

# Golden Research Thoughts

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## AN EMPIRICAL DIAGNOSIS OF ADOPTION OF IOT IN TEACHING LEARNING PROCESS FOR STUDENT DEVELOPMENT



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### **ABSTRACT:**

Education is a process of imparting knowledge, abilities and life skills, to an individual which shapes his/her career. India, being the second highly populated country in the world has the biggest strength i.e., Human resources and they are the ultimate future drivers of the country. They are the key contributors to the economic developments of a nation. It becomes the educational institution's responsibility to impart this quality in education to match the expectations of the corporate/industry standards. The "university degree" whether commerce, management or any stream is a medium through which the students gain the knowledge to handle the respective responsible jobs. The curriculum for the degree to be awarded is been designed by the universities and certain monitoring bodies who facilitates the students to gain these skill sets required. The current paper addresses one of the most challenging issues in the management education i.e., "The art of integration of the curriculum as a whole" and the necessary innovative environment for the same. It is observed that, the education system is evaporative and is only aimed at completing the semester designed. What is being taught in the first semester, is not being carried forward cumulatively for the next semester and the course till the end. In this context, some of the research questions are- is management education

*semester specific or outcome specific? Are the subjects taught in isolation or integration? Are the learning objectives of the subjects within and between semesters inter-related? Are there innovative pedagogy to implement these practices? Are the industry-integration programs which is a must in the west, still a dream from reality in Indian context? What could be the possible challenges in meeting these objectives? To answer these research questions, the current paper used exploratory and descriptive research approach. Management education is taken into consideration in the study. This conceptual paper scrutinizes whether syllabus designed is in the progressive and cumulative manner or not and also aims at giving suggestions as to how it can be integrated innovatively.*

**KEY WORDS:** Management education, integration, innovation, progressive education

## 1. INTRODUCTION

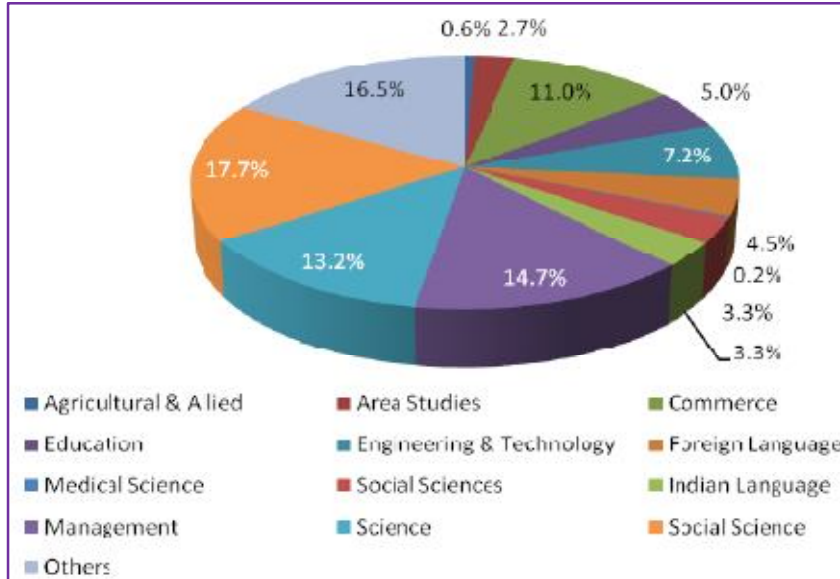
“Education is not preparation for life, education is life itself” (Dewey, 1916, p.239), One of the revolutionary transformation in education was bought in the west by John Dewey, who gave the theory of progressive and democratic learning. Education has life and this has to be interconnected like the parts of the body. The growth has to be progressive. Just like the physical developments as a child to adult, education also had to grow from being a child to a maturity which has to be reflected in the individual. The education imparted in the process of preparing the students for their career has to be taught in the holistic approach by connecting the subjects and develop the students and a whole so that they can visualise the relationships and be ready to face the real life situations.

The theme connecting the dots signifies that there are many areas which is left in isolation and needs special attention to ensure a holistic approach is given to the education as a system and course as a curriculum. The outcome of the whole process will be fruitful only when the ultimate goal of all the stakeholders are met together. It becomes important to understand the higher education in management in India and the prospects.

