

Acknowledging Modern Methods of Teaching in B Schools

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Abstract

“Education is the manifestation of perfection already in man” – (Swami Vivekananda)

This paper aims to acknowledge new methods of teaching in Business Schools that help teachers to engage students in participatory activities that improve learning. Methods of instruction are the strategies adopted and used by teachers in transferring learning in a classroom and there are attributes expected of a good method of instruction which is to be used to teach a specific lesson. Observation however shows that the popular method of instruction (the lecture method) has not been much effective. Even though efforts have been made to encourage teachers to diversify the method of instruction, they prefer the lecture method because it is faster to cover the syllabus and to also attend to large classes. Business Studies is a field that requires skill development; which means that effective learning cannot take place without student's participation in learning activities. Since effective classroom understanding of Business Studies naturally translates into potential for business skills, the paper is significant for business organization/management. A small survey is also done of students of B-school of Indore to know the situation of teaching methods used.

Keywords: *Creative Methods of Instruction, Business Studies, Teaching and Learning, Business Organization, Business Management*

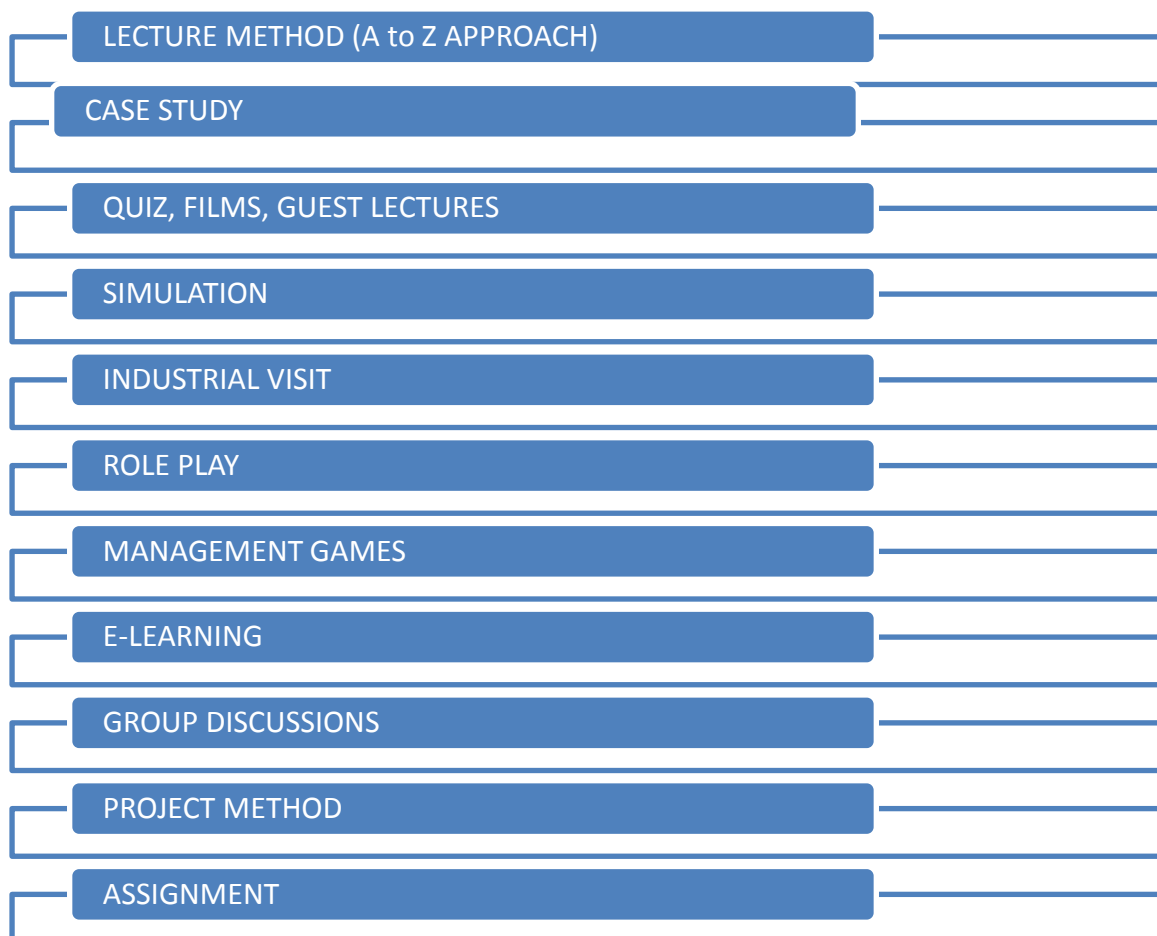
Introduction:

In Modern Business environment change is the way of life. The industry requires business graduates who possess good personality with professional etiquettes, good team work abilities and leadership skills, good communication skills with very good public relations, problem identification, solving ability and analytical skills. Our business education should concentrate on imparting these skills to students to face real dynamic business world rather than memorization of concepts and theories, to do this we need to adopt more practical approaches in teaching.

