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A STUDY ON THE EFFECTIVE PEDAGOGICAL TOOLS FOR MANAGEMENT EDUCATION

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ABSTRACT

The usage of proper pedagogical tools in management education has always been a topic of discussion among the academicians. There are different opinions regarding the effectiveness of these teaching tools throughout the world. This paper is aimed at presenting and discussing various teaching pedagogical tools adopted by the business schools. The literature pertaining to the effectiveness of the pedagogical tools is reviewed and ultimately the most suitable teaching pedagogical tools for business schools in rural areas have also been suggested to improve the business skills of M.B.A students.

Key words: Pedagogical tools— Management education--Business schools – Business skills—M.B.A students.

INTRODUCTION

Of late, there have been many changes in the education system, particularly in the teaching-learning methodologies in higher education. The students are finding different ways to learn and apply various concepts in every faculty of academics. And the teaching community is adopting innovative methods to impart quality education in order to prepare the new generation human capital throughout the world. It has always been tough and challenging job teaching business management course, since this course is practical oriented in nature. Mere lecture method teaching in the class room in business courses remains unproductive. The quality of business graduates is deteriorating for the last 15- to 20 years in India, because of lack of

experiential learning. The analytical skills, problem solving skills and decision making skills which are considered to be primary skills for business graduates have become distant realities. It is ridiculous to note that the business graduates lack practical business knowledge. The entrepreneurial spirit among the majority of the M.B.A students is absolutely zero; especially in rural areas. The rote learning is dominating learning systems practiced by the students resulting in the production of unskilled business management graduates causing heavy burden to the society in terms of unemployment. A study by ASSOCHAM (The Associated Chambers of Commerce & Industry of India, 2016) has revealed that only 7% of total pass-outs are employable, except graduates from IIMs. This problem is further worse in rural areas. It is very much unfortunate to have noted that the class rooms have become mere pumping stations of concepts and theories of business management rather than knowledge creation and skill development centers. The chalk and talk method adopted in the business classes are not yielding the desired results. The innovations in pedagogical tools have been ignored and remained secondary elements in business class rooms. (Thomas *et al*, 2013). The business students have developed an attitude of “get into the business school for fashion and come out with a M.B.A degree certificate”. There has been a greater mismatch between the industry requirements and the skill set possessed by the qualified business management students forcing the corporate sector reject such candidates. The rethinking of teaching methodologies adopted in business management course is the need of the hour, if the industry is to be supplied with qualitative human resources.

OBJECTIVE OF THE STUDY

1. To present and discuss the teaching pedagogical tools adopted in business schools
2. To suggest the suitable pedagogical tools for business schools in rural areas

REVIEW OF LITERATURE

Pedagogy involves being able to convey knowledge and skills in such a way that the students can understand, remember, recollect and apply whenever needed. Pedagogy is the theory and practice of education. Pedagogy refers to method in how we teach the theory and practice of education.

The teaching pedagogies in business schools, particularly in rural areas and semi urban areas are not up to the mark and are not producing the required qualitative human resources for the corporate world. The application of innovative teaching methodologies is found to be missing in business management education and it needs to be addressed immediately.

Dacko (2006) has stressed that there is an urgent need to review and evaluate management programs. Narayandas, Rangan and Zaltman (1998) concluded in their study on the pedagogical methods in business marketing education that the educational institutions have to deliver high quality of conceptual and contextual knowledge through well-structured syllabi and teaching.

Teaching management is greatly affected by the teachers' pedagogy, students' attitudes towards learning, and management practitioners' actions influenced by gaining the understanding from previous experiences connecting with their intuitions and theories in use (Stewart et. al., 2009).

Experiential learning consists of activities in which the learner is directly in touch with the realities being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it (Datar, 2010).

NBEA (2004) suggested that business educators have to consider integrating their curriculum with business content, real issues of the industry and on the other hand offering few courses based on global business.

Raman (2013) on her study "Innovative Pedagogical methods for Imparting Management Education to Indian Students" compared and evaluated the traditional teaching methods with the other emerging multimedia based learning methods. The study revealed that the main objectives of any learning method should be to retain the interest of the learner throughout the learning process and to enhance retention for the learner. It was concluded that interactive teaching method is the need of today's generation and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technology-savvy generation of youths.

According to Nawaz and Gomes (2014), business schools have to implement and practice their pedagogy by considering the pedagogical knowledge, content knowledge, curriculum knowledge and faculty knowledge, with integration of creativity, critical thinking, communication and collaboration.

COMMON PEDAGOGICAL TOOLS USED IN MANAGEMENT EDUCATION

The business schools both in public sector and the private sector use the following pedagogical tools to make the teaching-learning processes effective, thus producing quality human capital for business sector.

