

Stochastic Modelling and Computational Sciences

EXPERIENTIAL LEARNING THROUGH SERVICE LEARNING OF COMMERCE AND MANAGEMENT STUDENTS IN NAVI MUMBAI

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ABSTRACT

National Educational Policy 2020 made a revolutionary change in Indian Education System. NEP 2020 emphasis more on activity based learning and holistic development approach mainly on experiential learning which is very important to bring the theoretical knowledge into practical experience. To implement the objectives of NEP, service-learning is one of the ways through which the students who learns theoretically gets an opportunity to serve the community through nonprofit organization or social service group which helps students to serve nation as well to deepen their understanding of what they learnt. This paper focuses on the level of students' awareness about service-learning and to find the best way of implementing the concept of service learning with respect to commerce students in Navi Mumbai through primary research with various factors.

Key Factor: NEP 2020, Service Learning, Practical Development, Experiential Learning, corporate insights.

1. INTRODUCTION

Service training for undergraduate students typically refers to programs or courses designed to provide students with practical experience and skills relevant to a specific service-oriented industry or profession. This type of training can vary widely depending on the field of study and the objectives of the program, but it generally involves hands-on learning experiences that prepare students for careers in areas such as hospitality, tourism, healthcare, education, customer service, social work, and more. Some common components of service training for UG students:

Practical Work Experience: Many service training programs include internships, practicums, or co-op placements where students work in real-world settings under the supervision of professionals. This allows students to apply their classroom knowledge to practical situations and gain valuable experience.

Skill Development: Service training often focuses on developing specific skills relevant to the chosen industry or profession. This could include communication skills, customer service skills, problem-solving skills, cultural competency, teamwork, and leadership skills.

Industry-Specific Knowledge: Students learn about the principles, practices, and regulations relevant to their chosen field. For example, students in a hospitality service training program might study topics such as hotel management, food and beverage operations, event planning, and guest relations.

Professional Development: Service training programs often include components aimed at preparing students for the workforce. This could include resume writing workshops, interview preparation, networking opportunities, and seminars on professional etiquette and ethics.

Experiential Learning: In addition to internships or practicums, service training programs may incorporate other forms of experiential learning such as simulations, case studies, role-playing exercises, and service-learning projects where students work on real-world problems in collaboration with community organizations.

Feedback and Reflection: Effective service training programs provide opportunities for students to receive feedback on their performance and reflect on their learning experiences. This might involve regular meetings with supervisors, self-assessment activities, journaling, or group discussions.

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Overall, service training for undergraduate students aims to equip them with the knowledge, skills, and practical experience needed to succeed in service-oriented industries and professions, while also fostering personal and professional growth.



I. LITERATURE REVIEW

- A. The field of Business Administration is ideal for incorporating the SL methodology into university degree curriculums for three reasons: (a) its high practical content means this pedagogical tool can be applied directly and easily; (b) its link with the socio-economic development of territories makes it particularly suitable for establishing links with the community through comprehensive education of students in line with social demands; and (c) knowledge about extensive corruption and abuse of power on the part of emblematic firms worldwide has stepped up interest in the application of teaching methods. (Martínez-Campillo, A.; Sierra-Fernández, M.d.P.; Fernández-Santos)
- B. Concurrent with the recent economic downturn, service-learning concepts and projects were integrated into an undergraduate capstone course in human resource management becomes an alternative for the difficult to obtain business internships. The service learning environment demonstrated benefits of service learning for student experiential learning, benefits that are comparable to business internships at larger, private sector organizations. By promoting long-term relationships with local area small business, healthcare, education, and other non-profit organizations, these organizations were receptive to modifying their more routine volunteer service functions to develop management-based projects that would provide learning laboratories for the students while simultaneously serving the organization with value-added management skills.

(Theodore Peters, Mary Ann McHugh, and Patricia Sendall Merrimack College -2006)

OBJECTIVES OF THE STUDY

- a) To understand the awareness level of service-learning concepts among students.
- c) To analyse the various scope of service learning in the environment of individuals and society.
- d) To suggest measures to encourage service learning to meet industrial requirements among commerce and management students.

