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## **Innovative Guidelines in Teaching Methodology in Business Schools in India**

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### **ABSTRACT**

*The primary purpose the business management is to develop & enhance general managerial skills while creating an overall awareness of the interrelationship & interdependency of various financial, economical & administrative considerations within a business environment. In fact, even through number of institutes in management studies area is increasing but they are not able to provide the cutting edge education what the industry really wants. Over the years, many unseen problems & issues have come into limelight in our business schools. Most of these problems & issues are very important while some are very critical for the future of Management studies. As such these problems need immediate redress. This paper focuses on these problems & trying to evolve ways & means to achieve excellence in management studies.*

### **INTRODUCTION**

The economic progress of a country is strongly linked with the quality of education. It is therefore, necessary for our technical education to undertake periodic review of the curriculum and subject content of the technical programmes to ensure that they are up to date not outmoded or obsolete and effectively fulfill the technological requirements of the country. Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. The primary purpose of the education system is to impart knowledge, skills and abilities to transit certain defined values. Education improves occupational mobility and compliance to the law social responsibilities. Education is needed, both to give individuals more transferable, marketable skills and develop high competent citizens capable to the actively addressing the issues and concerns of the society. In fact an investment in the education is an investment in the people, society as well as to the nation itself. India has not got established as a prime destination for its post graduate studies especially in professional disciplines as well as eminence in research. The reasons for this large scale failure are many but there is

a big scope for the same. India is moving towards the title of a superpower by achieving all excellence in economic, labour, technology and military arena.

## **MANAGEMENT EDUCATION IN INDIA**

Management education in India is barely half century old. The concept of management education started in India for providing part time education in business and management studies for working executives. The aim of the same was to provide them an opportunity to blend the practical know-how with the upcoming theoretical aspects of management. Later on, in 1950s, Government of India established Indian Institutes of Managements (IIMs) in Calcutta and Ahmedabad to stretch the reach of management education to more needy ones. The expertise was taken from Sloan School of Management, MIT and Harvard Business School respectively. Collaborating with these premier institutions in the world IIMs launched two year post graduate programs. Most of faculty members were hired from these foreign institutions to take classes and lectures. The then Prime Minister Smt. Indira Gandhi advised the professors in various universities and colleges across the county to undergo training in management teaching in these universities and institutions. Several commerce departments in many universities repackaged their curriculum to offer an MBA degree. By 1990s there were about 80 university controlled MBA departments and schools of managements started functioning. The educational scenario, particularly in the professional area such as management studies and computer applications had taken a big boom from 1991 onwards when we liberalized the economy and allowed private agencies, society and trusts to run professional educational institutions. As of now, it is about 2000 institutions for higher education in management. Every year, various agencies are conducting survey to rank the top 100 b – schools in the country. The various parameters such as academic infrastructure, faculty, research, consultancy, MDPs, placements, industry interface are measured to find out the out put of the quality. The interesting factor comes out from these surveys that every years around 10-15 institutions and departments are keeping the heights in their ranking on a rotation basis what does it mean? It means even though number of institutions in management studies area is increasing but they are not able to provide the cutting edge education what the industry really wants.