Traditionally we have been using lecture method in teaching business courses which is useful to make students understand the concept in direct logical manner but this method make

students passive because of its one way nature of communication, learning is difficult to gauge, no participation of audience, takes more time and most importantly it is not pragmatic method of teaching it can't present realistic picture of a "real world" situations of business, there is need of to think differently from lecturing methods of teaching to make students understand intricacies of business from a practical angle, this is where non lecturing methods are handy.

List of Modern Teaching Methods of Business Schools



Case Method:

The case method is a teaching approach that consists in presenting the students with a case putting them in the role of a decision maker facing a problem. Case studies recount real life business or management situations that present business executives with a dilemma or uncertain outcome. The case describes the scenario in the context of the events, people and factors that influence it and enables students to identify closely with those involved. The case method is a teaching method that is largely used in business schools. Within the first two

paragraphs, present what the central person sees as the decision point or dilemma. Identify other major players if relevant. It is included in the examination pattern also. Student learn to do SWOT of the case.

E-Learning:

E-Learning or online learning refers to instruction and delivery of information by computers through the internet or company intranet. It includes task support, simulation training, distance learning and learning portals [7]. It focuses on learning solutions that go beyond to include information. It includes Power Point Presentation which are used in combination of lecture method also. It facilitates teaching as it includes audio visual aids also. It widens the scope of teaching.

Business Game:

Business game are used at an educational tool for teaching business. Business games may be carried out for various businesses training such as: general management, finance management, organisational behaviour, Human Resource Management, operations Management etc. Business games are used as a teaching method in universities and more particularly in business schools but also for executive education. Business games are played to understand the team member role, Management crisis, organisation demand etc. Some of the common Business Games are In Basket, Fish in the Fawl . Games can be designed to teach facts, skills, processes and behaviors as well as problem solving, reasoning and creativity. They can come in the form of single player or multiplayer games, involving complex role-play or simulation. For example: Giving 100 rials to student group as capital to start any business and asking them to make profits by using his entrepreneurial skills

Role Play:

Role pay is a learning method that depends on role-playing. Learners take on the role profiles of specific characters or organisations in a contrived setting. Role play is designed primarily to build first person experience in a safe and supportive environment. Role-play is widely acknowledged as a powerful teaching technique in face to face teaching and role-plays online is also powerful, with some added benefits. Role play aims to revive the ease and joy of experiential learning. Role play models human interactions (allowing the players to role play) in a constructed environment by; Creating an artificial social structure (or simulation some known social structure) Enforcing the social structure, providing plausible scenarios for

players to respond, react and play role. Role play also has applications in forecasting. One forecasting method is to simulate the condition (s) being studied.

Simulation:

A simulation stimulates active engagement of students. They are playing a role, not just reading and analysing. They make decisions and see the results of their decisions in the response of other players and the outcome of the sim. Simulations generate much more energy among students than traditional lectures or case discussions. : With simulations, students can explore the impact of multiple decisions at the same time. Simulations also allow students to validate their common sense relative to a particular situation. It forces students to synthesize and integrate what they read and make actual decisions based on facts or data presented in the case. Simulations give students a temporal dimension, an opportunity to experience outcomes that change based on their inputs over time. It provide one way to provide some variety in pedagogy. They also provide that rapid feedback on student decision-making which is so critical for their learning. It's fun for students. There's not much preparation on their side, and it breaks the routine of cases. A simulation allows students to be in their own skin and directly experiment with ideas. It's very different from a standard class.

Lecture Method (Z to A approach):

This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping.

Project and Assignments:

Project-based learning activities create opportunities for students to work on problems in the real world. Accomplished teachers make the projects relevant to the world outside the classroom, and help the students to see and understand the connections between classroom activities and the world of work. These projects can also build students' abilities to set personal goals and standards of excellence. The interdisciplinary nature of these projects and assignments encourages students to widen and explore their personal interests while gaining the knowledge they need in core subjects. Projects and assignments can be individual and group based. Before student embark on projects he must be given training in Questionnaire Designing, Sample Survey, Data Analysis and Report Writing. Project and assignments given in groups encourage Peer tutoring. Through this method the students will learn team skills, public relations. Learning in communities (Team learning) Learning with peers, either through collaboration in a group project or through discussion in small-groups provides variety to students' learning experience. Students can improve Social and motivational skills, and they get exposed to Critical thinking, Team-working and problem solving skills.