IV. METHODOLOGY

The research has been undertaken by primary and secondary methods to test its reliability. Secondary data has been collected through scholarly books, news articles, published texts and Internet

Primary data is collected through structured close ended questionnaires through google form. The random sampling technique is used in Navi Mumbai to collect data from students of commerce and management education sector and the sample size is 150. The collected data has been codified and analysed by using IBM SPSS statistical software. The collected and codified data were inferred with appropriate tools like male and

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female, different age group, jobs and experience in nominal form and Experiential Learning, Feedback and Reflection, Professional Development in terms of ordinal hence, T-test, independent variable test, Annona tests were performed on the collected data to test the hypothesis.

II. HYPOTHESIS

1. **H1:** There is no significant impact of experiential learning through service learning on commerce and management students in Navi Mumbai.
2. **H0:** There is a significant impact of experiential learning through service learning on commerce and management students in Navi Mumbai.

III. DATA ANALYSIS & INTERPRETATION

A. Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FEMALE	11	5.5	7.3	7.3
	MALE	139	69.8	92.7	100.0
	Total	150	75.4	100.0	
Total		199	100.0		

Table A indicates that the majority of the respondents are from **Male** category who contributed the survey i.e 92.7% than the female respondents.

B. Age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UPTO 20	52	26.1	34.7	34.7
	21-30	41	20.6	27.3	62.0
	31-40	33	16.6	22.0	84.0
	ABOVE 40	24	12.1	16.0	100.0
	Total	150	75.4	100.0	
Total		199	100.0		

Table B indicates that the 1st majority of the respondents are from the age group of upto 20 (**35%**) and the 2nd majority is from the age group of **21-30 (21%)**. So, the majority of the respondents are from the students category rather than the adults.

C. Profession

Job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STUDENTS	78	39.2	52.0	52.0
	PROFESSOR	72	36.2	48.0	100.0
	Total	150	75.4	100.0	
Total		199	100.0		

From Table C it can be interpreted that the majority of the respondents are from the Students category (**52%**) who could give personally experienced opinions to validate the points.

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VI. A DESCRIPTIVE ANALYSIS OF DATA

1. EL (Experiential Learning)					
	Minimum	Maximum	Mean	Std. Deviation	Cronbach's Alpha
EL-1 Simulation	1	5	3.58	1.101	-----
EL-2 Internship	1	5	3.91	1.095	-----
EL-3 Service learning projects	1	5	3.81	1.197	-----
EL-4 Role Play	1	5	3.64	1.281	-----
Total			14.93	4.133	.905

EL 2 variable “Internship” was considered as an important parameter by all respondents with a low degree of standard deviation 1.095. Respondents have rated EL2 between 3.91 +/- 1.095. EL2 is considered as an important factor and a popular aspect of Service Learning. Cronbach’s alpha shows a value of 0.905 which is more than 0.89 which shows an excellent reliability level of factors.

2. FD (Feedback and Reflection)					
	Minimum	Maximum	Mean	Std. Deviation	Cronbach's Alpha
FD-1 Self-assessment activities	1	5	1.87	.946	-----
FD-2 Journalising	1	5	2.22	1.192	-----
FD-3 Group discussions	1	5	1.97	1.064	-----
FD-4 Regular meetings with supervisors	1	5	2.25	1.215	-----
Total			8.30	3.479	.791

FD4 variable “Regular meetings with supervisors” was considered as an important parameter with mean 2.25 and standard deviation +/- 1.215. The other most important with least standard deviation is FD1 that is “Self-assessment activities” This means that the respondents view about this variable was not uniform. Cronbach’s alpha test the value is above 0.71 which shows a good and acceptable reliability among variables.

3. PD (Professional Development)					
	Minimum	Maximum	Mean	Std. Deviation	Cronbach's Alpha
PD-1 Preparing for workforce	1	5	3.25	1.242	-----
PD-2 Networking opportunities	1	5	3.61	1.305	-----
PD-3 Corporate Insights	1	5	3.79	1.172	-----
PD-4 Professional Etiquette and Ethics	1	5	3.67	1.250	-----
Total			14.33	4.178	.861

PD 3 variable “corporate Insights ” was considered as an important parameter by all respondents, mean 3.79 and standard deviation +/- 1.172. As per Cronbach’s alpha test the value is above 0.81 which shows a good reliability among variables.

