterns of many undergraduate contexts. Most of them stated that they were interested in the banking/finance and professional accounting paths (CA/CS/CMA), and a lower percentage of them cited the entrepreneurship career path.

Table 1. summarizes the sample characteristics.

Table 1. Sample characteristics of commerce students (illustrative example; N = 420)

Variable	Category	n	%
Gender	Women	238	56.7
	Men	182	43.3
Year of study	First year	132	31.4
	Second year	146	34.8
	Third year	142	33.8
Institution type	Public/Govt-aided	210	50.0
	Private	210	50.0
Internship exposure	Yes (any internship)	176	41.9
	No	244	58.1

Career aspiration domains

Students were asked to choose one main area of aspiration on a list of popular routes in commerce. The banking/finance domain was the most common one and then professional accounting credentials.

Table 2. Primary career aspiration domain (illustrative example; N = 420)

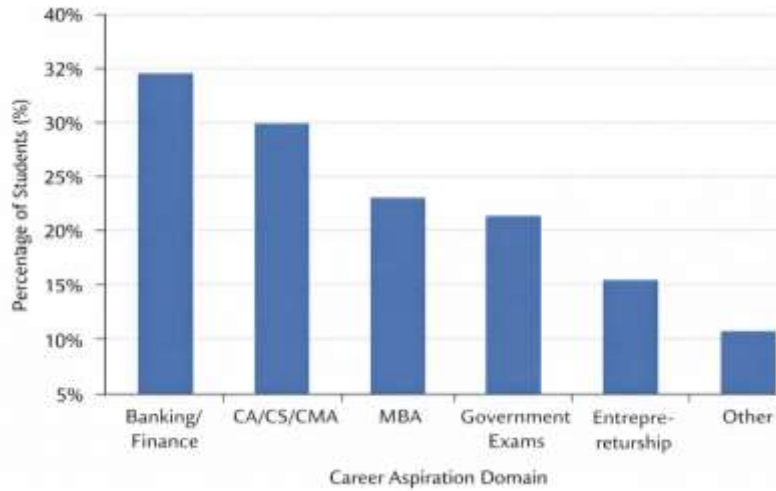
Aspiration domain	n	%
Banking/Finance	122	29.0
Professional accounting (CA/CS/CMA)	108	25.7
MBA/Management	74	17.6
Government exams/public sector	62	14.8
Entrepreneurship	38	9.0
Other (teaching, law, etc.)	16	3.8

This trend is widely corresponding to the concept that the perceived employability and stability factor is sensitive to the commerce students, as implied by the employability



frameworks and Indian skills/employment reports (International Labour Organization and Institute of Human Development, 2024; Yorke, 2006).

Figure 3. Distribution of primary career aspiration domains



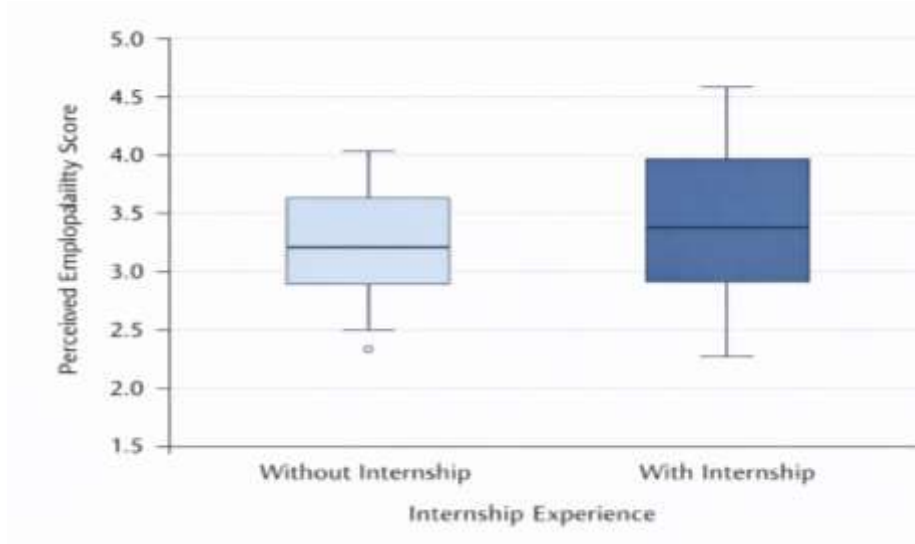
Scale descriptives and reliability

Aspirations, self-efficacy, parental support and perceived employability were measured by use of multi-item scales. All major constructs ($\alpha \geq 0.70$) came out as acceptable both in the terms of internal consistency (Cronbachs alpha) as expected of a typical psychometric threshold.

