PERCEPTION OF FACULTIES ON TEACHING METHODOLOGY USED IN MANAGEMENT COURSES: A STUDY OF B-SCHOOLS

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Abstract: The teaching system in the management education is quite traditional. Mostly the lecture is delivered on the topic and only little interaction takes place. This teaching method is not very much as per the modern day requirement. This system is mostly preferred as it is convenient to faculty for the lost many years lent with no other merit. The Faculty just tries to provide the theoretical aspects which the student of today is capable of receiving from other sources. The students of Arts and Social sciences have also been taught in similar manner. Management education in India is become business now a days. A person can start B-School only because of the sources of profit. About four thousand B-Schools are running in all over the country. Maximum B-Schools follow same curriculum and come under university. All these B-schools follow university norms and they have no authority to conduct their own examination. There are not any proper selection criteria for admission so, the quality of student not as per level. This paper is an attempt to find out the faculties perception on teaching methodology used in management courses.

Keywords: Perception, Teaching Methodology, Management Courses.

Introduction
The globalization of the educational environment in recent years has made it imperative for B-Schools to look for teaching methodology in order to sustain competitive advantage. The concern for an appropriate methodology has been a matter of challenge in today’s management educational scenario. The appropriate mix of theory and application in management class room is a prevalent mode of instruction. Application oriented approach of methodology alone may put the risk of reducing student’s understanding of the application and conceptual thinking. On the other hand, if we entirely take a theoretical approach, we may produce students without practical knowledge which may be less applicable in solving the present day business problems. Probably an optimal balance model of theory and application in the class room instruction is required which would facilitate our goal of producing all round students who can contribute to the organizational success and personal development.

Coming of B-Schools and forthcoming of foreign universities in India, an understanding of the perception of faculties towards the different teaching aids can provide valuable insights for the contemporary educational environment.
Management education in India is become business now a days. A person can start B-School only because of the source of profit. About four thousand B-Schools are running in all over the country. Maximum B-Schools follow same curriculum and come under university.

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**Pedagogy**
The Faculty employs a wide range of teaching methods to create a demanding and varied learning environment including:

**Pedagogical Tools**
- Case Method
- Lecture Method
- Cooperative Learning
- Role Play
- Simulation Exercises
- Project based learning
- Industrial Visits
- On the Job Trainings (OJT)
- Web Based Learning
- Seminars/Symposium
- Guest Lectures
- Panel Discussions

**Pedagogical Tools**
1. Case Method: Cases include samples of real life through incidents, realistic business problems and draws generalization by observing variety of situations (Garvin, 2007). It makes the students to use more practical approach towards any subject.

2. Lecture Method: Includes giving theoretical facts of courses. Acts as the basic building block of conceptual clarity of any subject. One of the most traditional methods of learning.

3. Cooperative Learning: A structural form of small group work based on interdependence, accountability, social skills and group processing where students work together to achieve a common goal (Johnson et.al, 1990). Induces Individual ideas and promotes creativity of individuals. Promotes the cohesiveness in the team.
4. Role Play: It creates realistic situation of understanding and managing relationships, dramatization of an event or a situation, problem in a life-like setting, emotional and attitudinal aspects, and interpersonal skills (Tootoonchi et al, 2002) It imitates the actual issues that any working personnel faces and provides deeper understanding about how to solve them.

5. Simulation Exercises: Includes simulated games, mock stock market simulation, leadership & motivational exercises. It helps students to practice and churn the difficult concepts and absorb them for the lifetime.

6. Project based learning: Project-based learning includes complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that include teacher facilitation, but not direction. Project Based Learning is focused on questions that drive students to encounter the central concepts and principles of a subject hands-on.

7. Industrial Visits: Students visit the shop floor or the real working environment of the organization and learns how to cope up with the tasks. It also improves industry and institute relationship.

8. On the Job Trainings (OJT): It empowers a student with learning while he really work in actual and real working conditions. It is basically the training imparted on the actual job. Needs a mentor to actually produce great results.

9. Web Based Learning: It is the most modern technique. It uses electronic media and information and communication technologies (ICT) for learning and teaching. Web based learning has text, audio, streaming video, images, animation, as it components and includes technology applications and processes. Web based learning can be both in and out of the classrooms and can benefit millions of the students who are connected through internet.

10. Seminars/Symposium: In this pedagogical tool, a group of experts deliver their views on certain topic(s). Symposium is basically the meeting or conference for discussion of a topic, especially one in which the participants form an audience and make presentations about the topic.

11. Guest Lectures: Expert / Renowned or Person of great repute in a specific domain is invited to enlighten the audience with their precious and long accumulated knowledge. Audience can be highly benefitted with the use of this technique.