## 2. MANAGEMENT EDUCATION IN INDIA

India is rich in Human resources which can be exploited for the betterment of life. The individual capabilities are to be harnessed so that they are ready to face any of the life situations. One of the streams in higher education is “management” which is applicable in all faculties irrespective of the industry. Management education in higher education is considered as one of the most prestigious ones. Many try to link the synonym “manager” for student who has completed MBA.

Are these management post graduates self-sufficient and are having necessary abilities, skills and knowledge demanded by the corporates need to be explored. Many educational institutions are able to produce MBA’s but the technical expertise is still not present. The corporate organizations also judges the institute based on the brand and do not have the confidence to pick the MBA graduates from any institutes for either the internships or as employees.



**Figure 1: Stream wise out-turn for post-graduation program**

The number of post graduates in India is also double to that of China (EconomicTimes, 2012). This is a clear indication that the supply of the resources is ample in India. It is important to note whether they are qualified or not. Out by the 5,500 B-schools in the country, only 7 per cent turn out to be employable, says another study conducted by ASSOCHAM (IndiaToday, 2016).

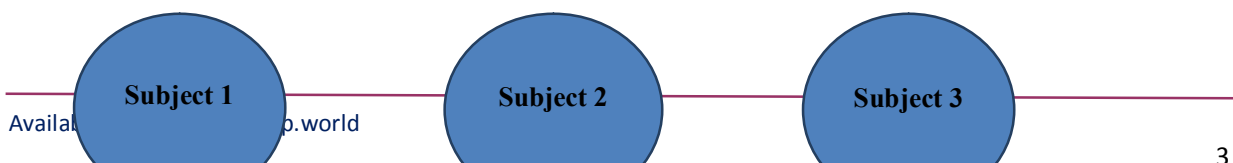
The universities and educational institutions need to understand that there is still a lot of gaps in the abilities, skills and knowledge of the students to match with that of the corporate expectations. These gaps can be bridged by connecting the different entities. The gap may be because of many reasons. One of the many reasons is the semester system and its approach to the course. Though there are ample advantages of the semester system, there are some disadvantages too. The semester and the subjects are studied in isolation and the students are not able to connect the different area of management and learn the concepts in the holistic approach. There are many dots which needs to be connected in order to make the real picture i.e., MBA to the students.

### 3. WHAT ARE THE DOTS TO BE CONNECTED?

Before getting into the details of the challenges and the solutions in management education, it is very important to understand what are the dots to be connected? So that one can make the education process complete and ensure that it is not dangling in any one end. To do this one needs to understand the MBA course as a whole before splitting it into the semesters part by part. Some of the two major dots to be connected are:

1. Consider each subject as a dot and connect each of them. (Micro level)
2. Each semester as a dot and connect to next semester (Micro level)
3. Each paper of the specialization and that of the industry (Micro level)
4. Connect the course/area of specialization as a dot with that of the industry (Macro level)

1. Consider each subject as a dot and connect each of them. (Micro level)



**Figure 2: Connecting the subject**

There has to be an integration between the subjects in the whole course. For example, the subject organization behaviour (paper 1.2) in I semester can be integrated/inter-linked with the subject Human Resources Management (paper 2.4) in the II semester. This can be further inter-linked with the HR specialization papers. Similarly, there can be an inter-link given to the subjects Statistics for management (Paper 1.4), which is a part of first semester and Management research methods (paper 2.1), which is a part of second semester. There are many other such similar connections can be made. It is illustrated in the below figure 6.

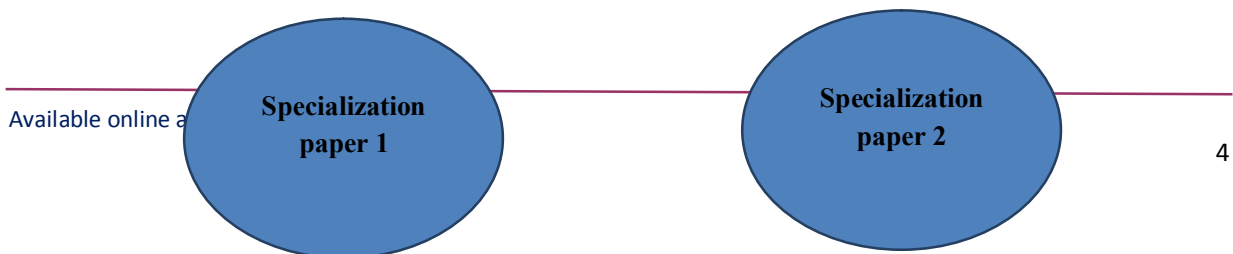
**2. Each semester as a dot and connect to next semester (Micro level)**