4. Descriptive Analysis of All Factors- ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
EL1	Between Groups	5.343	1	5.343	4.514	.035
	Within Groups	175.197	148	1.184		

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	Total	180.540	149			
EL2	Between Groups	4.771	1	4.771	4.059	.046
	Within Groups	173.923	148	1.175		
	Total	178.693	149			
EL3	Between Groups	7.724	1	7.724	5.558	.020
	Within Groups	205.669	148	1.390		
	Total	213.393	149			
EL4	Between Groups	11.957	1	11.957	7.608	.007
	Within Groups	232.603	148	1.572		
	Total	244.560	149			
FD1	Between Groups	2.016	1	2.016	2.272	.134
	Within Groups	131.317	148	.887		
	Total	133.333	149			
FD2	Between Groups	1.147	1	1.147	.806	.371
	Within Groups	210.593	148	1.423		
	Total	211.740	149			
FD3	Between Groups	.680	1	.680	.599	.440
	Within Groups	168.153	148	1.136		
	Total	168.833	149			
FD4	Between Groups	.722	1	.722	.488	.486
	Within Groups	219.151	148	1.481		
	Total	219.873	149			
PD1	Between Groups	1.353	1	1.353	.876	.351
	Within Groups	228.521	148	1.544		
	Total	229.873	149			
PD2	Between Groups	4.465	1	4.465	2.653	.105
	Within Groups	249.108	148	1.683		
	Total	253.573	149			
PD3	Between Groups	9.281	1	9.281	7.033	.009
	Within Groups	195.312	148	1.320		
	Total	204.593	149			
PD4	Between Groups	4.027	1	4.027	2.603	.109
	Within Groups	228.967	148	1.547		
	Total	232.993	149			

EL1, EL2, EL3, EL4 and PD3 are the most important copyright aspects which has impacted more on academic curriculum with respect to students and professor with low level of variants among the respondents.

5. Comprehensive Table (EL, FD and PD)					
	N	Minimum	Maximum	Mean	Std. Deviation
Experiential Learning	150	5.00	20.00	14.9333	4.13313
Feedback and Reflection	150	4.00	19.00	8.3000	3.47908
Professional Development	150	4.00	20.00	14.3267	4.17808
Valid N (listwise)	150				

A comprehensive analysis states that the experiential learning is mostly aware to the people as it shows the highest mean i.e. 14,9333 and the usage is the Feedback and reflection is also given second most importance to the impact factors as compared with Professional Development..

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Descriptives analysis with respect to Gender									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Experiential Learning	FEMALE	11	11.8182	3.25017	.97996	9.6347	14.0017	5.00	16.00
	MALE	139	15.1799	4.10417	.34811	14.4915	15.8682	6.00	20.00
	Total	150	14.9333	4.13313	.33747	14.2665	15.6002	5.00	20.00
Feedback and Reflection	FEMALE	11	7.0909	2.30020	.69354	5.5456	8.6362	5.00	13.00
	MALE	139	8.3957	3.54397	.30060	7.8013	8.9901	4.00	19.00
	Total	150	8.3000	3.47908	.28407	7.7387	8.8613	4.00	19.00
Professional Development	FEMALE	11	11.9091	2.70017	.81413	10.0951	13.7231	8.00	16.00
	MALE	139	14.5180	4.22098	.35802	13.8101	15.2259	4.00	20.00
	Total	150	14.3267	4.17808	.34114	13.6526	15.0008	4.00	20.00

The Experiential Learning factors have impacted more on male gender than female. And feedback and reflection has impacted more on female members with less standard deviation 2.30020.