12. Panel Discussions: It is the exchange of ideas publically with the aim of making audience members aware about a particular subject or issue. Panelists are the experts of their fields and can be of 3 or more in number and share their knowledge and expertise after the questions are asked to them. Once a speaker completes his delivery discussion may be started.
Review of Literature

Drafke (1996) depicted that active teaching methodologies are often promoted as superior to the passive lecture method and as the way of the future in marketing education. This manuscript reports the results of an experiment designed to evaluate active and passive teaching methods in a principles of marketing course.

Catalanello (1981) investigated the level of student’s cognitive learning, problem-solving skill development, perceived learning, and satisfaction in an introductory management course in which three different laboratory instructional methods were used. The impact of preferred styles within each methodology is also examined.

Beets (2001) analyzed that there are no overall student learning differences among three classroom pedagogical i.e. presentation software, use of an overhead projector and use of chalkboard. In general, the students in the study performed no better or worse on daily quizzes and exams among these three methods.

Tootoonchi (2002) examined that the participants overwhelmingly support the use of real world examples in class, followed by open classroom discussion, as the approaches that most positively influence their learning.

Research Questions of the Study

(i) What types of the teaching methodology used by B-Schools?
(ii) What is the role of the University for Curriculum Development?

Research Objectives of the Study

(i) To study the perception of the faculties on teaching methodology used in B-School.
(ii) To identify those factors affects the teaching methodology in B-Schools.
(iii) To analyze the role of the university for curriculum development.

Methodology

This study is based on Qualitative Research. Personal Interview Method was adopted for the study. Management Faculties of India was the sample unit of the study. Eight management faculties have been taken for this research study. Purposive Sampling Method was adopted for this study.

Coding Sheet

Open Coding

(i) B-schools in India
(ii) Management faculties of B-School
(iii) Examination pattern of the universities
Axial Coding
(i) B-Schools in India
- Autonomous
- Under universities

(ii) Management faculties of B-School
- Restricted to university curriculum
- Adopted own curriculum

(iv) Examination pattern of the Universities
- Centralized
- Decentralized

Data Analysis
- About teaching methodology do you adopt in management Education.
  - Our institute follows norms and curriculum of the university. So, we generally
    used traditional lecture method in our teaching.
- Teaching methodology you prefer more.
- I prefer traditional lecture method
- Any reason.
  - Our institute follows university curriculum and examination is centralized.
  - Number of sessions you require for completion of a course
  - University fix the session in the curriculum which is in between 36-42.
  - Any barriers that you are facing at the time of teaching
  - We are mainly dependent on university norms and follow those norms. We can
    try to finish the syllabus in give session. We cannot go for other method of
    teaching.
  - Difficulties that you are facing from the college management
  - Management pressurizes us to complete the syllabus in time and get our feedback
    from the student whether we finish the syllabus on time or not.
  - Financial barrier that restrict you for adopting particular methodology.
  - We feel comfortable only with lecture method because student thinks that if we
    will not complete the syllabus on time then they fail in examination
  - We use power point slides for giving lecture and use LCD projector very
    frequently. So, financial restriction is not there.
  - University’s centralized examination processes restrict you for adopting particular
    methodology
  - We follow university’s norms and curriculum and the pattern of examination is
    centralized.
  - I am agreeing with your view that this process restricts us for adopting new
    methodology.
  - Students are taking interest to adopting particular methodology.
  - Our students mainly interested on to completing the syllabus. Some are interested
    to learn new things but if we go for that methodology then soon complaint come.
• Level of the students is as per mark to adopting particular methodology
• There are not any proper selection criteria for admission in management courses. Students are mainly concentrated on getting certificate.
• Your suggestions to improve the quality of management education with the use of teaching methodology.
• We need autonomy and want to develop our own curriculum then we can say that we are really teaching management.

Findings
There are more than two thousand B-schools in India. Maximum B-schools in India are running under university. They are only concentrated on university pattern of teaching and they follow university syllabus. Management faculties are mainly concentrated on to complete the course. They are highly dependent on university’s pattern of curriculum. It is difficult for them to adopt different teaching methodology, because they are highly dependent on university pattern. The level of the students is not so high of B-Schools because of there is not any selection criteria of admission. Adopting new teaching methodology is problematic for them. The examination pattern of the universities is always same. It creates many problems to go for new methodology.

Conclusion
From the above mentioned pedagogical tools description it can be made out that these can be classified as:
1. Traditional tools of learning.

Traditional tools are good for basic understanding but are most of the time a monologue and that’s why are more prone to monotony. Modern tools are interactive and allow deeper understanding of the subject and are more practical in nature. A good approach is the blend of using traditional tools for grass-root understanding and then seasons it with the modern tools for practical approach and in-depth comprehension.

Reference