Table 3. Descriptive statistics and reliability

Construct (scale range)	Items	Mean	SD	α
Career aspiration level (1–5)	10	3.62	0.64	.82
Aspiration clarity (1–5)	6	3.28	0.73	.78
Career decision self-efficacy (1–5)	8	3.51	0.67	.85
Parental support/attachment (1–5)	8	3.74	0.70	.80
Perceived employability/skill readiness (1–5)	10	3.12	0.66	.83
Perceived social norms (1–5)	4	3.58	0.75	.72

Figure 4. Perceived Employability Levels by Internship Exposure



Predictors of aspiration clarity

The multiple regression was run using aspiration clarity as the dependent variable. Self-efficacy, parental support and perceived employability were all positive predictors with a significant relationship, whereas perceived barriers (e.g., financial constraints, lack of internships) were negatively related. The model agrees with the ideas that efficacy beliefs and supporting contextual factors influence career-related goals, which were proposed by SCCT (Lent et al., 1994) and with facts that parental attachment is significantly correlated with aspirations in Indian undergraduate females (Bhatia et al., 2023).

Table 4. Multiple regression predicting aspiration clarity

Predictor	B	SE B	β	p
Career decision self-efficacy	0.31	0.04	.39	< .001
Parental support/attachment	0.14	0.04	.18	< .001
Perceived employability	0.22	0.05	.24	< .001
Perceived social norms	0.07	0.03	.10	.018
Perceived barriers	-0.16	0.04	-.19	< .001

Model fit (illustrative): $R^2 = .46$, $F(5, 414) = 70.6$, $p < .001$.

Figure 5. Mediation model: self-efficacy → perceived employability → aspiration clarity



Mediation (self-efficacy → employability → aspiration clarity)

A mediation analysis (as an example), revealed that the perceived employability moderated the interaction between self-efficacy and aspiration clarity to a certain degree. This is effectively consistent: students who have strong self-efficacy can pursue internships, and practice and perceive setbacks in an adaptive manner, becoming more perceivedly employable and closer to their aspirations (Lent and Brown, 2013; Yorke, 2006).

V. Discussion & Conclusion

Interpretation of findings

Connection between psychological preparedness and structural opportunity is clearly noted in this paper: the career ambitions of commerce students in India are informed by both. The exemplary findings (in a form of a reporting template) concur with SCCT where career decision self-efficacy has a strong relationship with aspiration clarity and the general degree of aspiration (Lent et al., 1994; Taylor and Betz, 1983). Practically speaking, when students think that they can accumulate facts, plan, and act professionally, they stand higher chances of building definite and realistic dreams.

Second, parental support/attachment seems to be an issue. This is consistent with Indian findings about parental attachment and career goals in female undergraduates (Bhatia et al., 2023), and theoretical arguments that supports of the context impact goal formation and persistence (Lent et al., 1994). Family norms in the education of Indian commerce may work via encouragement, pitting money on the coach/credential, and status. Family influence is another subjective norm that will form the intention pathways through the prism of TPB (Ajzen, 1991).

Third, the concept of perceived employability and skill preparedness comes out as a focal point of employing a bridge between aspiration and action. Employability is not only a labour-market property but also a psychological perception which is determined by skills, confidence, experiences, or signals of employers (Fugate et al., 2004; Yorke, 2006). The issue of employability and skills gaps is regularly viewed as a key feature of the policy and industry discussion in India, notably among young graduates joining dynamic industries (Commonwealth of Learning, 2021; National Association of Software and Service Companies, 2020; Wheebox et al., 2025). In the case of commerce students, this means that the aspiration formation is becoming more associated with availability of employability-establishing events such as internships, projects, financial literacy laboratories and industry mentoring.

