

## 24. THE PEOPLE AND ACTIVITIES OF BUSINESS LIKE HUMAN RESOURCE, PRODUCTIVITY FOR ONLINE EDUCATION

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### ABSTRACT

The effects of the digitization of the work provide companies and educational institutions uncertainty. Therefore new future working skills of employees will be necessary. This applies in particular to those employees in the field of information technology who are particularly affected by digitization and who mostly perform on the technologically cutting edge of information technology. The practical part of this aims to present an analysis model which explores the work activities of IT specialists through quantitative and qualitative analysis methods and shows which informal skills are placed in the work activities of the employees. In today's business climate of global competition and escalating expectations, top-level executives of leading organizations spend relatively little on time setting goals or focusing on market share, the management mantra of the 1970s and 1980s. Instead, they recognize that it has never been more important to focus on managing their people, so that they are motivated and committed to delivering quality products and services. It's no secret that business success today revolves largely around people, not capital. Many traditional manufacturers are now essentially service businesses. In most Industries, people costs are much higher than capital costs. Even when a company isn't people intensive overall, a people-based business embedded in

the company often drives corporate performance.

Yet for the most part, today's business performance measures and management practices don't reflect the particular economics of people-driven businesses.

### KEYWORDS

People, Management, Digitalization, Competition

### INTRODUCTION

An organization chart is the first step to managing business activities. No matter how good the product or service, the way it is organized and run the company is just as important for success. If the funds to hire experts to manage key functions, it can outsource this work until management skills are improved. Knowing the basic functions businesses use to structure the activities will help to build organization from the ground up. The organizational chart determines which activities and functions need to be operated for business by creating an organization chart. At the top as chief executive officer and then different level of key personnel. Under this executive staff, support staff need to be included. In the beginning, marketing and finance staff help to run the business.

The owner and the executive team plan the strategic direction of the company, which includes refining or adding products, raising capital, deciding when and how to expand, reviewing and

improving operations and determining what to do about investing excess capital or managing company debt.

Marketing activities include creating and managing the brand or image in the marketplace, determining price, deciding where to sell the products or service, and creating advertising, promotions, social media and public relations strategies. As it grows, need to add a dedicated sales manager to take sales activities and then can be focused on product development and strategic planning.

Financial activities include more than just bookkeeping. They include cash flow management, accounts payable and receivable, credit and debt management, profit strategies, cost containment and budgeting. Useful financial reports include a balance sheet, master budget, cash flow statements and budget variance analyses. In addition to managing your money, include tax-planning activities to reduce your annual income tax burden and ensure you handle your sales and payroll tax obligations correctly.

Human Resources in the early stages of a company's development, personnel activities primarily focus on hiring new employees, handling payroll and meeting all legal obligations regarding labor. As a business grows, it expands its human resources activities to include long-term recruitment and retention strategies, employee training and development, improved benefits and compensation, health and safety issues and additional legal concerns.

Information Technology more quickly employees can communicate with each other, customers, vendors and suppliers, the better for the business. Many small businesses hire an information technology services company or individual contractor to set up and maintain their computers and software. As a company grows, it hires a full-time IT person to keep everyone

connected.

In higher education, it is observed disruption through online universities. These online universities challenge traditional universities that adopt a Harvard model of teaching, research and outreach. Subsequently, traditional universities respond on two levels: First, on a programme/product level with programmes including some elements of online education or online formats. And second, a change triggered by shifting the teaching environment to the digital space, which calls for a different balance of teaching interventions and pedagogy.

In an attempt to address these challenges, universities identify and use different windows of opportunities by applying their expertise in research and teaching, by adjusting their systems and organisational structures, by adapting their products and services and by truly putting their learners in the centre of the frameworks they operate in.

The globe responds to and addresses the necessary changes in regard to both programme design and pedagogy. It offers a view on upcoming challenges as well as giving an insight into ways how institutions deal with online education in practice

## **LITERATURE REVIEW**

The Internet has made online learning possible, and many educators and researchers are interested in online learning courses to enhance and improve the student learning outcomes while battling the shortage in resources, facilities and equipment particularly in higher education Institutions . Online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place. It is imperative that the researchers consider, and examine the efficacy of online learning in educating students. For this study, the researchers reviewed

literature through meta-analysis as the method of research concerning the use of ADDIE (Analysis, Design, Development, Implementation and Evaluation) framework for designing and developing instructional materials that can provide wider access to quality higher education. This framework can be used to list generic processes that instructional designers and training developers use. It represents a descriptive guideline for building effective training and performance support tools in five phases, as follows: Analysis, Design, Development, Implementation and Evaluation.

### **ONLINE PROGRAMMES AND PROGRAMME DESIGN**

The topic of eLearning and online programme development by describing and discussing the 'whole-of-programme approach' regarding the design and implementation of an online degree programme.

Massive Open Online Courses (MOOCs) by describing a joint project between a traditional university in the Middle East and a MOOC provider as a new form of partnership. This presents a framework to operate in (LOGIC – LEADS – LEARNING) during such endeavours in order to address the issues and needs of key partners and stakeholders involved and make the project a successful one.

