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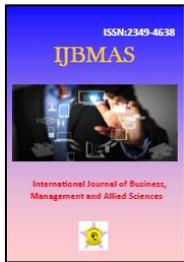
**COMMONLY USED PEDAGOGIES IN B-SCHOOLS OF KARNATAKA:  
THE GAP BETWEEN FACULTY'S CHOICES AND STUDENTS'  
PREFERENCES**

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**ABSTRACT**

Management education is witnessing a sea change globally over the last few decades. India definitely is not an exception to that fact. Management of educational institutions especially B-schools have become more and more complex because of different ecological factors with the pressure of globalization. In this ever-changing world, it is important that these Management Institutions bring changes to their environment specially the pedagogies and curriculum. The challenge is how to make the management education more practical oriented and industry focused. The current scenario demands to stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions. In this study, an attempt is made to study the present scenario of management education in Karnataka in respect to pedagogical and curriculum development along with to study if at all there exists any gap between faculty's choices and students' preferences.

**Key Words** - B-schools, Pedagogy, Curriculum, Case Study, Discussion Based Learning, Action Based Learning, Assignment, Presentation, Role play

**Introduction**

*"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." – Alvin Toffler*

The world has shrunk into a global village on account of globalization. The companies all over the world have started working for catering the needs of this global village. In such a scenario, this is very evident that managers of such corporate bodies have to be backed by essential as well as critical skill sets to meet the demand of the diverse work culture. So, it is the duty of the management education providers i.e. the Business Schools or B-schools to have a check on quality improvement needs to meet the demand of the present globalized and dynamic corporate world and bring growth and sustainability to management-education standards.

Karnataka is a recognized learning and education heart for about last thirty years. Karnataka is known for its nationwide prominent higher educational institutions such as Indian Institute of Science, Indian Institute of Management, National Institutes of technology (formerly Regional Colleges of Engineering), T. A. Pai Institutions etc. Under graduate courses such as engineering, medicine, pharmacy, business management has attracted lakhs of students from all over India over the years. The growth in MBA courses in the state is also soaring in the past decade. But, this mushrooming of B-schools brings the question of maintaining quality standards maintained in the management education in Karnataka reflecting a similar scenario all over India.

### Review of Literature

Bilimoria and Mainemelis, (1999), in their paper which talks about Emerging Technologies, Pedagogy, and Management Education in the 21st Century has brought the contrasting realities in management education where in one hand we see fast growing technological change at the macro and institutional levels and on the one hand we find slow adoption and minimal integration of emerging technologies into everyday teaching activities by the bulk of individual faculty members. Jain, (2005), in his paper which discusses the case method as pedagogy in management education argues that case methodology is highly context-specific in terms of effectiveness. Master of Business Administration (MBA) programs are being met with escalating criticism from academics, students, and various organizational stakeholders. Central to these criticisms is the contention that the MBA is wholly out-of-touch with the "real world" and is irrelevant to the needs of practicing managers (Rubin & Dierdorff, 2009). Kerr and Lloyd, (2008), in their paper argues that management education needs to consider a trend in learning design which advances creative learning through an alliance with art-based pedagogical processes. Goyal and Parekh, (2012) have made a study to explore the various teaching pedagogies in management education. The study is mainly conducted by studying the perception of two very important stakeholders student and faculty members towards various teaching pedagogies been used in management institutions. In the same line Joshi, and Vachhani, (2013), attempts to solve these problems by providing survival model for these institutes. In one of the study, Chandra and Zakkariya,(2014), sighted similar conditions of B-schools and also brought out the fact of rising one of the reasons cited for poor employability is the gap between the industry expectations and the academic inputs in management education.

### Methodology

An empirical study is undertaken to understand quality practices in B-schools in Karnataka taking a sample size of 300 students of 30 B-schools and 150 faculties teaching in these 30 B-schools. The raw data gathered through the questionnaire was compiled, classified and arranged in an organized manner and then tabulated for data consolidation and interpretation. These raw scores of the present study were converted into percentages on demographic information as well as various information corresponding to the objective of the study. SPSS (Statistical Package for the Social Sciences) version 23 has been used to analyze the primary data.

