

Structure and Curricula of Business Education under New Normal (Student Centricity for Employability and Economic Growth in Pakistan)

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Abstract

Education is to serve a purpose otherwise it becomes meaningless. Since it creates awareness, therefore, has been the priority of mankind ever since their emergence and will continue to be so in times to come. Society gazes at the end result i.e., how well universities prepare the graduates for their professional lives. This notion decides the very purpose and foundation of any education system. Business education is to give skills to young entrepreneurs to run businesses, operate factories and manage organizations. This means objectives-based business education which is possible when there is perfect synch among business schools, corporate sector and society.

In student centricity approach, the business schools need to produce graduates with corporate outlook who could develop enterprises. The main factors to produce professionals include curricula, faculty, infrastructure and above all vision of the business school. COVID-19 has given new experience to business schools i.e., operating under off-campus environments. Obviously, this 'New Normal' is different as entrepreneurial practices have been reshaped. This paper outlines curricula of business education to reemphasize employment of technology in education and its management.

The study shall enable the business schools to harness the curricula with new realities of quality education and competitive skills. Accordingly, the study takes into account the stakeholders like students, faculty members, people from the corporate sector, parents, government officials and members from the civil society. Despite having different views, the stakeholders agree to the need of adopting different approaches for quality business education under 'New Normal'.

1. Introduction

1.1 Role of Business Schools and Corporate Needs

Business schools educate, train and mentor the future managers and businessmen and women. In the same way, the corporate sector provides them with the opportunities to apply their knowledge and expertise for economic growth and societal development. This makes it essential that business schools' system of grooming, coincides with the corporate needs (NBEAC 7DDC Report 2020.Pdf, n.d.). The corporate needs of human resources keep in step with the developments taking place in the field of technology and contemporary businesses. Technology impacts businesses and the functioning of the organizations in proficient management and effective governance. This is the reason that the corporate sector is always quick to understand and adopt new technologies.

1.2 COVID-19 and Online Education

COVID-19 came as a challenge to all kinds of social functioning as well as education systems across the globe. Shifting to online education and business activities gave a new dimension to human interactions. The pandemic situation spread over almost two years changed life patterns as well. The unforeseeable pandemic situation at the start of 2020 prompted new methodologies of teaching and developing students' skill. Such pedagogies were woven around online education. In developing countries like Pakistan, at the start of online shift, neither students were used to learn from invisible teacher nor were teachers acquainted to teach the off-sight students. However, with the passage of time,

the systems improved to acceptable proficiencies. Online teaching had certain disadvantages; however, it enjoyed some advantages as well in terms of time saving, flexibility and convenience.

1.3 Education under 'New Normal'

Post COVID-19 or 'New Normal' is a new age of education management and corporate functioning. Therefore, educational institutions need to realign themselves with the latest development in businesses and supporting technologies. Industry-academia linkages has been a weak link in Pakistan, and it continues to be so despite seminars and conferences highlighting its relevance in today's business world (DDC8 Report 16June2021.Pdf, n.d.). Since curriculum provides a direction towards the required approach, the business education would be effective only when aligned with the needs of the corporate sector. Therefore, the structure of business education including curriculum needs corresponding review to develop the latest synch. Economic growth and social wellbeing of a country would largely depend on the quality of business education and its synchronicity with the corporate sector in the post COVID-19 scenario, especially so in developing countries like Pakistan.

2. Literature Review

2.1 Need Based Educational and Business Schools Operations

There is a growing trend of collaborations and joint working among businesses and academia in the developed countries which is however deficient in countries like Pakistan. The mutual interaction is, therefore, taken as beneficial for all stakeholders (Siddiqui, 2007). According to the emerging global trends, universities have become more sensitive to need based education and skill development (Lee, 2015). The focus shift is that business education should enable its graduates to create jobs for themselves and others (Eyster, 1968). The element of skills in business education includes communication, decision making and problem solving (Milheim, 1991).

2.2 Industry–Academia Linkages

There is consensus among corporate sector and business schools for the need of joint workings; however, it remains short of coherence in Pakistan (DDC8 Report 16June2021.Pdf, n.d.). Business schools compete in quality of education which is directly related with the employability. It is basically how capable are the graduates of a business school to put their theoretical knowledge to practices. Corporate sector measures knowhow on the criteria of its profitable employability. It says that knowledge should facilitate the society and people therein. Despite emphasis, the business community in Pakistan is not comfortable with the quality of human resource coming out of the business schools (3rd Deans & Directors Conference, n.d.).