## **ISSUES FACING BY MANAGEMENT / BUSINESS SCHOOLS IN INDIA**

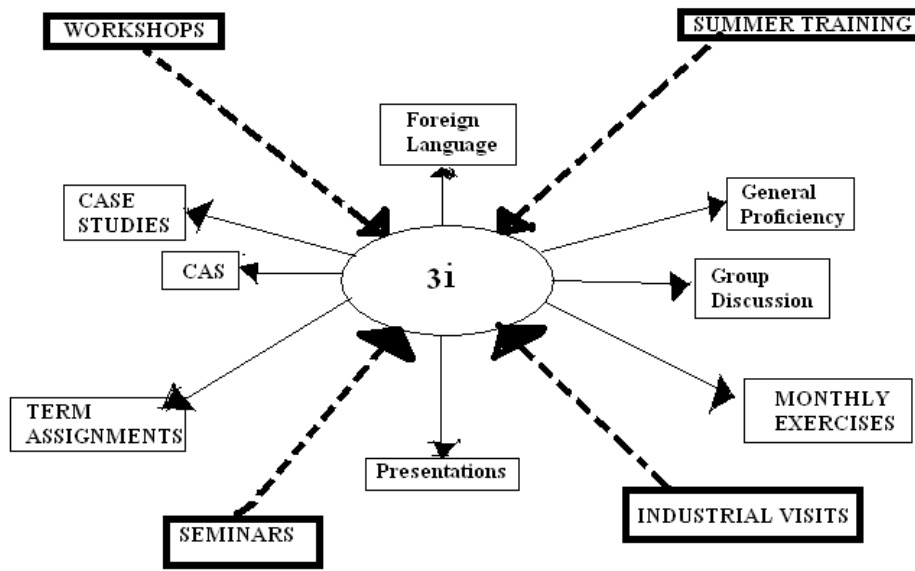
What are those problems? Serious shortage of teaching faculty, lack of motivation on the part of students, multifarious examining and evaluation process, insufficient interaction with business world, variable fee structures, skewed sex ratio in the teaching staff, heterogeneous admission procedures etc. are some of these issues. Top most business schools are facing only few of these problems, but majority of business schools all these problems are endemic. In fact, these are the challenges before an average category business school. Business and managements schools are facing a diverse set of problems and issues. The major issues are;

- Shortage of academically qualified faculty. Around 80,000 students are pursuing their degree/diploma in management/business studies, requires 8000 MBA/PhD qualified faculty members.

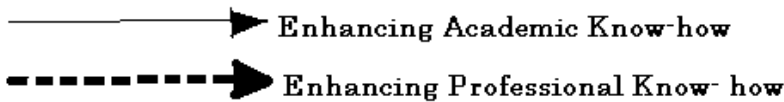
- High dependency on visiting faculty because of non availability of qualified members. These members are having corporate experience but not any teaching experience. This affects the quality of management teaching across the county. However, the right blend of visiting, part time and qualified full time faculty members are required in a business school.
- Ineffective teaching, possibly because of the teachers not being trained.
- Changing mix of urban and non-urban background of students without corresponding modifications/orientation of educational methods contributing to the detriment of the non-urban element.
- Many schools and institutions are not revising their curricula as per the demand of job market and economy. They are not also following the outdated curricula and methodology. This is a hard core truth In the case of university departments and schools. However, private autonomous institutions are having the authority to do so.
- External factors, such as lack of motivation because of inadequate or assured employment opportunities at the end of the course.
- Non incorporating of new trends, theories, concepts in management and allied areas.
- Several schools do not have adequate academic infrastructure particularly in the case of library and computing facilities.
- The effectiveness of placements activities varies across the b-schools a lot.
- Another important issue is inadequacy of good faculty research and publications. Only top 20-30 b schools are focusing and producing quality and credible research and publication out put.
- Relative lack of innovation in pedagogy creates managers with narrow outlook, who are more likely to take routine decisions, to become followers rather than risk takers, leaders and competitors.

### **LACK OF INNOVATION IN PEDAGOGY**

Today Indian education is in very bad health and sick and the new private sector institutes that have come up are largely sham while State owned institutes are too less in number and strengths. Time has come to reform higher education in the country. The business management program provides students with the necessary career skills to obtain diverse and innovative managerial and professional positions in all areas of business. Career opportunities include management positions in manufacturing companies, business and management consulting, financial planning and banking, insurance, sales management, marketing, and human resource administration. But most of the institutions are following the traditional lecture method in which the faculty uses to explain the theories and concepts by means of monotonous lecture which is unilateral in nature.



**Fig: ( Industry -Institutional Interface )-A Suggestive Framework**



## **THE NAKED TRUTH OF THE INDIAN HIGHER EDUCATION SYSTEM**

The teachers are heavily exploited by AICTE approved and unapproved Institutes by paying them less salaries, changing faculty every year end, no development and training programs for faculty and insisting on foolish and substandard PhD degrees for teaching posts instead of inducting experienced field executives with Post graduation as this is enough to impart practical training to students.

Let us examine what techniques can be imparted to make our book worms managers to globally acceptable challenging leaders.