Lynette J. Ryals, Ruth Bender and Toby Thompson focus on online programme design in the context of executive education programmes, a 'competitive landscape' that finds itself on a completely different territory than for-credit university programmes or, for example, providers of MOOCs. The collaborative course design involves the client and then looks at the impact technology-enhanced learning has on course design, delivery and evaluation in customised settings.

Charles Krusekopf, by embracing the internationalisation of online learning,

introduces a case study on a blended double-degree Business Master's programme. Thereby he highlights the insufficient attention that has been paid to how online learning and internationalisation can be combined to enfold mutually supportive powers, and provides suggestions on how such powers can be exploited efficiently.

### **OBJECTIVES OF THE STUDY**

√ To establish an online platform encouraging effective communication between the instructors and students.

√ To provide quality educational programs relevant to the students future career of their desired course.

√ To provide a gracious panorama to the apprentices and the practitioners just to make their learning an easy-go process.

√ To provide supplementary videos, research papers, books or articles in social media and course modules to help the students in their endless pursuit of knowledge.

√ To maintain the reputation of the Institute by providing an excellent educational service by promptly replying the mails, answering the calls and sustaining the name of the Institute with a cent-percent student satisfaction motive.

### **METHODOLOGY**

The data is collected from the secondary sources. The study is designed by adopting the method of reviewing different research articles, research journals, and internet sources.

### **LIMITATIONS OF THE STUDY**

The study has been collected only through secondary data.

### **CHANGING CLASSROOM DYNAMICS IN THE DIGITAL TEACHING SPACE**

As key educational services, i.e. teaching, change, not only the nature and the design of higher education programmes are affected, but also

classroom dynamics and teaching activities as such. Roles of faculty change through the use of technology. The student engagement is the vital element for student learning also in an online environment and when teaching adults. Hands-on and drawing on their own teaching experience, the authors creatively present and literally show a diverse range of student-centred activities and scenarios they use to build online communities as a base for student engagement. By way of example; i.e. by using dialogue scripts, they discuss the teaching principles they apply, at the same time giving the reader an insightful impression of teaching moves that intentionally disrupt the role of the teacher and create space for student engagement and community building.

A strong student community and space for student engagement is the ideal ground for social-collaborative learning. Anja P. Schmitz and Jan Foelsing argue that personalised and social-collaborative learning processes enabled through Social Collaboration Platforms, used as primary learning environments, hold the potential for dealing with the challenges faced by traditional universities and their business models. The authors introduce a case study of a total reconceptualisation of a Bachelor's course in leadership that is enhanced by social collaboration elements and supported by a technological learning environment. On the basis of the illustrated case, they show how a redesign of traditional teaching settings that considers the expectations of the new student generation becomes possible, and develop a flexible framework that captures how learners can be prepared for the new demands in the business world, profiting from sustainable communities of practice and how this will open up new business models for universities.

Collaborative learning approaches

might also help to overcome social isolation phenomena, and are often cited as a hurdle for students in online education. They see the merits of collaborative learning in the fact that student collaboration is a major factor in overcoming what they call a 'key disadvantage' in online education, namely geographical distance. In a practical case analysis, they outline an example of the implementation of a blended online programme that has been designed using a mix of teaching and learning formats.

The question of geographical distance and possible social isolation effects in teacher training and development. The proposed project is a perfect example of how teaching in the online space can help overcome geo social and cultural divides and significantly increase both the educational and societal impact. Video technology and digital storytelling can be used without compromising academic rigour and as a way to assess students in graduate-level courses. At the same time, it is a valuable contribution to the ongoing discussion on assessment methods for the twenty-first century, and prove for the impact the use of technology in itself can have on students and the generic skills they develop through online programmes. Simulation-based learning and the impact especially serious games can have for the development of social and management competencies in students. While the field of digital serious games and simulations for learning is still very young, the authors contribute a valuable discussion to this book by looking at some of the major concepts in the field and matching competency tables for management students with the possibilities game- and simulation-based learning offers.

The ongoing rapid development of information technologies and new media will further and distinctively change higher education programme design as well as the teaching and learning

environments of the future. All those involved in strategic decision-making and the design and implementation of online educational offers in higher education inform and inspire teaching professionals and leaders, managers and administrators. This provides a base for discussion that needs to be led to further develop or establish online learning in an organisation. The Disruptive Power of Online Education: Challenges, Opportunities, Responses will help to spark, inspire and inform these discussions in a positive way.

## **CONCLUSION**

With some observations of 'considerable institutional disruptions' as far as the expectations concerning the business models for higher education are concerned. All those involved in strategic decision-making and the design and implementation of online educational offers in higher education inform and inspire teaching professionals and leaders, managers and administrators. This provides a base for discussion that needs to be led to further develop or establish online learning in an organisation. The Disruptive Power of Online Education: Challenges, Opportunities, Responses will help to spark, inspire and inform these discussions in a positive way.

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