2.3 Off Campus Business Education

Information technology has extended the boundaries of classrooms beyond university campuses; COVID-19 has made the transformation of education management even faster (Stevens et al., 2021). Faster communication makes the businesses in near real-time. Consequently, the emphasis has shifted to skills especially in handling and operating the information technology tools. Operation of business schools and meeting the societal needs in lockdown and semi lockdown condition has demonstrated online as workable alternative. Business schools are expected to produce human resource which is ready employable like the custom-made products. Accordingly, businesses need 'out of the box' solutions and innovative adventures (Siddiqui, 2007). The human resource which produces the most unique is going to win the market.

2.4 Relevancy of Business Education

The ever-increasing density of business schools in countries like Pakistan indicates societal preferences of management and business education (Iqbal, 2016). In the same way, the universities reoriented their academic disciplines, curriculum and teaching methodologies to meet the emerging needs. This obliged the faculty members to listen to the modern needs of education and facilitate the young minds in doing instead of narrating how to do. Flipped classroom and heuristic methods of

teaching are more in demand in the business schools (Mohammad Sabra Nadeem & Javed, n.d.). At the same time, student have become very selective in choosing disciplines and business schools. Their focus is obviously employability. For them, business education is to adopt corporate practices and culture to succeed in the market (NBEAC 7DDC Report 2020.Pdf, n.d.).

2.5 Jobs in Post COVID-19

With the social world coming to normal lives after prolonged pandemic COVID-19, job market is expected to expand exponentially especially for those with expertise in information communication technologies. In developing countries like Pakistan, apart from local industries, regional and global firms especially of Chinese' intend putting demands of suitably educated and trained human resource. In view of the stiff competition, outcome inclined business education is going to survive. (Aleksandrovic, 2021). The business schools, therefore, need to review curriculum and teaching techniques to meet the industry requirements (DDC8 Report 16June2021.Pdf, n.d.). Market demands of human resource have correspondingly changed in post COVID-19 environments. The focus is online businesses and services. The business schools are facing difficulties in realigning with the new market needs (Cahapay, 2020).

3. Study Design and Parameters

3.1 Type of Research Study and Scope

Review of business curriculum for alignment with industry needs is an on-going process in the business schools. Like other developing countries, in Pakistan also, the business schools achieved this alignment to some extent. However, COVID-19 at the closing of 2019 and start of 2020 changed the outlook of societal way of life, business activities and industrial practices. Accordingly, business schools shifted to online education. COVID-19 continued to hover over all walks of life for about two years and education systems slowly became used to off-campus invisible student-teacher relationships. The 'New Normal' is different from pre COVID-19 era predominantly in the use of digital technologies. So is the requirement of realignment of business education with the new realities. Philosophically, this research study has been designed to follow the critical social science approach (Newman, 2014) which implies integration of quantitative and qualitative outlooks. It is mixing method in essence which includes input from the contemporary practices nationally as well as internationally, HEC (Higher Education Commission) guidelines on business education in Pakistan, societal expectations and needs of the corporate sector. This endeavour combines different kinds of research to make one comprehensive whole to integrate curriculum of business education for the business schools. The research approach followed determination of four factors as under:-

3.1.1 Determining Changes in the Business World under 'New Normal'

This was to determine the changes in the social priorities, corporate functionalities and industrial practices. The sources of data were literature review and corporate sector of Karachi, Pakistan. It also included the input from the members of the corporate advisory councils of the selected universities of Karachi including the Suffah University.

3.1.2 Determining Satisfaction Level of Present Structure of Business Education

This determination has been the outcome of data interpretation (primary and secondary) as obtained from all the stakeholders. The data was obtained through a questionnaire to determine the present state of satisfaction so that degree of required change could be determined. The data was obtained through a questionnaire.

3.1.3 Analysis of Present Curriculum in Leading Business Schools

It basically included the curriculum analysis of selected leading national and international business schools.