- Avoid mere lecturing in the class room, adopt participatory mode of learning process.
- In an hour lecture, the students are able to absorb only 40 % of the content delivering by the professor. The rest (60%) is not at all reaching to the student because of a number of reasons.
- Full-time faculty members and part time faculty members should possess high caliber in teaching as well guiding the students. They should possess high end degrees like M.Phil, PhDs etc.
- Visiting faculty members can be drawn from various industries to provide the participants a right blend of theoretical and practical outlook with an industry oriented formula.

- Faculty members have to regularly engaged in research activities, training and development programmes, faculty development programmes, presentations, seminars & workshops, quality research paper writing etc. This should go on a continuous basis.
- “Quality Improvement Programmes” have been taken to one up that aspect of the system which concerns the teaching-learning process. Apart from these efforts, which of course, require to be strengthened to a very great extent, there are other steps which might enhance the effectiveness of the system.
- Special remedial courses for non-urban/non-elite students It would appear that the courses at present offered, based as they are on urban aptitudes, situations and characteristics, tend to cater to the needs of the elitist group.
- The shortage of manpower in this sector is because of less salary and perks to the faculty members. Excellence costs, so to attract and retain talented faculty with the b schools, their salary and packages have to be increased at par with the corporate.

## **MANAGEMENT EDUCATION**

“Education does not mean teaching people only that what they do not know. It also means teaching them to behave as they don’t.”

Although the definition, mode, value and components of education keep changing according to the change in the time and arena but the main motive to impart the education is to make the people efficient to fight with the challenges to win. The Magadh guru Chankya taught Chandragupta to win the battle of kingdom by executing the throat and saving his own throat and keeping the kingdom using sword by strategy. In the contemporary definition of management education, the people are being trained to win by saving the throat of economy which is always having the threat of being executed by the sword of strategies of the economy of a level at par. Therefore, the methodology of teaching must be changed to differentiate the sword by strategy and sword of strategy. The innovation in teaching is basically the demand of changed rule of arena.

The following innovations in management teaching gave a positive charge to the students to understand the real world and understand the course curriculum also.

- (a) Multimedia based audio/visual teaching aids
- (b) Case study based teaching
- (c) Co-teaching
- (d) Speed teaming
- (e) Feed back
- (f) Classroom assessment
- (g) Foreign collaboration
- (h) Virtual organization
- (i) Conducting workshop and training program
- (j) Conducting classes of general knowledge
- (k) Conducting classes of communication skills

## **MULTIMEDIA BASED AUDIO/VISUAL TEACHING AIDS**

With the enhancement in the electronic technology, it was a perfect time to change the whiteboard-marker teaching methodology in the classrooms. With the use of multimedia it became possible then to visualize the step by step behavior of the solution of a problem and their correlation on one screen. The simulation of the solution of a problem has a positive impact on the learning mind. The effects and animations can give a real world perception to the students. Moreover this can be backing stored for further reference by the students using the technology various classrooms can be handled simultaneously. The graphics and animations attract the students more than the dry and drought text books lectures.

## **CASE STUDY BASED TEACHING**

Of course, what is being taught from the text that is to be implemented into the real world practically to solve various managerial problems and to take various managerial decisions? This is a better idea to pick the problems from various organizations and discuss the solution of problem in the light of text books theory.

In these days of highly competitive market a minor mistake can put an organization into crest. The high and trial method to solve a problem can lead the organizations failure. Therefore, a rigid method of experts is needed to take the decisions. Case study based teaching fairly propagate the reasons of failure and success of organization with respect to every directions.

### **Role of Case Study**

The construction of case studies was first developed as a tool for the study of law in the nineteenth century. By the mid-twentieth century, case studies were increasingly used in other areas of professional education, including medicine, accounting, business and management studies, engineering, nursing and agriculture.

Educators in these fields recognized that it was not enough to teach the generic principles and practices of a profession. It was equally if not more important to equip the student to cope with a variety of scenarios, so that he or she would be able to adapt easily to the wide range of work situations found within his or her chosen area.

### **Skills Developed by Case Studies**

- Identifying and recognizing problems
- Understanding and interpreting data
- Understanding and recognizing assumptions and inferences, as opposed to concrete facts.
- Thinking analytically and critically
- Understanding and assessing interpersonal relationships
- Exercising and making judgments
- Communicating ideas and opinions
- Making and defending decisions.

