SESSION REPORT

"Can I Solve a Business Problem Instead of Studying One?"

Speaker of the Session: Aayushi Kalra

Date & Venue: 15thOctober 2026

Organised by: COMMBLAZE Society, Department of Commerce

Participants: Faculty Members and Students

A seminar on the thought-provoking topic "Can I Solve a Business Problem Instead of Studying One?" was organised to encourage students to look beyond textbook learning and understand how business concepts operate in real-life situations. The topic highlighted an important question for commerce students: is it enough to study business problems theoretically, or should students also learn to analyse them, think critically, and work towards practical solutions? The session focused on connecting classroom knowledge with the challenges that businesses face in their day-to-day operations.

The main objective of the seminar was to develop a practical approach towards learning and problem-solving. Business studies often introduce students to concepts, models, case studies, and examples; however, real business situations are rarely as simple as they appear in textbooks. They involve people, changing customer needs, competition, limited resources, uncertainty, and decisions that may have more than one possible outcome. The seminar encouraged participants to think about these factors and recognise the value of applying their knowledge rather than limiting themselves to memorising concepts.

One of the most engaging aspects of the event was the interactive session involving both faculty members and students. Instead of making the seminar a one-way presentation, the discussion created space for participants to express their thoughts, ask questions, and learn from one another. Faculty members contributed their perspectives and experiences, while students were encouraged to share their own observations and possible solutions. This exchange of ideas made the session more inclusive and helped create an atmosphere in which everyone could participate actively.

The discussion centred on real-life and day-to-day business cases and problems. Participants explored how challenges that may seem ordinary can become important business questions when viewed carefully. For example, a business may need to understand why customers are not returning, how it can improve the quality of its service, how to manage rising costs, or how to respond when a competitor introduces a new product. Such situations require more than simply recalling a definition; they require observation, analysis, creativity, and the ability to consider the needs of different stakeholders.

Through these discussions, the seminar highlighted that a business problem should first be understood clearly before a solution is proposed. Identifying the actual cause of a problem is often as important as finding an answer. A decline in sales, for instance, may be linked to pricing, product quality, customer experience, promotion, or changing market preferences. If a business responds without understanding the reason behind the issue, its solution may not be effective. The session therefore encouraged students to ask relevant questions, examine different possibilities, and support their suggestions with logical reasoning.

An important feature of the session was that participants were given an opportunity to share their views and take part in the discussion. Different people can approach the same business situation in different ways, and listening to these perspectives can reveal possibilities that might otherwise be overlooked. Students could consider not only whether a proposed solution was practical, but also whether it was affordable, fair to customers and employees, and suitable for the long-term interests of the business. In this way, the interaction encouraged open-mindedness, confidence, and collaborative thinking.

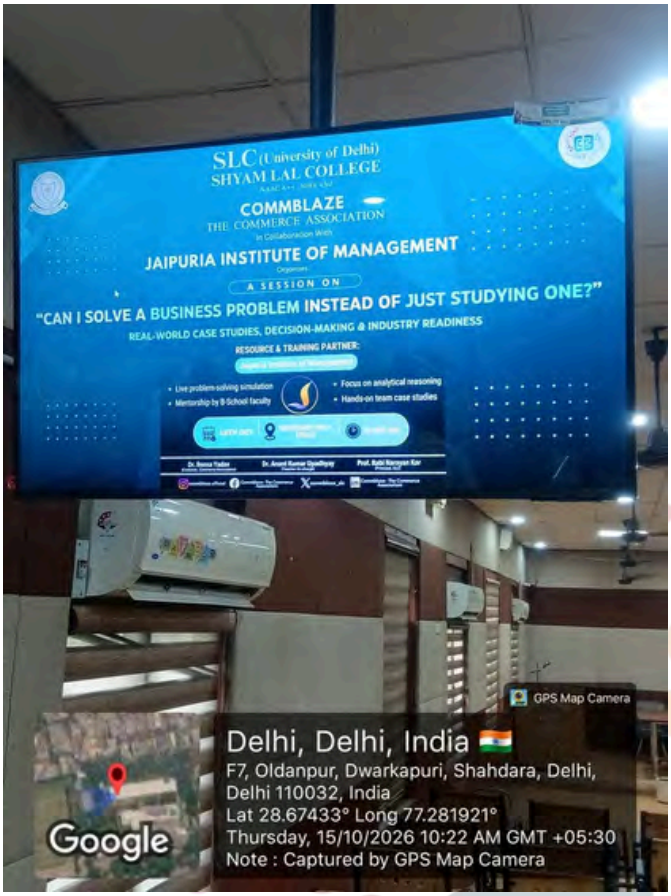
The seminar also reinforced the importance of learning from real business experiences. A case becomes more meaningful when students try to understand the decisions made, the difficulties faced, and the consequences of different choices. By discussing everyday business situations, participants could see how concepts studied in subjects such as marketing, management, accounting, and entrepreneurship may be applied in practice. The session helped underline that theoretical knowledge remains important, but its value increases when students can use it to interpret situations and make informed decisions.