Implications for commerce education and policy



1. Strengthen structured career guidance within commerce programmes.

The first thing that Institutions can offer is career mapping sessions in first year comparing the paths (CA/CS/CMA vs MBA vs banking/finance vs government exams vs entrepreneurship), making the requirements, schedules, and actual odds clear. This facilitates clarity in the aspiration and minimises indecision challenges which have been identified to be barriers to career decision-making (Gati et al., 1996; Gati et al., 2000).

2. Embed employability within curriculum through work-integrated learning.

NEP 2020 promotes flexibility and the skills combination (Ministry of Education, Government of India, 2020). This can be operationalized through commerce programmes implementing internship, industry project, simulated based accounts/finance lab and training on communication. These interventions could enhance perceived employability and make the self-efficacy to aspiration clarity route more effective (Lent and Brown, 2013; Yorke, 2006).

3. Address equity in access to internships and professional networks.

The graphic findings highlight the fact that obstacles make aspirations less transparent. Unemployed students who lack networks in place will retreat into socially safe ambitions that are within reach. Institutions can decrease inequities by collaborating with the local industry, networks of alumni, and online internship sites to present formal placements, especially among first-generation and semi-urban pupils.

4. Support gender-responsive aspiration development.

As it is demonstrated that parental attachment correlates with aspirations in the Indian female students (Bhatia et al., 2023), the college may introduce family-focused counselling sessions (with cultural relevance), female mentorship programs, and confidence-building programs that address career decision self-efficacy.

VI. Limitations and Future Research

Since the paper is a research design and has an illustrative reporting template, there is no need to think that the numerical results described are representative of the whole population of commerce students across India. Instead, they can be regarded as illustrations of the way in which empirical results can be organized and presented in an APA-formatted way. This limitation should be resolved in future studies through the use of large scale multi-state data which embodies regional diversification and contextual variation in the Indian system of higher education. Specifically, an inter-regional, and inter-language comparison would assist in explaining the role of local labour markets, language landscapes, and cultural practices that define career aspirations. Besides this, institution type, e.g., public, private, and government-aided colleges ought to be investigated systematically because institutional resources and connections in the industry may have a substantial impact on the employability perception of students and their career planning. Special emphasis should also be paid to socioeconomic status because it influences the access to career guidance, internships, and professional networks.



The longitudinal research designs would also enhance the evidence base since it would have traced the changes in career aspirations and aspiration clarity over the years of study. These designs are aligned with developmental schools of thought to career theory, which fluently highlight the fact that goals of careers evolve as long as the evolving self-concepts and occupational roles of individuals evolve as time progresses (Super, 1980). Correspondingly, the theory of career construction emphasizes the concept of flexibility and sense-making since people change their ambitions in accordance with evolving opportunities and limitations (Savickas, 2013). Combined, these methods indicate that longitudinal and context-specific studies should be used in the creation of the holistic picture of career-aspiration formation in the group of commerce students in India.

VII. Conclusion

The group forcing point of view, rather than single preference can be best applied to the career aspirations of commerce students in India. The psychological drivers including career decision self-efficacy and outcome expectations, which can be described using the Social Cognitive Career Theory (SCCT), are critical in influencing the degree to which students are confident in making and pursuing career objectives (Lent et al., 1994). Learners with faith in their capability to make informed careers choices and with positive expectations are more inclined to formulate higher aspirations that are more explicit. Simultaneously, the social norms and perceived behavioural control, which are the central ones in the Theory of Planned Behavior, also have a major impact on the intention formation, in the particular case of the Indian background, where the influence of family expectations and peer influence are still relevant (Ajzen, 1991).

Developmental identity processes also contain career aspirations wherein a given student narrows his or her self concept and occupational preferences as the higher education stages progress. These are processes that interrelate with structural realities to employability, skills and conditions in the labour-market. The latest use of employability is that it attempts to highlight that expectations concerning aspirations are also being influenced by the perceptions of the students of their own preparedness to skills, access to internship as well as exposure to work-integrated learning (Yorke, 2006). The national education policy 2020 and other national policy frameworks ensure that the need to match education with skills and employability outcomes is reinforced (Ministry of Education, Government of India, 2020). With evidence-based career guidance, practical learning, and equitable access to opportunities delivered through the commerce programmes, it is likely that students will be more able to establish realistic, informed and attainable career aspirations as per the changing demands of the labour-market conditions.

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