## Disadvantages

1. The best multimedia cases can take considerable time to design and develop; a team-approach is recommended with a content specialist, instructional designers, multimedia producers, and programmers.
2. Complex cases require the collection and storage of a large quantity of resources.

## **CO-TEACHING**

Co-teaching occurs when two or more educators provide instruction to students with the varying ability in the same physical area. These professionals are partners in the education process and actively and jointly plan and implement curriculum. The co-teaching pair includes a general and special educator who can share their expertise and knowledge to provide a rich experience for all students.

The student population in a co-taught class is diverse. It includes students with disabilities who can be accommodated with appropriate supports in a general education environment; students receiving Title services in reading and/or math; students who qualify for no additional services but who will benefit from additional assistance; general education students; and/or gifted students. This blending in a general learning community setting provides a richer context for all learners.

## **SPEED TEAMING**

Speed teaming is an innovative method for placing students into teams for class projects that is fun, informative, and extremely easy to implement. Speed teaming gives control over team selection to the students-while they learn valuable lessons in the power of first impressions and the importance of asking and answering the right questions.

Business faculty, heeding advice from employers and others, face the ongoing challenge of developing group projects and placing students into project teams. The prevailing thought is that students will be better prepared to manage the current work place if they have solid experience working in teams while in college. The problem professors face with using teams is exactly how to place students into teams.

Problems with student teams often start at formation. Two main team selection methods are commonly used: professor-selected and student-selected. Although traditionally some researchers have recommended that faculty assign students to teams report that this procedure is unpopular with students, while other researchers recommend student-selection because it may lead to better cohesion and less conflict and more ownership and thus fewer problems and a better team experience. Both team formation methods, though, present problems.

## **FEEDBACK**

More often than not, we reflect on (or worry about!) our teaching in isolation, without realizing that our own students can be a great source of feedback on the teaching and learning that takes place in our classrooms on a day-to-day basis.

While end-of-semester evaluations tend to summarize the students' overall responses to the class, this type of input comes too late to be of use to you and your students during the current semester.

Method of Getting Feedback

The most widely used method for evaluating teaching is the end-of-course questionnaire. The questionnaires arrive too late, however, to benefit the students doing the evaluation. Nor do the questionnaires usually encourage students to give the specific comments an instructor might need either to identify how well students have understood the material or to spot weaknesses in classroom presentation, organization, pacing, and work load.

Much more effective are fast feedback activities that take place during the semester. The term fast feedback is derived from management practices but can be applied to instruction. Informal sampling of students' comprehension of the subject matter will enable you to gauge how and what students are learning. And informal requests for constructive criticism will help you identify which teaching methods best contribute to your students' understanding of the material.

### **CLASSROOM ASSESSMENT**

In the 1990's, educational reformers are seeking answers to two fundamental questions: (1) How well are students learning? And how effectively are teachers teaching? Classroom Research and Classroom Assessment respond directly to concerns about better learning and more effective teaching. Classroom Research was developed to encourage college teachers to become more systematic and sensitive observers of learning as it takes place every day in their classrooms. Faculty has an exceptional opportunity to use their classrooms as laboratories for the study of learning and through such study to develop a better understanding of the learning process and the impact of their teaching upon it. Classroom Assessment, a major component of Classroom Research, involves students and teachers in the continuous monitoring of students' learning. It provides faculty with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. Most important, because Classroom Assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them, the likelihood that instructors will apply the results of the assessment to their own teaching is greatly enhanced.

How is Improvement Linked with Assessment of Student Learning?

Assessment as Information – gathering

The assessment as information gathering is a bidirectional tautology. It can be used as follows:

1. Assessment as impetus for innovation: The result of assessment uncovers a problem and points to the possible remedies.
2. Innovation as impetus for assessment: The innovation implementation enhances the engagement of faculty and students and reinforces motivation for teaching improvement.

Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it.