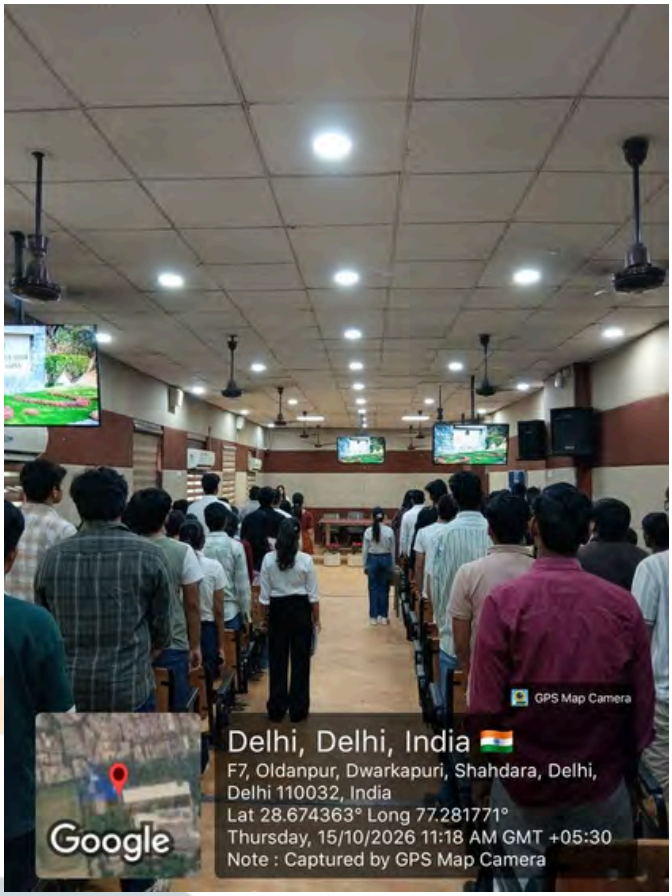
The theme of the seminar invited students to shift their perspective from simply studying a problem to actively trying to solve it. This does not mean that theory or academic study is unnecessary. Rather, theory provides a foundation, while practical application helps students test their understanding and develop judgement. A problem-solving approach requires curiosity, teamwork, communication, adaptability, and a willingness to learn from mistakes. These qualities are useful not only for future entrepreneurs and managers, but also for students preparing for professional roles in any field.

Faculty members were felicitated during the event and presented with goodies as a gesture of appreciation and respect. Their presence and participation added value to the session, as the interaction between teachers and students allowed ideas to be discussed in a supportive learning environment. The event also included refreshments for the participants, contributing to a welcoming atmosphere. The overall session lasted for nearly three hours, providing sufficient time for an extended and meaningful exchange of ideas.

The session remained interesting and engaging because it combined discussion with participation. Rather than treating business problems as distant examples confined to books, participants were encouraged to think about how similar issues appear in everyday life and how they might respond to them. This approach made the subject more relatable and helped students recognise that practical learning can begin with observing the world around them, asking thoughtful questions, and considering possible solutions.

In conclusion, the seminar on “Can I Solve a Business Problem Instead of Studying One?” provided a valuable opportunity for faculty members and students to interact, discuss real-life business challenges, and exchange ideas. It emphasised the importance of critical thinking, practical application, teamwork, and active participation in learning. The session encouraged students to move beyond memorisation and develop the confidence to analyse problems independently. Overall, it was an informative, engaging, and interactive experience that strengthened the connection between classroom learning and real-world business situations.