### Analysis and Interpretation

It is found from the primary data collected from the management personnel that's B-schools of Karnataka yet to start serious pedagogical innovation. Lack of research initiatives leads to lack of any such Innovations. Specifically, in case of the Govt. B-schools' departments not specific effort has been observed. Traditional approaches have been followed as per university standards. But, in the Deemed/Private Universities and the Autonomous Colleges efforts has been observed in all the B-schools at different level. Whereas, the majority of Private B-schools follow what is widely followed in the B-school industry.

### I. *Faculties Responses in Regard to Frequently Used Pedagogy*

In the research, 150 faculties and are asked to rank the pedagogies they frequently used in the class room, ranking from most used to least used. From the review of literature, the pedagogies or teaching methodologies that are widely used in Indian B-schools and also those pedagogies or teaching methodologies which are suggested by different researchers because of its effectiveness are categorized for ranking in the following five categories:

- i. Lecture Mode
- ii. Case Study Method
- iii. Discussion Based Learning
- iv. Action Based Learning
- v. Assignment, Presentation, Role play etc.

All the pedagogies have been heard by the respondents though not all were used by them. The respondents were aware of the existence of all the various methodologies for teaching. The Table No. 1 shows the mean rank of most used pedagogies by the faculties computed through SPSS from 150 respondents' data.

**TABLE NO. 1: MEAN RANK (a)**

		Lecture mode	Case study method	Discussion based	Action Based Learning	Assignment, Presentation, Role play etc.
N	Valid	150	150	150	150	150
	Missing	0	0	0	0	0
<b>Mean Rank</b>		2.35	2.82	3.36	3.45	3.02

### II. *Faculties' Responses in Regard to Effective Pedagogy*

In the next stage, an attempt is made to understand views of the faculties on effectiveness of the earlier mentioned pedagogies supported by their ranking from most to least effective based on student's involvement in the class and their ability to grasp the concept. The Table No. 2 shows the mean rank of most effective or useful pedagogies by the faculties computed through SPSS from 150 respondents' data.

**TABLE NO. 2: MEAN RANK (b)**

		Lecture mode	Case study method	Discussion based	Action Based Learning	Assignment, Presentation, Role play etc.
N	Valid	150	150	150	150	150
	Missing	0	0	0	0	0
Mean		4.68	3.29	2.93	1.35	2.75

#### *Inference 1*

Choices of preference regarding using a particular pedagogy in the classroom widely vary among the faculties. When the ranking for various pedagogies to be most frequently used in their courses, was calculated, as given by the various respondents, Lecture Mode topped the list. The ranking of respondents in regard to effectiveness of a particular pedagogy, on a scale of 5 from most effective to least effective, fluctuate among the 150 faculties. It is important to pore over that the same sample of respondents where majority of faculties have ranked Lecture Mode of teaching as the 'most

used' (Table 1) pedagogy, but not a single respondent has ranked it as most effective way of teaching. Instead, majority have ranked it as least effective way of teaching. Action Based Learning draws more attention of the students in the class as suggested by the faculties ranking (Table 2). It has topped the list when the ranking for various pedagogies to be most useful in their classes was calculated. But, the Action Based Learning holds the least used pedagogy as suggested from Table No. 1. Therefore, it can be interpreted from the research that there is a gap between the popular way of teaching and the effective way of teaching.

### III. *Students' Responses in Regard to Preferred choice of Pedagogy*

Pedagogies are meant to best serve the students understanding. So, it is important to understand students' view on different aspects related to pedagogies or teaching methodologies. With this view in consciousness, similar questions were asked to the students to understand their perspective for interpreting whether there exists a resemblance what institutes are providing or what faculties are adopting as pedagogies and what the students are comfortable with.

TABLE NO. 3: MEAN RANK (c)

		Lecture mode	Case study method	Discussion based	Action Based Learning	Assignment, Presentation, Role play etc.
N	Valid	300	300	300	300	300
	Missing	0	0	0	0	0
Mean		4.36	2.77	2.77	1.66	3.41

In the next stage, an attempt is made to understand students' preference of the earlier mentioned pedagogies, for better understanding of concepts, supported by their ranking from most to least preferred to observe whether the pedagogy used in the classroom aligns with the ones students preferred most. The Table No. 3 shows the mean rank of most preferred or useful pedagogies by the students computed through SPSS from 300 respondents' data.