### **ACADEMIC COLLABORATION**

The various teaching methodology which are being opted in top business schools in India have become outdated in the top B-schools in foreign countries and falling out of step with global trends. For example, The Harvard Business School,

which pioneered case-study based teaching methodology, has recently re-oriented its approach to emphasize skill-building and field-based learning.

With the foreign collaboration such an innovation and expertise of different subject areas can be exchanged.

#### Academic Collaboration Objective

The primary objective of academic collaboration is to train world-class band of learning professionals, armed with strong conceptual foundation and intuitive insights, which are capable of successfully meeting the challenges of the global economy. Academic collaboration between Indian institutions and the American/Canadian universities is aimed at meeting the rapidly growing Indian education needs by leveraging mutual capabilities.

A part of the core mission of many educational institutions in the USA and Canada is to prepare their students to compete in the global economy. Collaborating with Indian institutions contributes to the goal by giving faculty members and student's international experience and perspectives. Collaboration also brings about high-quality Indian students to American and Canadian campuses.

#### Advantages of Collaboration for Indian Institutions

1. Research and teaching expertise is brought to their institutions by foreign partners.
2. Visiting faculty of Partner University will enrich the quality of programs.
3. Students get first hand knowledge of latest developments, trends and techniques.
4. Students get internationally recognized.
5. International exposure to faculty and opportunity for faculty exchange.

#### Advantages of Collaboration for Foreign Institutions

1. Extending the international reach of their curriculum.
2. Establishment of long term visibility and presence in the Indian sub-continent.
3. Attracting a continuing stream of students from the India to their institutions.
4. International exposure to their faculty and opportunity for faculty exchange.
5. Opportunity for research and teaching expertise to be taken to India.

### **VIRTUAL UNIVERSITIES AND INSTITUTIONS**

The final goal of management students is to manage an organization in which they go to work. The difficulty arises as they don't have the experience to face the problems to manage and control the activities of the organization. The virtual organization creation is the solution of this problem.

Solan School of Management has a full-fledged trading room, identical to any trading room on Wall Street, providing lab-view insights into the real world of securities.

The concept of virtual organization has become popular in recent time in the business school. In a virtual organization real live situation is being created regarding different fields of functioning of an industry. For example, if one takes into

consideration the marketing section of a company, then efforts will be made to create structure of marketing department in the institute itself. Here the organizational structure of marketing department will be depicted like chief marketing executive, area sales managers, and then area sales persons etc. such a marketing structure in the institute will help the students specializing in marketing paper to know the functioning of marketing department in different companies. Same situation can be created for other departments like HR and Finance etc. in the institute itself. Thus under virtual organization the students learn the intricacies and problems associated with the functioning of various departments and the students get the experience to handle the problems during their work in the companies.

### **CONDUCTING WORKSHOP AND TRAINING PROGRAM**

Conducting workshop and training programs equips the management students with the physical experience in their areas of specialization. This can be done by sharing the knowledge and experience of industry experts and teachers of academic excellence.

In the present scenario, "workshop and training programs" have become whiz words for business school students. On the spot training them best education that equips and prepares them to accept their future jobs without any difficulty. Conducting workshops and training programs in the college premises with the help of experts from industry and academic world creates immediate interest in management students to imbibe the realities of factory work situations. Such workshops help them to grasp the situation which they otherwise will have to undergo when they will themselves join after the completion of their courses.

To conduct a workshop and training program the following two factors are very important.

#### **Objective**

The objective of the "workshop and training" should be to develop an experience in the analysis, prevention, and resolution of problems, as well as post-solution maintenance all with a particular emphasis on management and resolution skills. The programs should be tailored to meet specific objectives that have to be developed in advance with the experts, and should be typically designed to help students meet a range of learning objectives.

#### **Methodology**

The methodology of the "workshop and training" programs should be designed to challenge participants with difficult but engaging skills-building exercises, to foster collaboration through paper-based and computer-mediated simulations, to broaden knowledge of students, (naturally, going to face the real-world problems) through real-world problems faced by experts in their working period using a range of structured, problem-solving methodologies. The programs typical feature should be:

1. Hands-on exercises that draw on the experience of participants themselves.
2. Interactive panel discussions that feature highly-experienced academics and practitioners.

