

Thoughts on Doing Projects and Learning Through Projects

As a teacher of Research Methodology in an MBA program, I strongly believe that engaging students in hands-on projects is one of the most effective ways to foster deep, meaningful learning. While theoretical understanding is foundational, the real transformation in a student's learning journey happens when they apply that knowledge in a practical context. Doing a project is not just about producing a report—it is a process of inquiry, discovery, and critical thinking.

Projects push students to move beyond passive learning. They compel learners to define problems, ask relevant questions, design appropriate methodologies, collect and analyze data, and make evidence-based conclusions. This mirrors the very essence of research methodology—structured, logical thinking grounded in real-world relevance.

Moreover, project-based learning nurtures vital managerial skills such as time management, teamwork, communication, and decision-making under uncertainty. It challenges students to deal with ambiguity, think creatively, and justify their choices with data and logic. These are exactly the kinds of competencies that industry and leadership roles demand.

In my experience, the most powerful learning moments often come when students face challenges during their projects—such as data not aligning with expectations or struggling to find appropriate literature. These hurdles push them to think more critically, consult resources more deeply, and reflect on their own assumptions. It is in navigating these challenges that true learning happens.

I also notice a shift in mindset during project work. Students start taking ownership of their learning. They become more curious, more self-directed, and more confident in their ability to investigate and contribute knowledge. For many, a project is the first time they feel like creators of knowledge rather than just consumers of it.

As a teacher, guiding students through this process is incredibly rewarding. My role shifts from being a lecturer to a mentor and coach, helping students shape their ideas, refine their methods, and articulate their findings with clarity and rigor.

Ultimately, doing a project is not just an academic requirement—it is a rehearsal for real-world problem-solving. It teaches students not just *what to think*, but *how to think*, and that, I believe, is the true purpose of education.