3.2 Sources of Data and Inputs

For the purpose of obtaining data from primary sources, population for the intended research included all universities and degree awarding institutes of Pakistan offering business education in one or other form. There is total 159 such universities offering business education ("List of Business Schools in Pakistan," 2022). Under the total numbers of 159 universities, there are 84 public and 75 private sector higher educational institutions which makes their ratio as 53:47. Population is mix of bigger and smaller universities in view of varying density in urban and rural areas. Similarly, there is a mix of boys' and girls' universities as well as those having co-education. Out of the total population, 58 business schools were taken as sample size for the purpose of this study spread over all regions of the country proportionately which included: Islamabad 13%, Balochistan 5%, KPK 23% Punjab 32%, Sindh 23%, AJK 4% and Gilgit Baltistan 1%. The respondents included students, faculty members, senior educationists, parents, corporate sector, government officials and civil society. A simple questionnaire was developed which covered all intended attributes of business education. It covered respondents' present level of satisfaction over business education in Pakistan, their desired or intended attributes and suggestions for deletion or addition of certain subjects in the curriculum. Another source of information was Corporate Advisory Council of DHA Suffa University which is composed of industrialists, professionals from the corporate sector and senior academicians. They provided information about the degree of change in the post COVID-19 scenario and new expectations of the corporate sector from business schools. Literature review of leading national and international business schools provided present state of curriculum and structure of business education.

3.3 Determining Factors of Quality Business Education

In the contemporary organizational functioning, corporate sector is becoming more quantitative rather than qualitative. Digits are more popular in decision making and understanding than the words. Structure of business education and curriculum needs a similar treatment. Therefore, in this study, market requirements in post COVID-19 have been organized into five academic fundamentals. Taking their first letter, they are referred as 'DREAM' in subsequent part of this paper. DREAM basically stands for 'Decision Making, Research Outlook, Ethical Approach, Analytical Abilities and Management Acumen. These fundamentals have been explained below: -

3.3.1 Decision Making

In the effective organizational functioning, 'Decision Making' implies understanding the issue and thereafter taking a position for the growth of the business. Post COVID-19 business world is innovation inclined and technology dependent. The business schools, therefore, need to produce decision makers on rationale understanding.

3.3.2 Research Outlook

Research outlook is fundamentally probing into critical issues, developing analytical visions, drawing inferences from data, preparing possibilities, probabilities and options. It is quantitative research which enables decision makers to progress in the business venture. Therefore, the contemporary environments demand research potentials from the potential employees for finding solutions of business problems.

3.3.3 Ethical Approach

The subjects under ethical approach include those which provide the notion of coexistence and collective social wellbeing. Corporate social responsibility is fundamental to all understandings of business education. Businesses also need to look after the interest of all stakeholders which essentially includes the fellow living beings and environments.

3.3.4 Analytical Abilities

Developing an approach of analysis is basically a passion which comes through critical reading and writing. It is inculcated through practices of reading in-between the lines and drawing multiple

meanings in textual dimensions. Analysis is prerequisite to rationale thinking, decision making and executing a plan. Post COVID-19 markets need young people with rationale acumen; hence business education curriculum needs therefor to focus on integrated thinking.

3.3.5 Management Acumen

The industrialists and employers take management acumen as fundamental to business growth. The management has two aspects i.e., self and business management. Both are essential for the managers and decision makers in the organizations as these complement each other. The graduates of business schools, therefore, need synchronicity of attitudes and skills for effective management of means for enhanced organizational outputs.

3.4 Weightages of 'DREAM' Factors

In order to measure the 'DREAM' factors as elaborated above, these have been given weightages. For that purpose, two sources formed the basis of giving weightages to these factors. Firstly, it was done through the questionnaire from the stakeholders including faculty members, students, parents, government official and civil society. Second source was the corporate advisory councils of the selected universities.

4. Discussion

4.1 Data Analysis: Determining Satisfaction Levels of Existing Business Education

The respondents included students, faculty members, corporate sector, employers, civil officials, academicians and parents. The responses are tabulated below: -

4.1.1 **Data Collection and Frequency Distribution:** Data as collected from 1623 respondents (70% acceptable responses) is as given below in Table-1A and B.