Quiz, Seminars, Films, Expert Lectures etc.:

Quiz is one of the techniques used to test the student's involvement and excitement in winning prizes. Usually 2-4 members are made as a group and ask oral questions as a group, this technique help students to improve group behaviour, leadership skills, communication skills and decision making skills. After completion of a some units of theory, a quiz is conducted. Students can s also take part as quiz masters for marking scores and monitoring. Question-Answers and Definitions, Jumbled-Words and Multiple-Choice Questions (MCQs), Graphs and Flow Diagrams (indicate the missing link), Match the Columns, Clinical Problems, and Rapid-Fire Round.

Monthly seminars and workshops on various business subjects are must and all the students are required to participate actively. The best speaker of the seminar from the entire batch is given an award and weight age marks. The awards are given to inculcate a competitive spirit in the students and bring the best out of the students' .These seminars and workshops can also be conducted by corporate experts of different subjects. Opening Classroom Doors to techno based teaching with Digital Edge is the order of the day to bring real effects in teaching, Films and audio tutorial make students understand better and it inculcate self-learning.

Objectives:

The purpose of this study is:

- 1) To list and explain the Modern Teaching Methods, should be adopted by Management Teachers.
- 2) To explain the importance of Modern Teaching Methods practiced according to course needs.
- 3) To identify the common method of teaching used by teachers in B Schools of Indore, as perceived by students.

Methodology:

The study is based on primary and secondary data both. Primary data is taken through a survey of students in six B Schools of Indore. Secondary data is collected by Research papers, Web sites and books based on education system of India.

Survey Results:

Table 1: Representing the views of teaching methods used by the teachers.

TEACHING METHODS	MOST COMMONLY USED	SOMETIME USED	RARELY USED
LECTURE METHOD	✓		
CASE STUDY		✓	
SIMULATION			✓
ROLE PLAY		✓	
E-LEARNING	✓		
PROJECT METHOD			✓
ASSIGNMENT	✓		
GROUP DISCUSSIONS	✓		
QUIZ, FILMS , GUEST LECTURES		✓	
INDUSTRY VISIT		✓	
MANAGEMENT GAMES			✓

Findings:

The lecture method is the most common method of teaching. It is the easiest and cheapest method with less resource requirement. But it has lot of flaws also. Case study method is sometimes used, depending on the faculty's interest and time. Most of the students are not aware of simulation method of teaching because very rarely used. Role play is used specially in Marketing and HR classes.

E learning is very commonly used in the era of internet. Teachers are using PPT, Slides, projectors to teach complicated topics in which black board teaching is not enough. Assignments and Group Discussions and General Discussions are part of lecture method.

Quiz, motivational and leadership films are shown in most of the Business Schools. Guest lectures, seminars are organised by almost all management colleges in which Management Gurus are invited, their experiences are shared. Industrial visits are also done. Management games are very rarely organised by the faculty but it is a suggestion that it should be conducted by the students themselves.

So we can say that still lecture method is the most common method used by the teachers although it is combined with E- Learning and Case Study. This is mostly due to lack of resources and training, although teachers also agree that new methods should be adopted.

Suggestions:

Global Reach:

All MBA students should travel to another state, country as part of their academic experience, deepening their understanding of global business—a requirement that reflects the school's commitment to always thinking about the global context. Our participation in the Global Network for Advanced Management is another example of this commitment, enabling students and faculty to connect with more than 20 participating schools in developing and developed economies.

Leadership Development:

Every aspect of the education is oriented toward helping students become better, more principled, more creative, and more effective leaders. A rigorous and comprehensive Leadership Development Program helps students connect what they learn to their own ambitions and career activities.

Maximum use of ICT:

Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. At Columbia University, a real-time Web-based service called Laundry View lets students log on to a Web- based system to see which washing machines are free before they head to the laundry room. They can monitor their wash and can even program the service to e-mail them when their load is done. Technology is also changing the classroom experience. The classrooms at New York University's Leonard N Stern School of Business feature all sorts of conveniences for students and teachers. For instance, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professors to make notes on charts and spreadsheets and send them directly to their students' PCs and he will get a feedback from each student. From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge an the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

Conclusion:

The study of teaching methods was very fruitful because we come to know many angels of teachings in B Schools. The goals of developing both depth and breadth of knowledge may seem contradictory. We believe both are possible when you bring together diverse, intellectually curious teachers with proper facilities and trainings.

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