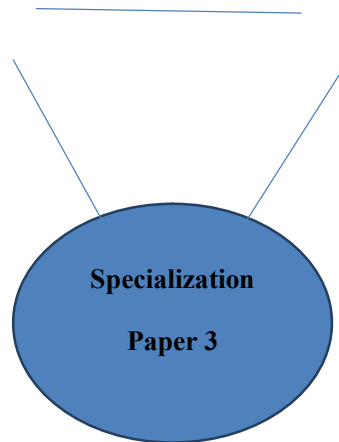


**Figure 3: Connecting the semesters**

Not confining to the integration of the subjects the curriculum should also aim at integrating the semesters. There need to be a progressive link given to every semesters so that the student can cumulatively understand every semester and progressively learn the course in a continuum. There has to be activities and programs to integrate every semester and the students has to realise and reflect the learning of the previous semester in the current semester and the current semester in the next. The inter-connections between the semesters are illustrated in the below figure 6.

**3. Each paper of the specialization and that of the industry (Micro level)**

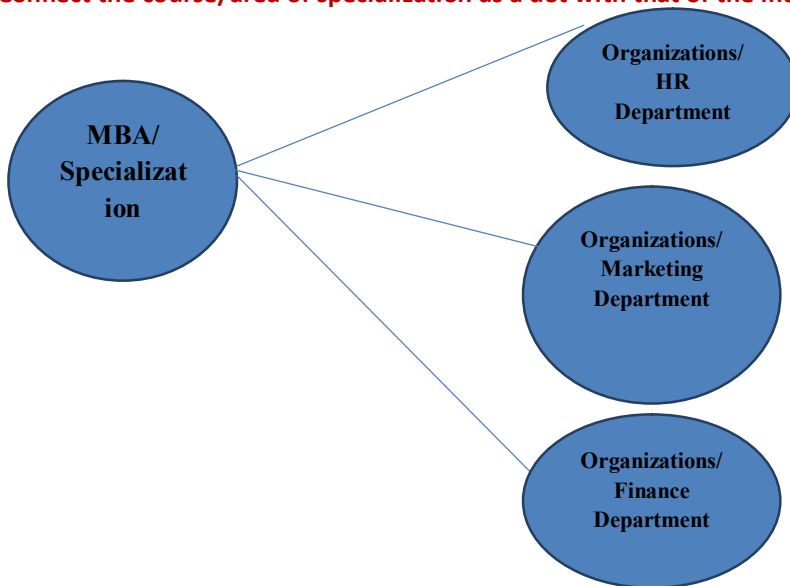




**Figure 4: Connecting the specialization papers**

The third and the important connections are the connectivity to the specialization papers. The MBA program is offered with an objective of understand the organization as a whole as well as getting specialized in one of the areas of management. The most common specializations offered are HR, Marketing, Finance and Operations. There are many other specializations offered by different universities and educational institutions. There should be inter-link between the specialization papers which is spread in the third and the fourth semester in order to help the students understand the relevance of a subject and its connection with the other. For example the specialization paper consumer behaviour (paper 3.4.2) need to be linked with retail and services marketing (paper 3.4.1) in III semester as well as digital marketing (paper 4.3.3) of fourth semester. It is illustrated in the below figure 6.