CLASS ROOM LECTURE

In this method the teacher delivers a lecture on any concept using oral presentation in the class room before the students, using book, white or black board and power point presentation. This method gives the teacher an opportunity to interact with the students to clarify their doubts on the spot. This method is used to motivate and counsel the students in many aspects of business education.

AUDIO VISUAL METHODS

This method of teaching is used to gain the attention of the students while teaching. Different kinds of social media are used to disseminate knowledge either live or recorded. The comprehension and retention capabilities of the students will be enhanced in this method of knowledge transfer.

MICRO PROJECTS

The students are given projects on various emerging business issues and are asked to undertake a project. The students will be applying the conceptual knowledge to the problem under study. This technique is aimed at improving the problem identification and problem solving skills of the business students. The experiential learning is facilitated by this approach of teaching.

FIELD VISITS

In this method, the students are taken to corporate houses to give them the first hand practical knowledge about the business system in real time environment. The students get a chance to interact with the practicing business managers in different functional areas and learn the course contents practically.

ROLE PLAY

The individual student adopts a specific role of business sector and tries to act in that role exhibiting different skill set needed for that role. It enables the students to learn, act and master various managerial positions in the organizations. The students will be easily able to identify the shortcomings they are facing.

MANAGEMENT GAMES

The management games as pedagogical tools are intended to inculcate competitive spirit among the business management students. The participation of the students in the game makes them comfortable with various roles and motivates them to showcase their skills. The participants will be able to apply the business principles to the real world situations in order to get the desired results.

GROUP DISCUSSION

In this technique, the presentation skills, leading skills, team management skills, problem analysis skills of the participating students are tested. The students get a chance to generate as many ideas as possible to solve the issue being studied. The nonverbal communication skills of the business students are also evaluated. This tool facilitates the students learn the skills of group task and leading.

CASE STUDIES

The problem analysis and solving skills of the M.B.A students are sharpened with this tool. The students are given either individual or team task and they are asked to analyze the situation from real world business environment. The students will be reading, scanning, understanding, analyzing and solving the problem identified in the given practical case or case let.

BUSINESS QUIZ

This tool is useful to the teachers to evaluate the correctness of the students in their business knowledge. The students are able to learn the concepts and theories accurately in order to take the right decisions at the right time. The students will learn elimination skills and uncertainty handling skills in quizzes. The mental alertness and agile memory recalling can be strengthened in this technique.

IIM-Ahmedabad uses case method as a pedagogical tool to stimulate the intellect and enhance capabilities of the students. The case method is used to develop skills needed for problem solving, decision making and implementation. The case discussions are supplemented with lectures, Role plays, group exercises and industrial visits. BITS, Pilani maintains balanced mix of pedagogy, which involves, case studies, Team activities, lectures, Workshops and continuous evaluation. IBS in Hyderabad adopts 100 % case method pedagogy in management education to help the MBA students excel in decision making and managerial skills.

SUITABLE TEACHING PEDAGOGICAL TOOLS FOR BUSINESS SCHOOLS IN RURAL AREAS

All the aforesaid tools are used in Business management education to develop conceptual, analytical, questioning and decision making skills among the MBA students. The pedagogy in Management should be used in order to enhance the learning outcomes among the students and to facilitate their analytical, decision making skills. Creativity and innovation needs to be inculcated among the business students to face the ever changing business environment.

The academic orientation among the rural and semi urban students is different. Their learning systems are different from their counterparts in urban areas. The teaching pedagogies should be adopted differently in rural areas to impart sound management education. The following pedagogical systems should be supplemented by the aforesaid tools to make the teaching-learning processes effective.

BASIC ENGLISH TUTORIAL

Since the students face a challenge of right English, the business schools must introduce Basic English tutorial to develop their English grammar and vocabulary skills. The oral and written communications of the students can be improved using this tutorial.

PUBLIC SPEAKING COURSE

The majority of the rural students are weak in their presentation skills. They should be provided training in public speaking skills. This will help them do well in sales presentations, meetings, group discussions, brainstorming sessions and case studies.

STUDENT SEMINARS

The students of business management in rural areas should be given regular chance to present seminars on various business topics, in the classrooms, in order to improve their oral skills. This will help them in making notes, analyzing the problem, identifying the alternative solutions and time management.

SIMULATION

Since most of the business students from rural areas are not aware of business etiquettes in real time business environment, an experiential learning should be boosted using simulation method where a practical business environment is created under laboratory conditions and the students are given a chance to play different business roles.

CONCLUSION

The management education is a practical and challenging faculty of academics. The business management students will have to exhibit various skills, after getting into corporate world. The skillful human resources in business management are possible only when the business schools adopt innovative and effective teaching pedagogical tools such as—Class room lecture, group discussion, role playing, simulation, Case studies, business quiz and management games. And imparting sound management education in rural and semi urban areas is much challenging. The teaching-learning systems should be supported by basic English tutorial, Public speaking course, business Simulation and management games.

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