Participants					
Categories of Participants		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Data	Students	681	42.0	42.0	42.0
	Faculty Members	218	13.4	13.4	55.4
	Corporate Sector	129	7.9	7.9	63.3
	Employers	119	7.3	7.3	70.7
	Civil Officials	119	7.3	7.3	78.0
	Academicians	128	7.9	7.9	85.9
	Parents	229	14.1	14.1	100.0
	Total	1623	100.0	100.0	

Table-1A

Participants (Analysis of Participation)

Participants' Frequency Distribution		
N	Valid	1623
	Missing	0
Mean		3.05
Median		2.00
Mode		1
Std. Deviation		2.269
Variance		5.148
Skewness		.652
Std. Error of Skewness		.061
Kurtosis		-1.145
Std. Error of Kurtosis		.121

Table-1B

4.1.2 **Decision Making:** Statistical summary is as given below in Table-2: -

Decision Making, Responses				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Extremely Unsatisfied	352	21.7	21.7	21.7
	Unsatisfied	959	59.1	59.1	80.8
	Neither Satisfied nor Unsatisfied	134	8.3	8.3	89.0
	Satisfied	138	8.5	8.5	97.5
	Extremely Satisfied	40	2.5	2.5	100.0
	Total	1623	100.0	100.0	

Table-2

4.1.3 **Research Outlook:** Statistical summary is as given below in Table-3: -

Research Outlook, Responses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Unsatisfied	401	24.7	24.7	24.7
	Unsatisfied	888	54.7	54.7	79.4
	Neither Satisfied nor Unsatisfied	159	9.8	9.8	89.2
	Satisfied	140	8.6	8.6	97.8
	Extremely Satisfied	35	2.2	2.2	100.0
	Total	1623	100.0	100.0	

Table-3

4.1.4 **Ethical Approach:** Statistical summary is as given below in Table-4: -

Ethical Approach, Responses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Unsatisfied	367	22.6	22.6	22.6
	Unsatisfied	938	57.8	57.8	80.4
	Neither Satisfied nor Unsatisfied	141	8.7	8.7	89.1
	Satisfied	154	9.5	9.5	98.6
	Extremely Satisfied	23	1.4	1.4	100.0
	Total	1623	100.0	100.0	

Table-4

4.1.5 **Analytical Abilities:** Statistical summary is as given below in Table-4: -

Analytical Abilities, Responses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Unsatisfied	428	26.4	26.4	26.4
	Unsatisfied	855	52.7	52.7	79.1
	Neither Satisfied nor Unsatisfied	114	7.0	7.0	86.1
	Satisfied	196	12.1	12.1	98.2
	Extremely Satisfied	30	1.8	1.8	100.0
	Total	1623	100.0	100.0	

Table-5

4.1.6 **Management Acumen:** Statistical summary is as given below in Table-6: -

Management Acumen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Unsatisfied	483	29.8	29.8	29.8
	Unsatisfied	783	48.2	48.2	78.0
	Neither Satisfied nor Unsatisfied	144	8.9	8.9	86.9
	Satisfied	173	10.7	10.7	97.5
	Extremely Satisfied	40	2.5	2.5	100.0
	Total	1623	100.0	100.0	

Table-6

4.2 Desired Percentages of Business Education 'DEARM' Factors

The Tables-2 to 6 reflect the levels of satisfactions of the respondents from the present curriculum and structure of business education. The percentages of satisfactory and extreme levels of satisfaction are very low. The data reflects lack of satisfaction of the stakeholders over existing structure and curriculum of business education. The next argument was about the desired level of priorities under the given factors of business education. This was determined through a questionnaire from stakeholders and members of the corporate advisory council. The responses are as given: -

4.2.1 Total Participation

S/No	Category of Participants	Numbers	Participation %
	Students	681	42.0
	Faculty Members	218	13.4
	Corporate Sector	129	7.9
	Employers	119	7.3
	Civil Officials	119	7.3
	Academicians	128	7.9
	Parents	229	14.1
	Total	1623	100.0

Table-7A

4.2.2 DREAM Factors Responses: Mean value reflects desired level of preference.

S/No	Factors of Education	Numbers 1%-24%	Numbers 25%-50%	Number Range	Percentage Range	Mean Value
	Decision Making	162-244	162-244	324-487	20-30%	25%
	Research Outlook	81-162	81-162	162-324	10-20%	15%
	Ethical Approach	122-203	122-203	243-406	15-25%	20%
	Analytical Approach	81-162	81-162	162-324	10-20%	15%
	Management Acumen	162-244	162-244	324-487	20-30%	25%
	Total	1623			-	

