



Technological Reforms in Management Studies

Ms. Apurva Ashok Gaikwad

Abstract

Technology reform calls for a shift away from organizing instruction around short blocks of time devoted to lecture or practicing discrete skills in specific academic disciplines toward an emphasis on engaging students in long-term, meaningful projects. It is well documented that technology can enhance student acquisition of discrete skills through drill and practice. This study addresses the question of whether technology can provide significant support for constructivist, project-based teaching and learning approaches and the associated issue of the elements needed for an effective implementation of technology within a technology reform context.

Keywords:- *Technology Reform, Management and Business Skill, Education policy etc.*

Introduction

Computing power has become more available and affordable than ever before. Satellite transmission can beam instructional material to sites thousands of miles away. Computer graphics can create “virtual environments” in which the user sees and interacts with an artificial three dimensional world. Tools to support computer applications make it possible for school children to do everything from communicating with their counterparts on the other side of the world to building their own curriculum materials in hypermedia formats to collecting and analyzing data much as practicing scientists would. Software for computer-supported collaborative work enables students and researchers thousands of miles apart to view and manipulate the same data sets simultaneously. Having witnessed technology’s transformation of the workplace, the home, and, indeed, most of our communications and commercial activities, many are looking for comparable changes within schools. During this era of widespread education reform activity, it is not surprising that educators, policy-makers, and business and other community groups are looking to technology as a tool for reshaping and improving education.

Study Aims

This research paper summarizes findings from a Education policy study of technology’s role in promoting education reform. The study had two complementary purposes:

- To promote an understanding of how technology can support constructivist teaching at the classroom level. Such an understanding requires both a framework relating technology use to desired student learning outcomes and multiple, fully described concrete examples of good instructional uses of technology.
- To describe and analyze technology implementation factors. What promotes or inhibits effective implementations of technology? What can parents, teachers,

administrators, the business community, and policy-makers do to promote and sustain technology-supported education reforms?

Study Questions: How Technology and Reform Fit Together

The broad research questions addressed by this study were:

- Does technology facilitate a transition to more emphasis on constructivist, project-based learning?
- What supports are required to make technology an effective tool for constructivist approaches in a critical mass of classrooms within a school?
- What are the impacts on students and teachers when technology is introduced along with constructivist learning activities?

Research Methodology

This study is descriptive and consists of secondary data which is collected from books, journals, articles, news papers and Websites of AICTE and UGC.

AICTE Initiative for Revision of MBA/PGDM Programme Curriculum

As per data of All India Council for Technical Education (AICTE), there are 3070 (Year 2019-20) management institutes in the country offering MBA/PGDM programmes. There number of management institutes have shown steady fall from 3475 in the year 2015 to 3070 in the year 2020. One of the main reasons for this phenomenal decrease is the curriculum of Business Management which fails to provide managerial skills which an MBA graduate is expected to apply in solving real life problems.

Table 1. Year wise Number of Institutes and Intake capacity of students

Sr. No.	Year	No. Of Institutes	Intake Capacity
1	2015-16	3474	433268
2	2016-17	3359	413136
3	2017-18	3265	394843
4	2018-19	3120	374564
5	2019-20	3070	373436

Source:-AICTE Statistics <https://facilities.aicte-india.org/dashboard/pages/dashboardaicte.php>

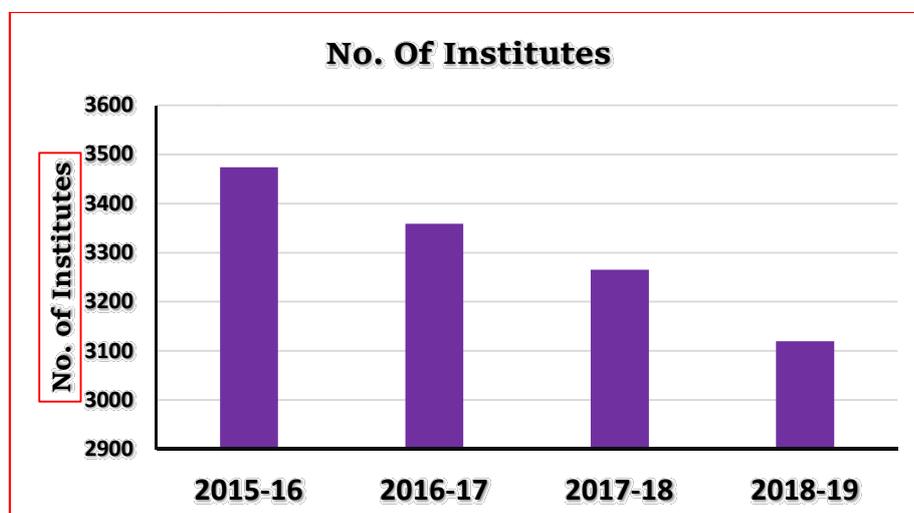


Figure 1. Year wise fall in the number of Management Institutes



In order to provide the quality education to management graduates, AICTE have taken up a major initiative of revising curriculum of MBA/PGDM. A meeting was held by AICTE on 12th July 2017 to discuss the important facets of survey conducted by AICTE to get the views of different stake holders of management education for the quick revision of the curriculum of management programs to meet the requirements of industry. The present management programme is less focused on developing soft skills and personality of MBA/PGDM. Management graduates have strong technical knowledge but they lag interpersonal skills. There is need to emphasize on presentation skills through PPT and data analysis with application of spread sheet tools.

The present curriculum is mainly targeting to develop the managers rather than entrepreneurs. There is a need to create Intrapreneurship culture in the organizations so that managers within the organization can come out with new idea and initiatives. Management Institutes should actively collaborate with industry for live projects and research projects to understand field level problems. The class room discussions/illustrations Should go beyond the regional issues and students Should get exposure to Industrial concerns. Both national and International cases should be discussed in the class by the faculties to make the students globally competitive. The undergraduate background of most of the students is from non-engineering and emphasis on quantitative courses is limited unlike the premium business schools where larger part of the class is with engineering graduates.

Larger part of the course curriculum is focusing on understanding the functional aspects of a business enterprise such as marketing, finance, marketing and production. The practical implications of these decisions should be made the mandatory part of curriculum.

❖ **Technologies for Learning**

Educational technologies are not single technologies but complex combinations of hardware and software. These technologies may employ some combination of audio channels, computer code, data, graphics, video, and text. Although technology applications are frequently characterized in terms of their most obvious or innovative feature (e.g., a high-speed data line or video conferencing), from the standpoint of education, it is the nature of the instruction delivered that is important rather than the equipment delivering it. To organize our thinking for this study, we developed a scheme for classifying technologies according to the way they are used. Our categories are designed to highlight differences in the instructional purposes of various technology applications, but we recognize that purposes are not always distinct, and a particular application may in fact be used in several of these ways.

Conclusion

The present system of management education in India needs some reforms to make the management graduates more employable. The effectiveness of management education can be improved by Shifting Its focus from conceptual learning to skill development and closely working with the industry to cater increasing complexities and continuously changing needs of the industry. There is a need to reinvigorate the Management Education in India to meet the expectations of stakeholders such as employers, students, parents, faculty, society, and government and global community. Besides redesigning curriculum, management institutes should use ICT in teaching learning process, improve research quality and develop faculties to meet the shortage



of educators. Employability skills of management graduates should be improved with the help of live projects, case studies, market surveys, group discussions and simulation exercises to make them more competent in the global scenario.

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