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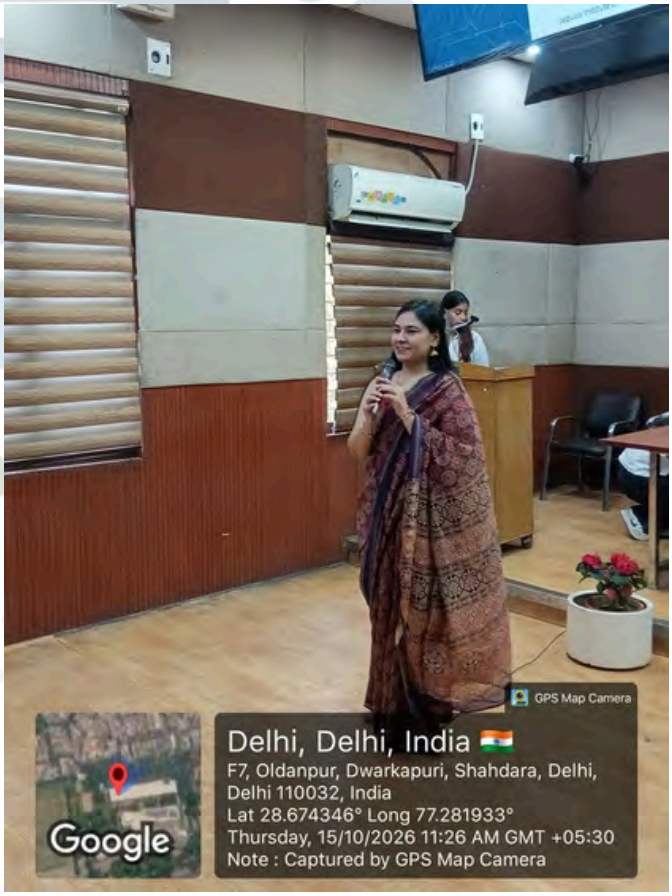

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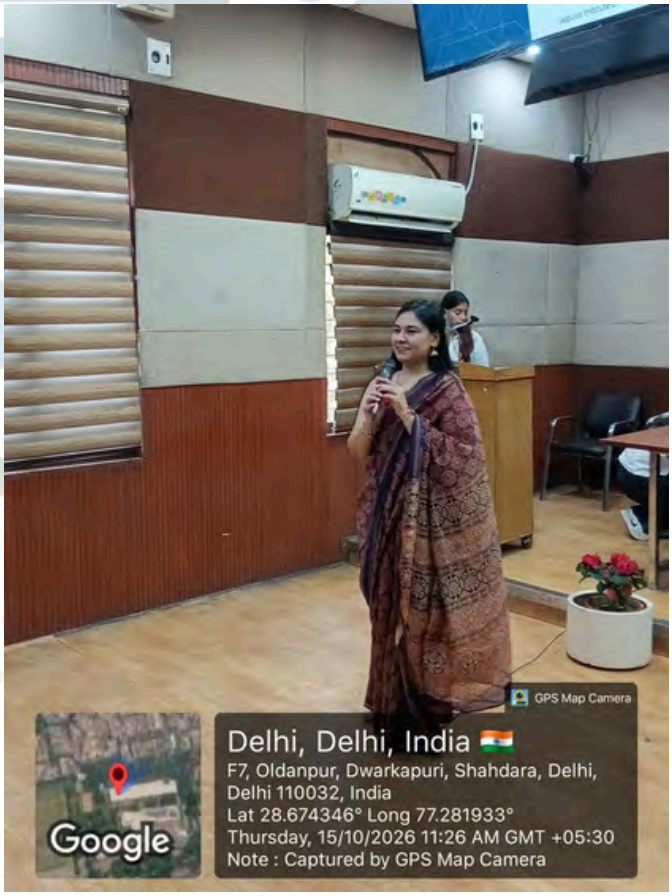