#### *Inference 2*

Action Based Learning draws more attention of the students in the class as suggested by the faculties ranking earlier, now same view has been expressed by the students as well. It has topped the list when the ranking for various pedagogies to be most useful in their classes was calculated. But, the Action Based Learning holds the least used pedagogy as suggested from Table No. 1. Case Study Mode and Discussion Mode is equally preferred by the students. Therefore, like faculties, it can be interpreted from the present study that there is a gap between the popular way of teaching by the faculties and the students' preferred way of teaching.

Another important interpretation that can be derived from the two tables (Table No. 3 and Table No. 2) is that though students' preference of Assignment, Presentation, Role play etc. is relatively on a lower side, faculties find it to be the second most effective choice of pedagogy. An open discussion between students and teachers might help in minimizing such difference and choosing the best combination of pedagogies.

### IV. *Faculties' Responses in Regard to Frequently Used Aid/Technology*

From the review of literature, the aids/technologies that are widely used in Indian B-schools and also those which are suggested by different researchers because of its effectiveness are categorized for ranking in the following five categories:

- i. Board and Marker
- ii. Power Point Presentation

- iii. Audio- Visuals
- iv. E-Sessions
- v. Simulation

In the research, 150 faculties are asked to rank the aids/technologies they frequently used in the class room, ranking from most used to least used. All the aids/technologies have been heard by the respondents though not all were used by them. The respondents were aware of the existence of all the various aids/technologies for teaching.

**TABLE NO. 4: MEAN RANK (d)**

		Board and Marker	Power Point	Audio Visual	E-Session	Simulation
N	Valid	150	150	150	150	150
	Missing	0	0	0	0	0
<b>Mean</b>		2.37	1.85	2.43	4.13	4.22

The Table No. 4 shows the mean rank of most used teaching aid/technology by the faculties computed through SPSS from 150 respondents' data.

### *Inference 3*

The usage pattern differs among the faculties. However, Power Point Presentation is the most used teaching technology across sample, followed by Board and Marker and Audio-Visuals respectively. Most recent technologies such as E-Sessions and Simulation are ranked forth position and least used teaching technology by the respondents. Therefore, B-schools in India are still dependent on mainly the aged technologies for delivering content.

### *V. Students' Responses in Regard to Preferred Choice of Teaching Aid / Technology*

Students were asked to rank their choices of aids/technologies they prefer the most to the least while that of the faculties the most to the least aids are already known from the faculties' responses.

**TABLE NO. 5: MEAN RANK (e)**

		Board and Marker	Power Point Presentation	Audio Visuals	E-sessions	Simulations
N	Valid	300	300	300	300	300
	Missing	0	0	0	0	0
<b>Mean</b>		3.93	3.99	2.92	2.37	1.81

This way, it would be helpful to interpret whether the aid or technologies which are frequently used in the classroom by faculties align with the preferred choices of the students or not. All the aids/technologies have been heard by the respondents though not all were used in the classroom. The Table No. 5 shows the mean rank of most preferred or useful teaching technology to be used in the classroom computed through SPSS from 300 respondents' data.

### *Inference 4*

It is evident from the responses of the students that there exists a huge gap between what is being used in the classroom by the faculties from what is actually desired by the students in terms of teaching aid/technologies. Most recent technologies such as Simulation and E-Sessions are ranked the least used and forth choice of teaching technology by the faculties, but these are the most preferred and second most preferred choices by the students. Therefore, B-schools in India are still dependent

on mainly the aged technologies for delivering content. Power Point Presentation is the least preferred choice of students, while it is being mostly used technology in the classroom by the faculties of the B-schools.

#### VI. *Faculties' Responses in Regard Evaluation Technique*

Evaluation technique is another important factor which impacts the quality of a B-schools education. The evaluation or assessment technique should able to access the holistic development of the student rather than evaluating only theoretical knowledge which might prove to be insufficient for facing the real-world challenges. In this section, an effort has been made to understand the most preferred evaluation technique by a faculty. Faculties are asked to rank the evaluation techniques they preferred in the class room, ranking from most used to least used. From the review of literature, the evaluation technique that are widely used in Indian B-schools and also those which are suggested by different researchers because of its effectiveness are categorized for ranking in the following five categories:

- i. Viva
- ii. Written Test
- iii. Project Work
- iv. Presentation
- v. Class Participation

The Table No. 6 shows the mean rank of most preferred way of evaluating students' performance by the faculties computed through SPSS from 150 respondents' data.