IV. C. ONE WAY ANOVA						
Factors	Professor		Students		Value	
	Mean	Std. Deviation	Mean	Std. Deviation	F-Value	P-Value
Experiential Learning	3.73136	8.1875	3.71687	1.817	.181	9.1923
Feedback and Reflection	16.9231	3.42909	14.9583	4.50984	6.070	.015*
Professional Development	14.6154	4.56394	14.0208	4.06589	.470	.495

Since p value is less than 0.05, the null hypothesis is rejected at 5% level of significance with respect to Feedback and Reflection. Hence there is a significant impact of experiential learning through service learning on commerce and management students in Navi Mumbai.

VII. FINDINGS

1. Majority of the respondents are male students and professors rather than female students and professors.
2. Most of the respondents are from the age group above 40 which indicates that an adult category has contributed majorly to the survey.
3. Majority of the respondents are from the students category who could give personally experienced opinions to validate the survey.

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4. The descriptive analysis of Experiential Learning is mostly aware to the people as it provides an internship which helps in acquiring hands-on practice as compared with other factors.
5. The most important factors under feedback and reflection is to meet the supervisor regularly which helps a student in understanding his or her performance on a regular basis and to work upon the same as the SWOT analysis of an individual makes him groom in a better way to meet industrial expectations.
6. corporate insights gained through experiential learning provide professionals with invaluable opportunities for skill development, personal growth, and career advancement. By actively engaging in hands-on experiences within their corporate environment, individuals can enhance their knowledge, capabilities, and effectiveness in the workplace.
7. Since all the aspects of Experiential Learning gain more response along with Corporate insights of professional development emphasis that the service learning may contribute a lot of inputs in students career.
8. Descriptive comparison of factors gives more importance to experiential learning and feedback and reflection, which makes the points clear that which has greater impact though on the learning and sustainability.
9. Null hypothesis got rejected as a one way anova test with all descriptive factors gives an more weightage to an experiential learning impact has got an significant effect on academic curriculum with respect to students of commerce and management in Navi Mumbai.

VIII. CONCLUSIONS

Null hypothesis got rejected and alternative hypothesis is accepted as there is a significant impact of experiential learning through service learning on commerce and management students in Navi Mumbai.

Service learning, is a form of experiential learning that integrates community service with academic study, can have a significant impact on commerce and management students in Navi Mumbai.

Service learning can have a transformative impact on commerce and management students in Navi Mumbai by providing them with hands-on experiences, fostering the development of essential skills, nurturing a sense of social responsibility, and facilitating connections within their field of study.

IX. SUGGESTIONS

1. **Business Platform:** Set up a business environment for the students of the institutions by forming a group of students with the same interest and develop their own product and sell it in the market or to present the idea on a startup platform.
2. **Help Small Vendors for Mutual Benefit:** To help the small vendors to understand their business swot analysis and find the various ways of opportunities
3. **Practical Application of Concepts:** Service learning provides students with opportunities to apply theoretical concepts learned in the classroom to real-world situations. By engaging in projects that address actual needs within the community, commerce and management students can see firsthand how their academic knowledge translates into practice.
4. **Development of Soft Skills:** Service learning requires students to work collaboratively, communicate effectively, and demonstrate empathy and cultural sensitivity. These experiences help students develop important soft skills that are essential for success in commerce and management careers, such as teamwork, leadership, and interpersonal skills.
5. **Enhanced Problem-Solving Abilities:** Engaging in service learning projects often involves identifying and addressing complex social, economic, and environmental issues. Through these experiences, students learn to think critically, analyze problems from multiple perspectives, and develop innovative solutions—a skillset that is highly valued in commerce and management professions.

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6. **Civic Engagement and Social Responsibility:** Service learning encourages students to become active and engaged citizens who are committed to making a positive difference in their communities. By participating in projects that address social and environmental concerns, students develop a sense of social responsibility and a deeper understanding of the role that commerce and management can play in promoting sustainable development and social equity.
7. **Networking and Professional Development:** Service learning provides students with opportunities to network with professionals, community leaders, and organizations within the commerce and management sectors. These connections can lead to internships, job opportunities, and mentorship experiences that enhance students' professional development and career prospects.

X. REFERENCES

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