Table-7B

4.3 Opinion Seeking Survey about Preferences of Quality Factors: - The desirable percentages of factors as shown in Tabel-7B were then shared with the members of Corporate Advisory Council of DHA Suffa University, Karachi Pakistan. They agreed to the calculations and approximation of the percentages except a point of addition that business analytics be given preference. The mean values reflect grouping of the subjects to achieve the 'DREAM' factor with the given relative weightage. During a survey about the preferences of students, faculty members and other stakeholders, the responses are summarized as under:-

4.3.1 Students: They were found job centric in their approach and suggesting addition and deletion of certain subjects in the curriculum. Their inclination was leaning towards use of new technologies in businesses, how to express convincingly and creation of new ideas. They were found more inclined towards use of technology in business education instead of classroom bound on-campus academic activities.

4.3.2 Faculty Members: They were found more inclined towards producing a balance mind who is respectful to the societal norms, professional and compassionate towards environments.

4.3.3 Corporate Sector: The people from corporate sector were totally focused on producing business graduates who could be put to work right after recruitment with little orientation. The business graduate should be those expert hands who could produce money for the firm.

4.3.4 Employers: Like corporate sector, employers were also of the view that our graduates should be the best in skills of doing profit making things for the organizations.

4.3.5 Civil Officials: They were of the view that we should focus more on character building of our young generations. Their observation was that the present curriculum appears devoid of inculcating the sense of honesty, truthfulness, no shortcut to hard work and organizational loyalty. In the existing environments, we are rather creating young minds with corruption inclination, shortcut in job seeking and those who tend to ignore environments and societal ethics.

4.3.6 Senior Academicians: There was very less response in written form from the academicians. However, during discussions, they were more focused on the future world as a whole not only the future business world. In their strategic view, the business world is getting more centralised in view of the emerging geopolitical realities. With the change in the world order, the business world is going to have different outlooks in near times to come.

4.3.7 Parents: They were more concerned about the future of their children in terms of getting jobs especially positions which dominate the society; may those be in financial terms or authority in administration and governance. The parents were however critical about business schools' policy of fees and quality of education.

4.4 Changes in the Post COVID-19 World, the 'New Normal'

4.4.1 Digital Economy: In post COVID-19 scenario, new paradigms of digital economies have completely changed the modes of doing business and education management. Financial technologies coupled with online functioning of financial institutions has changed mode of transactions, business deals and industrial working. Accordingly, off-campus education has gained popularity with ever increasing use of technology (Cizmeci, 2021). Since transfer of money has coincided with the real time so has become the businesses. It has implications for the business education to understand its dynamics and the mechanisms of digital economies.

4.4.2 Social, Cultural and Political Priorities: COVID-19 has impacted our social, cultural and political priorities and functionalities. The strategic shift in regrouping of states on the basis of alliances and economies highlight that continuing conventional management of businesses is not going to support the sustainable development. Therefore, the changes in business education have become essential. Sustainable economic growth and management of education in business schools need to work in tandem. The world under 'New Normal' suggests sustainable management education (Kolb et al., 2017) with predominant use of technology.

4.4.3 Focused and Convergent Business Education: Issues based learning and seeking solutions through technology is rather more focused way of conducting business education. It is going to have less academic load on the students and teachers would require to seek out of the box solutions. It has implications on the structure and curriculum of business education in terms of comparatively lesser time to complete the degrees, reduced classroom-based teaching, priority of case studies over lectures, selective online mode of education and hands on tools rather.

4.4.4 Business Education in Global Perspective: Business education across international boundaries has been facilitated through online learning as a response to the COVID-19 pandemic. In view of its benefits, it is visualized that international students would prefer to have hybrid modes (mix of online and on-campus) of education (Kanwar & Carr, 2020). It has implications for the curriculum and modes of conducting business education, leading towards joint programs, dual degrees or more frequent transfer of credits across business schools.

4.4.5 Self-regulated Business Education: COVID-19, under restricted movements, social distancing and lockdown conditions prompted self-regulated learning in the absence of face-to-face availability of teachers and mentors. The students had to set their own goals, determine contents of learning and choose appropriate methods of comprehension and retentions. It has been found that self-regulated learning has ownership of the student and effective experiences (Cai et al., 2020). Flipped class methodology in hybrid mode is going to have more advantages.

