CH 5: DISCUSSION

This chapter represented various frameworks developed from the study to overcome the various Gaps identified in the result. The frameworks are developed with the objective to address the startling issue of competency gap amongst MBA graduates.

The frameworks are designed on the basis of the results of analysis so as to overcome the existing gap amongst various competencies. There is a need to revamp our existing educational model to holistic education model, exam to evaluation pattern, teaching pedagogy to transformational pedagogy and many more. Thus the EFFECT model of Holistic education will address the arising issues.

The education system has to be well designed and developed so that it does not get obsolete. Thus Distinct D3 Holistic Education Pattern was developed from the study.

Few other models were also developed like Experiential Learning Model (ELM), Holistic Curriculum Design and deployment of curriculum because no matter how well one designs the curriculum but it will always be a failure if it is not deployed effectively so after making radical changes in the curriculum, it has to be effectively implemented through ELM and innovative techniques of deployment of curriculum.

5.1 Frameworks designed from the study

From the research analysis done, the below mentioned EFFECT framework of Holistic Education has been designed.
This model tries to focus on transformation of traditional education to holistic education model. Traditionally exam was the only criteria of assessing a MBA graduates competencies & capabilities instead the educational institutes focus on various other methods of evaluating them along with exam. Various components like live projects, industry academia interaction, experiential learning and many more so that the students are evaluated on a holistic parameter rather than written exams.

Rather than fixing the curriculum, pedagogy there should be a flexible approach adopted. The curriculum needs to be revised on regular basis as per the change in the needs of corporates. Similarly traditional pedagogy of teaching needs to be revamped so as to inculcate various competencies in MBA graduates. Pedagogy should be flexible as per the subject and in accordance to current events & happenings.

Apart from focusing just on the feedback given to the MBA graduates on their performance certain concrete actions should be taken in order to improve the feedback of weak or average students as well to maintain the result of bright students. This can be achieved by formation of various groups on the basis of the feedback and result. The weak and average groups need to be given more
attention and bridge courses whereas bright groups should be focusing more on practice sessions.

The curriculum should focus on more experiential learning rather than experiments. Students tend to learn more easily while doing it themselves rather than experimenting theories in classroom.

The content discussed in the classroom should be relevant, impactful and directed towards cognitive thinking of the students. The students should be able to reason the theories intellectually before implementing it. Thus the last stage of the model leads to a complete transformation from the traditional method of teaching so as to develop a holistic education amongst the budding managers and to make them corporate ready.

Similarly Distinct D3 Holistic Education Pattern has been designed so as to bring reforms in the management education system

![Figure 5.2: Distinct D3 Holistic Education Pattern](image)
The D3 model is divided into three major parts viz. Design, Delivery & Development (ASK). The initial stage for any education system has to be of Design phase wherein the need assessment has to be carried out so that the corporate requirements will be clearly understood. On the basis of the assessment done, the course & content has to be developed so that it is no more obsolete. The Design of the curriculum has to be faced paced with the change in the corporate needs.

The second phase in D3 model is Delivery. The delivery of the course content also needs to be drastically changed. It should begin with the skill mapping of the MBA graduates so that the institute has the database of the existing competencies of the students and will get a clear picture of which competencies are lacking in the MBA students. On the basis of skill mapping the pedagogy has to be changed so as to address the lacking competencies and develop the existing competencies. Experiential learning is the core of the holistic education pattern. As much as possible more of experiential leaning should be imparted on MBA graduates so that they receive hands-on experience of the real corporate world while studying.

The last phase is development stage where the correct attitude amongst students & faculty members have to be developed. This will make the entire holistic education a smooth process. All the phases together will be successful in creation of skill based employability & knowledge driven cognition.
Figure 5.3: Holistic Curriculum Design
The holistic curriculum design which focuses not only on theoretical base of education but focuses on various other parameters for the all-round development of students. The holistic curriculum design is divided on 3 major perspectives. They are Foundation building, Perspective building & Career building. The foundation building focuses on the theories taught in the class room. Hence Core courses & tutorials or remedial fall under its purview. The core courses are essential for the strong foundation of management concepts, quantitative analysis, research & analytical competencies. The perspective building focuses on imparting the knowledge of real world to the students. They will have to select their electives of interest and internship which is an integral part of curriculum has to be sincerely followed. Along with it for the overall development of students, co-curricular activities also plays a major role in perspective building. Career building is an important stage wherein students learn through experiential method, workshops & seminars & career courses. Thus a curriculum should be designed in such a manner where all the discussed facets are involved, thus creating a holistic curriculum design.
The management institutes should no more follow a traditional way of teaching. The results showed that there is a wide gap between the corporate expectations and what the institutes provide to the MBA graduates, making MBA graduates unemployable. To meet the current dynamic needs of corporates, the institute has to follow a modern technique of imparting education, thus making MBA graduates employable & corporate ready as soon as they move out of the campuses. Hence the study advocates Experiential Learning Model (ELM) to be incorporated by management institutes.

ELM method focuses on maintaining an optimum balance between course and industry intervention in the execution of curriculum of the MBA institutes. Under Course specific it is aiming at more practical based education along with the theoretical concepts. Explaining the theoretical concepts with practical exercises with Simulation exercises to bring out the creativity in students. A training simulation is a virtual medium through which various types of skills can
be acquired. They should be common in academic environments as an integrated part of a management curriculum.

Industrial visit should be a part of the curriculum, as students get an insight regarding internal working of companies. With an aim to go beyond academics, industrial visit provides student a practical perspective on the world of work. It provides students with an opportunity to learn practically through interaction, working methods and employment practices. It gives them exposure to current work practices as opposed to possibly theoretical knowledge taught at college.

The value of the case study technique is that it simulates a real environment and helps to prepare the student for real-life business situations in their future careers; the ability to make quick decisions that are sound and good for the company is what employers are looking for. The cases are designed to present typical yet specific problems that are likely to arise in the world of business, developing as well as testing each student’s ability to utilize their analytical and communication skills, two qualities crucial in business leadership, in order to produce viable solutions.

Guest lectures for each subject provide a detailed insight on the practical implications for the concepts taught in the classroom. When an experienced individual shares his insights on the ongoing concepts, it creates a great impact on the understanding of students.

On the industry specific learning, internship which is an integral part of MBA curriculum should be executed by institutes & corporates partnering with each other. There should be a mutual partnership relation so that academicians can discuss theory concepts taught to students which the industry can take a step further by giving a hands on experience on the same concepts. A constant blend of academician & corporate should guide the interns in the correct direction.

Internationalization to a little extent should be encouraged in institutes. Students should be given an international exposure by inviting international
guests as speakers, conferences or seminars or through student exchange program during their internship.

Expert opinion series in specific stream should be conducted by each institutes so as students become aware about the prominent personalities in the stream which the selected. It gives them insights about the reality check, future & challenges of the stream chooses by them. Moreover students should be encouraged to attend and participate various conferences which broadens their horizon and network.

Thus ELM method has been designed to cater to the various competencies gap which has been highlighted in the result. By designing a curriculum taking ELM into consideration, there would be a perfect blend of theoretical as well as practical knowledge. Moreover the competencies gap problem will be addressed in an interesting and challenging manner.
Deployment of curriculum is as important as designing a curriculum. Deployment will yield result hence it has to be implemented using modern techniques. Various modern techniques for deployment of curriculum are Industrial visit, Presentations, Group Discussion, Contemporary issues, Quiz, Internship projects, Skill development program, Guest lectures, Seminars, conferences, workshops, tutorials and continuous evaluation. These techniques will make management lessons more simplified with concrete results.