

# Teaching Methodology in Management Schools

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Management is a comparatively a new discipline. In India management education is in vogue since last (6 decades) six decades. The need for management though felt as early as 1915 was really felt after World War II. The whole world which was partly devastated after World War II needed massive reconstruction and there was a need for management in large scale to man the various positions. Essentially management is an interdisciplinary course which draws its contexts from sociology anthropology, psychology, engineering, technology commerce, political science and so on. With an objective of ensuring satisfactory solution to business problems concepts from all these discipline were borrowed to amalgamate and produce a new discipline called business management which was earlier known as business administration hence the course nomenclature as MBA or BBA.

It is important to know the specific features of management education vis-a-vis the other disciplines. They are:

1. Like all social science subjects it is an unsuccessful science in the sense that laws in this science are not universal in nature. The factors identified may differ in strength and their impact from place to place.
2. It is not an academic input but it is developmental input. Managers can be developed through systematic personal inputs and not just academic puts.
3. Management cannot be taught like physics or chemistry it should be experienced like music. Teaching management through books can be compared to teaching music through distance education.
4. Management educator should essentially have a comparison of theoretical knowledge as well as practical experience.
5. In management theory and practice need to be mixed continuously otherwise they separate out like oil and water.
6. Management can be taught to only those who have proven aptitude.
7. A student or management must have maturity ambling out of knowledge in any specialized field.
8. A student of management must necessarily have prior work experience where his mind is agitated and he is trying to find answers to those.

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So here enters a management teacher.

### Required qualities of management teacher.

- i. A good degree in any discipline.
- ii. Prior exposure to business and industry and related issues.
- iii. Continuous exposure to ongoing happening in the field of business and industry.
- iv. A keen understanding of prevailing economic, social, cultural, legal technological environment.
- v. Good grasp over English.
- vi. Good spoken skills.
- vii. Good writing skills.
- viii. Good nonverbal skills.
- ix. Punctuality.
- x. Regularity.
- xi. High degree of commitment.
- xii. High degree of involvement.
- xiii. A keen desire to learn.
- xiv. Adequate preparation.
- xv. Ability to tailor teaching methodology to suit the situation and the concept.

All along a teacher in management is required to develop analytical skills and reasoning skills of the student through persistent questionnaire and interactive learning in the classroom. In management education more scope should be given to students to come prepared and make presentations and teacher should play the role of a facilitator than that of a transferor of knowledge for his head to that of learner. This means that you have to maintain congenial warm environment where free exchange of ideas can take place.

In this broad context following methods are available.

- i. Lecture
- ii. Presentation by students and facilitation by teacher.
- iii. Case discussion.
- iv. Class room discussion.
- v. Group discussions.
- vi. Class assignment.
- vii. Library assignment.
- viii. Home assignment.
- ix. Field assignment.
- x. Role play
- xi. Group assignment

Discussional skills should be developed. Teaching must focus on development of group skills. Teacher must keenly observe level of participation and encourage those who are hesitant. Those who are already participative must be made to improve their quality of participation.

**The other roles to be played are**

1. Coach : Like a football coach who carefully observes a player and provides useful hints to improve performance of management teacher should act as a friend philosopher and guide.
2. Mentor : A teacher has a responsibility to maintain a one to one relationship with the students which goes a long way in reorienting student to learning process in class room.
3. Experiential Learning : A management teacher must provide as many opportunities for experiential learning as possible.
4. Character Builder : Peter F Drucker says people will excuse a manager if he is not intelligent but if he lacks character it can be catastrophic. To build character in students we need to be careful in our behaviour and always remember that we are being watched so as to project the right behavior.

**Empowering learners :**

Teaching - training - whatever we choose to call the process of helping people learn is a personally challenging and demanding process. The relationship we develop with our learners the attitude we have towards them, the assumption and expectation that characterize our every exchange and the routine ways in which we negotiate with each other. And yet the very relationship is ignored. Quality of learning relationship is the single most factor which influences the learning experience.

Adults learning are permeated by unresolved issues around power and control and until these are properly confronted learners will continue to be at the risk of patronized or bullied.

Ability to help people learn is less concerned with skill and technique and is far more dependent on willingness to openly engage with learners in a relationship where change and growth is possible on both sides. Empowering process is characterized by mutual respect. It must become a reciprocal relationship and learning is an outcome of positive relationship. Role of tutor is in between teaching and training. The role of tutor is to provide on going supply to individual learners. A good teacher is one who makes us feel or realize a potential we had never previously recognized. A teacher's success is not a matter of skill it has far more to do with the attitude. Much is discussed about technical skills but very little about engaging learners i.e. establishing and maintaining learning relationship.