4.4.6 Sustaining Social, Cultural and Economic Imbalances: COVID-19 gave rise to social, cultural and economic imbalances through the practices of individuals maintaining physical distances from each other, comparative isolations and abstaining groups' working (Mishra et al., 2020). Now they have become used to the benefits of such working which has implications for business education under 'New Normal'. Physical presence has become secondary; the focus is on work outputs in flexible working hours beyond the restrictions of locations. Business education is not restricted to classrooms or campuses; it would rather be available while on move.

4.4.7 Business School-Academia Collaborations: The much needed and practiced joint working of business schools and corporate sector in developed countries has positively impacted for the similar expectations in developing countries. The realization was already there in the developing world; in 'New Normal' it has become the consequence of mutual survival. Industrial setups and corporate sectors are going to be clustered around business schools.

4.5 Business Education in Leading Business Schools: For the purpose of this study, 10 leading business schools each from national and international domains were selected and their structure of education studied. The points given below depict gist of their priorities.

4.5.1 International Perspective: Business education is basically co-creation, innovation and developing cost-supportive solutions. Business schools, therefore, need to produce job creators rather than employment seekers; it is because of the reason that small businesses have growth orientation contrary to jobs having status quo inclinations. Therefore, they are turning into societal hubs for integrated outcomes and new trends include learning, teaching and practices for harnessing skills. Success criteria of business schools is predominantly tilting towards employability under the fast pace of technology. Attendance of classroom studies, scoring marks and grades are becoming less relevant.

4.5.2 National Perspective: In post COVID-19 scenario, the job market is again turning fertile and business education has become the focus of all academic pursuits in higher educational institutes. Organizations look for leadership acumen in the younger entrepreneurs. The market dynamics and requirements have changed demanding soft and hard skills in addition to customary knowledge. Trend of digital marketing has been skyrocketing over the past two years. There has been increase in percentage share of private sector's jobs using information technology at all levels including e-business, marketing and commerce.

4.5.3 Corporate Sector of Pakistan: The corporate sector of Karachi, Pakistan feels that business schools need to become rather more focused. This would reduce unnecessary burden and make the students more experts in dealing with the business under 'New Normal'. The Corporate world is looking for young men with leadership acumen and management expertise.

5. Conclusions and Recommendations

5.1 Redefining Structure of Business Education: The study concludes that post COVID-19 is new era of societal functioning and management of education especially in the business schools. The developing world in particular has entered into paperless work and virtual currencies; therefore, business education needs to be restructured. Hybrid mode of education is fast paced, affords more time to students for studies and practices. Therefore, the degree programs may have to be delinked from specific time bounds; should rather be on contact or study hours. Under 'New Normal' a student can afford to take more courses in a semester. It also reduces the academic load to focus on technology and get to the right as soon as possible.

5.2 Curriculum of Business Education: The 'New Normal' needs smart curriculum which is focused to achieve well defined objectives. At the same time, it needs to integrate with other disciplines like computer and information technologies, contents of natural and social sciences. Teaching supplementary courses in isolation and standalone format need to be done away with; should rather be inbuilt in the main business courses and themes. It demands teachers training and new pedagogies which are fully backed by the information technologies. The curriculum would require to be designed in accordance with weightages calculated and reflected in Table-7B.

5.3 Teaching Methodologies: The 'New Normal' is multi-mode in all walks of life including conducting the classes. Flipped classes fully supportive by the technology provide solutions in hybrid modes. Business education needs not to be linked with the classrooms; mobile phones provide the links while on move; this would also resolve the attendance of students. It will also impact social and economic landscape of the societies, resulting into less traffic on the roads, availability of more study hours to the students and conservation of essential commodities.

5.4 Duration of Degree Programs: Duration of degree and other programs would need to be calculated in terms of study hours of the students instead of years. Student would be able to take more academic load with the saving of time. This would also reduce the mobile hours of students on social media and re-regulated towards studies.

5.5 Blended Learning: The well experienced application of technology during COVID-19 promotes blended learning. It means changing the classroom to allow blended learning for on-campus and off-campus students at the same time.

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