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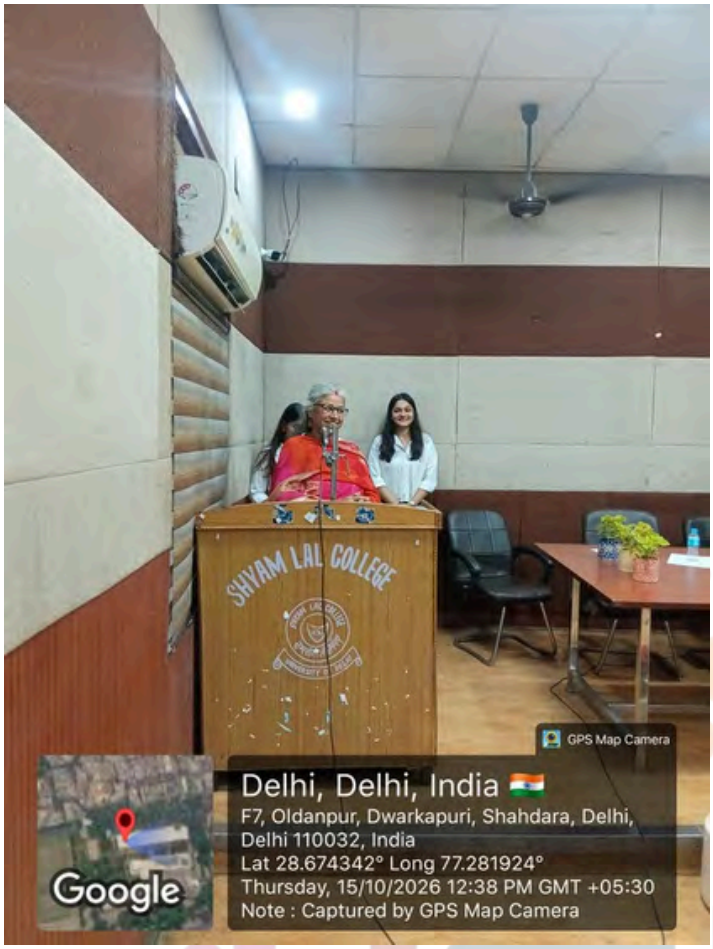

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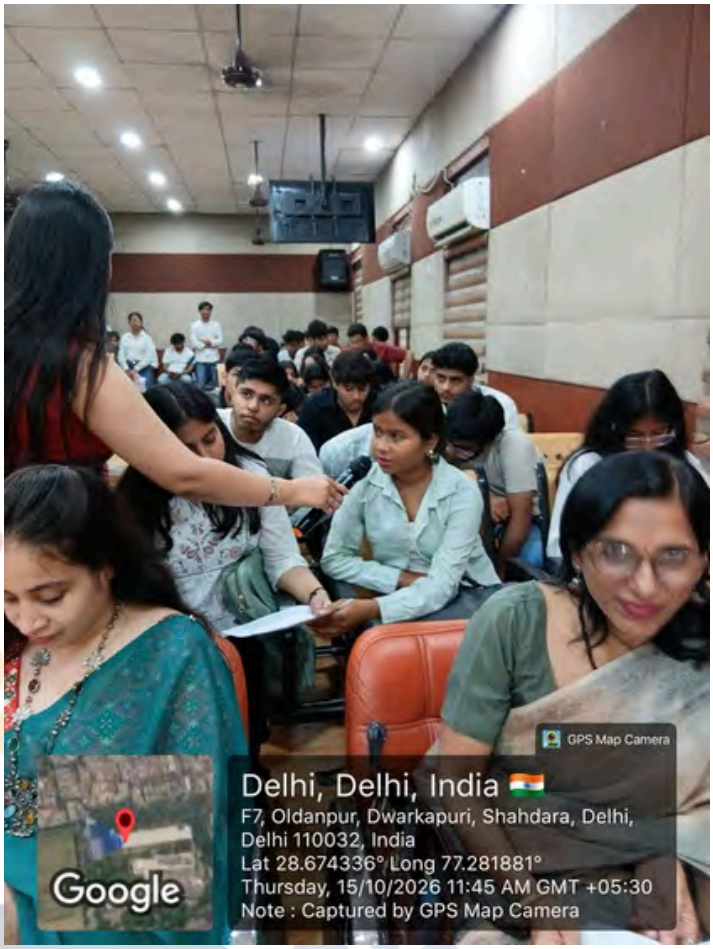

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