**4. Connect the course/area of specialization as a dot with that of the industry (Macro level)**



**Figure 5: Connecting with the industry**

The next integration is the integration with the industry, which is the most challenging and need to be addressed. This integration is discussed way back in early 1990's and 2000's but never been a reality, either to the UG or the PG program. The MBA course offered need to be further connected and integrated

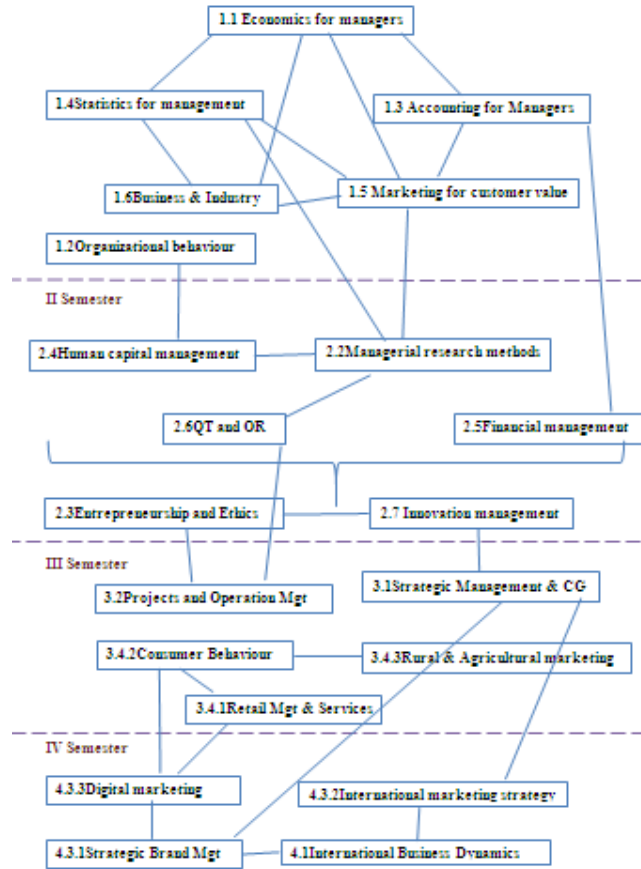
with the organizations with respect to the specializations taken and facilitate the students to explore the real life situations. This can be easily possible by successively integrating the subjects, specializations and the semester. Hence the first three connections/ integration of the curriculum facilitates the betterment of the third integration by building confidence and morale of the students and also can gain the trust of the organization in believing the student's abilities. This connection is still remained as a dream for many of the educational institutions in India except a few who are successful.

**The other papers of the curriculum includes the following:**

- ✓ **1.7 - Soft core paper- Communication skills**
- ✓ **2.1- Hard core paper- Technology for management**
- ✓ **Internships and Dissertation projects**

The basic business etiquettes required as a management student needs to be further inculcated with the help of soft core paper i.e., communication skills. This has to be inter connected with every aspect of the business and the subjects and the importance re-iterated and highlighted at every stage of the MBA curriculum. This paper need to be spread across the four semester. The next subject which needs to be given priority is the hard core paper i.e., technology for management. This paper need to be given technical importance and some of the basic tools required by a management student need to be given. This also has to be spread across four semesters with basic tools like basic excel to advanced analytical tools like big data analytics. Once these areas are given importance and the necessary skills are given to the students the internships and the dissertation projects, which are application oriented will become much simpler and easier.

**I Semester**

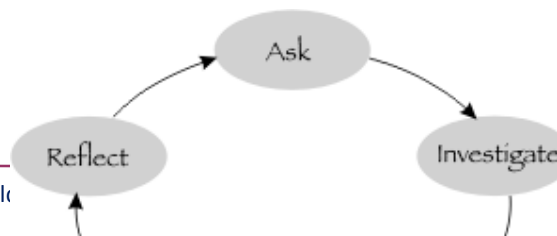


**4. Innovative solutions proposed**

In order to facilitate the betterment and objective oriented MBA curriculum, there is no better way other than innovative in reaching out to the students. Being innovative in the pedagogy is as important as being innovative in handling the course altogether. To facilitate the dots proposed are well connected, the following are some of the innovative ideas and techniques which can be implemented.

➤ **Progressive learning technique**

One of the earliest thinkers and contributors in the field of education Dewey (Dewey.J., 1916, p.239) gave this approach towards learning wherein the emphasis was on the practical experience of performing the task rather than the classroom learning. This was well practiced in the west and was seen with fruitful results. This learning is also known as experiential learning/ learning by doing. This can be extended to another concept given by Mitchell ((Mitchell, 1931) which says that the students has to be thought with an experimental approach and must reflect the learning process. The inquiry based learning process need to be encouraged (Bishop, 2009), (L. Roy, 2009), (Bruce, 2009).