**TABLE NO. 6: MEAN RANK (f)**

		Viva	Written Test	Project works	Presentation	Class Participation
N	Valid	150	150	150	150	150
	Missing	0	0	0	0	0
<b>Mean</b>		3.76	2.35	2.91	2.50	3.49

#### *Inference 5*

It is difficult to differentiate among the evaluation techniques as the Mean Rank are very similar in case of Written Test, Project Work and Presentation. Still, Written Test is majorly preferred as well as used way of assessment in Indian B-schools. In comparison to these three techniques, Class participation and Viva are less popular techniques among B-schools' faculties.

#### VII. *Students' Responses in Regard Evaluation Technique*

In a similar context, an effort has been made to understand the most preferred evaluation technique from students view point. 300 students are asked to rank the evaluation techniques they preferred in the class room, ranking from most used to least used (Table 7).

**TABLE NO. 7: MEAN RANK (g)**

		Viva	Written Test	Project works	Presentation	Class Participation
N	Valid	300	300	300	300	300
	Missing	0	0	0	0	0
<b>Mean</b>		4.17	2.84	1.96	2.29	3.73

*Inference 6*

Project Work is highly preferred by the respondents while Viva is the least preferred evaluation technique by the students of Indian B-school.

**Discussion**

The need of the hour for the B-schools is to adopt new pedagogies which are more effective to support the curriculum and helps the aspirants to learn 'real-time'. The teaching-learning process in any management education institutions largely depends on the pedagogies that have been adopted to facilitate and enhance the learning outcomes among the participants. The growing use of new teaching pedagogy like case study teaching, simulations, audio-video tool, etc. is providing much needed impetus to the application of various teaching pedagogy. A focus on pedagogy requires a further step: to examine the way that the curriculum is taught, and to consider whether it needs to be adjusted (or 'tuned') to optimize the chances of helping students to develop their employability (Patil, 2012).

In Indian context, majority of the aspirants are fresher without any real time work experience. In such a scenario it is very important for the institutes to adopt pedagogies which give them maximum opportunities to acquire as much practical knowledge as they can.

One of the main challenges a good faculty faces is how to get students actively engaged. Beneficial teaching methods are those that encourage students to debate on the topic on hand, arouse their curiosity, and lead them to ask many questions as a way for them to know the subject in depth. To make sure that the B-schools are preparing the management students to jell in well in the global job market, the interactive learning techniques are essential for optimum involvement of the students in the class. Techniques like questioning skills, use of props, worksheets, and presentation slides and films help to produce interactive lectures. Top B-schools are emphasizing on the fact that the role of a teacher in the class thus needs to bechance to a facilitator or more specifically a team leader who facilitate and lead the team of class for real-time learning. This leads to the concept of cooperative learning. Defining student learning outcomes is a critical first step in course design and technology tools can help to facilitate a more efficient and effective delivery of concepts, ideas, and analyses. Activities such as, management games and projects help students hone their personal as well as professional work skills. These management games give students simulated opportunities to put theories into practice. The simulation technique enables them to learn from each other. A student-centered active learning forces all students to participate in the learning activity. It also helps them fully grasp the benefits of team work in real work situations.

The study has also revealed that, there are very few B-schools who are taking initiatives regarding pedagogical innovations and implementations. Majority of the B-schools follow university prescribed pedagogy which are generally conventional.

**Conclusion**

Typically, a student in Indian management schools is young, without any prior work-experience, and is a product of an undergraduate program that does not encourage self-learning and independent thinking. So, customized pedagogy is needed depending upon the need of the aspirant class. Same pedagogy would not work in two different B-schools if their target groups of students are different. Blindly following aged old curriculum and pedagogy creates products which are not suitable to cope up in the fast-paced world.

Change in the teaching pedagogy is the most essential area where lot of restructuring needs to be done. Students should be exposed to many practical situations where they need to learn things taking the practical decisions. Professors should be re-assigned with renewed portfolio of playing

team leaders to groups of students and proactively solicits industries' participations and sponsorships.

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