## **CONDUCTING CLASSES OF GENERAL KNOWLEDGE**

The current affairs and the events happening in the world have a great impact on the global business; therefore, the business managing people should be well aware of the business affecting events happening in the world. The general knowledge classes will equip the management students with the knowledge on world affairs and also on what is happening around them in the sphere of Marketing, HRM, Finance, IT and International Business.

The wave of globalization has put forward a great challenge before the future managers of national and multinational corporations. Now days it is expected that management students should get themselves acquainted with current events taking place in national and international arena. They are supposed to have an advance level of general knowledge so as to take advantage of changing socioeconomic environment around them. When these students are better informed regarding their socioeconomic political and technological environment, they can face the challenges of competitive business environment with perfect ease and efficiency. An example can be cited in this connection. When the marketing executives possess the knowledge pertaining to the geography of the country in general and of that state in particular in which the executives are trying to spread their branch network then this knowledge about the economy, finance, budget, banking regulations and governments rules and regulations will make those business executives to overcome the difficulties and challenges which their business will have to face.

All such knowledge can be imparted to B schools students by conducting special general knowledge classes because only then the students will be able to work more confidently and with great vigour and zeal in the best interest of their future assignments.

What Innovative Techniques can be imparted?

- Avoid lecturing in the class room, adopt participatory mode of learning process.
- Precede the topics by imparting relevant cases studies (The case study methodology is accepted as one of the most powerful method of participatory learning)
- Conduct regular individual presentations by the students on the topic specified.
- Conduct regular group presentations by the students on the topic specified.
- Conduct group discussion on any general topic which is allied with the subject.
- Conduct role plays and stimulations exercises.
- Conduct mentor group meetings. (Mentor meetings are individual meetings with the students to identify their potential, capabilities and weakness and the faculty acts as a mentor and provides support and help to the members to polish their skills and abilities)
- Make research paper compulsory for all the papers or courses. This will provide the students a task to read and work more on a specified area which gives a very micro ideas and knowledge.

- Impart the students association with faculty members for the article writing, consultancy, research and project assignments.

## **IMPORTANCE OF AN EFFECTIVE BUSINESS COMMUNICATION IN CORPORATE LIFE**

The job, promotion, & professional reputation of an individual often depends on doing well both in written as well as oral communication. Also, the ability to communicate effectively is a valuable asset for most of the activities in personal life. If the career requires mainly mental rather than physical labour, the progress will be strongly influenced by how effectively an individual communicate his knowledge, viewpoint, proposal & ideas to others. The need for effective communication is strategic in all types of job. Strong communication skills were found in the job descriptions listed by numerous companies for advertising positions. Francis W. Weeks, executive director emeritus of the Association for Business Communication, found in a 6-yers study of job listing at the University of Illinois Coordinating Placement Office that 340 jobs in 30 fields required communication ability. The National Business Employment Weekly, a publication of the Wall Street Journal, found that 85 out of 120 listing emphasized communication skills. It described the specific skills need among the variety of jobs. Communication itself is one of the primary responsibilities in many careers, like customer relations labour relations, selling training, selection public relations etc. Communication is important in all job responsibilities. For promo table executive, ability to communicate is the top most requirements. Without ability to communicate effectively, none can imagine the effective performance in a job.

## **CONCLUSION**

The role of business managers in today's society while providing a solid foundation of essential concepts and applications relevant to all areas of management and organizational decision making. The primary purpose of the business management is to develop and enhance general managerial skills while creating an overall awareness of the interrelationship and interdependency of various financial, economic and administrative considerations within a business environment. Additional concepts like management, systems evaluation, resource allocation and utilization, strategic planning, assessment, and monitoring are also treated as a part of it.

The business management program provides students with the necessary career skills to obtain diverse and innovative managerial and professional positions in all areas of business. Career opportunities include management positions in manufacturing companies, business and management consulting, financial planning and banking, insurance, sales management, marketing, and human resource administration. This need more practical out look rather than a theoretical out look.

Things are really bad in India in technical education and students with junk coming out in drove from these huge numbers of colleges that are not employable. This bad name can be removed by imparting various means of participatory mode of teaching to inculcate he real knowledge in our future Tatas, Birlas, Mittals and Ambanis.

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