**Figure 7: Inquiry-based learning (Bruce, 2009)**

➤ **Bridge course between the semesters**

As the bridge connects between two points, there should be a bridge course between every semesters, which is able to fill the gap between the semesters. The subjects studied in the previous semester must be given a new perspective which can be carried forward to the next semester and interlinked in a way to learn the whole course.

➤ **Inter-subject related activities**

There are different subjects which can be inter linked. For example, the subject organization behaviour can be interlinked with Human resource management. There is a close association between the subjects' economics and marketing. Further going on there is a relation between economics, statistics (QT) and marketing. The consumer behaviour as a marketing specialization paper has close relation with the retail management and services management. Hence there needs to be an inter-subject related activities which can help the students to interlink each of the subjects which in turn can help them to give a holistic perspective to the course taken.

➤ **Weekly Integration classes**

There should be a period in every week which is meant to integrate the subjects. This should be in the form of a business lab which can replicate the management situation, the departments and interesting activity based learning programs have to be organized so that the students can inter-connect and correlate the different subjects in relation and try to get a broader picture of the course and the organization as a whole.

➤ **Industry interactive programs**

This programs in the form of industry interactions by inviting industry experts, and giving an exposure to the students about the practicality helps to boost the morale and confidence of the students to face the real life situation. The internships and project work need to be given importance as in the western countries. The industry interactions in a big way is still a dream in Indian context. Though it is well spoken from the past, practically there is no industry integrations happening. The institutions should give confidence to the industries in providing efficient resources even as interns and fulfil it accordingly.

➤ **Technology in education**

Today's knowledge based economy is driven by technology. One of the key sources of information is the information and communication technology which provides ample content to the respective subjects. The teachers today need not be content experts as there is sufficient information flowing. There is knowledge sharing across the globe and the platforms are there to facilitate the students in terms of the information. The universities and the institutions need to consider this as a competitive edge and bring in the technological environment and facilitate the students. The teachers has to be facilitators and act as



mentors rather than focussing on the content in the textbooks. Technology based learning activities, tasks, and learning environment has to be created to empower and enhance the learning abilities of the UG students.

### 5. Implication

The current study facilitates the betterment of the knowledge gaining and knowledge sharing process and helps to make the students competitive in any situation and ready to face any real life situation. The integration of the course and the curriculum facilitates the students to consistently re-think and re-visit the mere purpose of the course and reminds the students about the objective of the course repeatedly. The students will get maximum benefit out of it. The teaching fraternity will also be beneficial by having a collective approach to teaching. The inter-related subject experts (teachers) can collectively as a team work on the better understanding and the purpose of the subject in the semester, course and the industry ultimately. It has further positive implication to the society by building competent and confident graduates to the corporates and indirectly to the betterment of the society.

### 6. Scope for further studies

The current study which is exploratory in nature has to be empirically tested. The opinion of the students and the teachers needs to be taken about the integration of the BBA course as a whole to get different perspectives. These two stakeholder's views become most important as they are the two major ends in the whole education system i.e., the learners and the educators respectively. The effectiveness of the integration of the course can be experimented in some of the institutes and case studies can be developed. A survey needs to be conducted to take the inputs from universities and the educational institutes so that the government can consider it as an important aspect in the UG curriculum and guidelines can be developed and given to the educational institutions accordingly.

### 7. CONCLUSIONS

Management education in India is still not in par with that of the western and European countries. Most of the higher education in India is concentrated to Under Graduation. The availability of crores of bachelor's degree holders for a smaller economy like India has created a situation of credential inflation. The students end up taking Post- Graduation due to employability challenges. Except the IIMs, only a few management institutes are able to deliver quality management education that can help their graduates secure employment. Hence holistic approach should be given in knowledge sharing (teaching) and knowledge gaining (learning). This is possible by connecting the internal and external dots in an innovative way as proposed. Constructivism which is a learning theory in psychology given by Jean Piaget (Piaget, 1971), which also emphasises on experiential learning which can also be called as progressive learning. This need to be applied in Management education to give better exposure to the students and equip them with necessary skill sets as expected by the corporates. Deming's principle of TQM should also be applied the educational institutions should also have six sigma quality in order to produce a valuable product (resource) to the society. There should be a common goal and objective among all the stake holders of the education and each one should contribute in the building a confident and competent MBA degree holder who is a direct contributor in turn to the society as a whole.

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