INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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    Please find my submission of manuscript entitled '_____' for possible publication in your journals.

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4. **ABSTRACT**: Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

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5. **KEYWORDS**: Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

6. **MANUSCRIPT**: Manuscript must be in *BRITISH ENGLISH* prepared on a standard A4 size *PORTRAIT SETTING PAPER*. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.

7. **HEADINGS**: All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

8. **SUB-HEADINGS**: All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.

9. **MAIN TEXT**: The main text should follow the following sequence:

    INTRODUCTION

    REVIEW OF LITERATURE

    NEED/IMPORTANCE OF THE STUDY

    STATEMENT OF THE PROBLEM

    OBJECTIVES

    HYPOTHESES

    RESEARCH METHODOLOGY

    RESULTS & DISCUSSION

    FINDINGS

    RECOMMENDATIONS/SUGGESTIONS

    CONCLUSIONS

    SCOPE FOR FURTHER RESEARCH

    ACKNOWLEDGMENTS

    REFERENCES

    APPENDIX/ANNEXURE

    It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed *5000 WORDS*.

10. **FIGURES &TABLES**: These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

11. **EQUATIONS**: These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.

12. **REFERENCES**: The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:

- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.
- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
- Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
- The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
- For titles in a language other than English, provide an English translation in parentheses.
- The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS
- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES
- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES
- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITE
- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

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SHIFTING PARADIGMS IN TEACHING PEDAGOGY OF B-SCHOOLS

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ABSTRACT

These days we find lecturers in B Schools not only being concerned with training their postgraduate students) but also managers in action through MDP's in corporate houses. Whether it is the manager in waiting or the manager in action the B School facilitator is ultimately dealing with adult learning. It is with that in mind that this short paper has been written. This paper presents a descriptive model of pedagogy in the hope that it will assist the lecturer- facilitator both in the classroom as well as in the training centre drawing heavily upon the personal experience of the authors. B-schools are expected to create leaders, revolutionary thinkers in the business world but have not been thinking or taking any innovative steps in these directions as they are doing so for their own brand building. The wish list that one might want from B-Schools may be endless. But as a bench mark B-schools should strive to provide infrastructure &innovative teaching pedagogies that will incorporate the state-of-the-art facilities aimed at strengthening the conceptual, technical and human skills of the managers that emerge from the institute. B-Schools have to look at the concept of building quality students, transforming them in to corporate Industry, and also supporting managers in their future Carrier.This paper highlighting about how the institute should be use innovative pedagogies of teaching by considering of what corporate expected from management students.

KEYWORDS
B-Schools, management education.

INTRODUCTION: MANAGEMENT EDUCATION

2 1st century India witnessed a sea change in its educational system. Process of globalization not only transformed traditional approach of the system with a more efficient professional approach; but also introduced new age courses which have more economic value in today's' time . Management education is one among those which got a new dimension with this changing time; though the history of management education is not to new in this part of the world. The practice of management is a pathway for individuals who want to make an essential contribution to the sustainable growth to the society and country and it could well be the most impelling force for growth and greatness in our society. Enabling that commitment is a worthy purpose.

Proper Management education provides the valuable traits such as leadership and vision that continue to elevate individuals, organizations, and societies to a new level of development and satisfaction. Learning the art and Traits of doing successful business is clearly regarded around the world as a worthy and constructive endeavor, and this value continues to exist and enhance. B-schools are expected to create leaders, revolutionary thinkers in the business world but have not been thinking or taking any innovative steps in these directions as they are doing so for their own brand building.

The wish list that one might want from B-Schools may be endless. But as a bench mark B-schools should strive to provide infrastructure &innovative teaching pedagogies that will incorporate the state-of-the-art facilities aimed at strengthening the conceptual, technical and human skills of the managers that emerge from the B-Schools have to look at the concept of building quality students, transforming them in to corporate Industry, and also supporting managers in their future Carrier.

TODAY'S SCENARIO OF MANAGEMENT EDUCATION IN INDIA

Rapid expansion of Industries in India has opened new windows for excellent opportunities of careers in management education .The Policy of globalisaation and decontrols has grip the demand for managerial personnel in the corporate Industry. Advent of multinational companies, which has just begun, may further increase the quest of the industrial sector in all fields of management like Finance, Production, Marketing, Personnel and Administration, Information Technology, International Business etc.

The careers in management offer one of the best salary packages in the country, particularly in the privatised sector. Recent decision of the Government to raise the upper limit of monthly salary to the managers to Rs 65,000 has made careers in management even more attractive. In addition to best of the salaries offered by this career, it also offers outstanding developmental opportunities to enable the competent and dynamic managers to rise to the level of Executive& Chief-executive. Several Indian professionals today are working as Managing Directors in much multi-nationals company. Management professionals from India are also in good demand in international level market. Privatized sector today offers rapid advancement to result-oriented professionals. Excellent perks are offered which may include free accommodation free conveyance/attractive conveyance allowance, & other facilities also.

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TEACHER SHOULD BE KNOWLEDGEABLE ABOUT, COMMITTED TO, AND SKILLED IN

➢ Working with all students in an equitable, effective, and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner;
➢ Being active learners who continuously seek, assess, apply, and communicate knowledge as reflective practitioners throughout their careers;
➢ Developing and applying knowledge of curriculum, instruction, principles of learning, and evaluation needed to implement and monitor effective and evolving programs for all learners;
➢ Initiating, valuing, and practicing collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies;
➢ Appreciating and practicing the principles, ethics, and legal responsibilities of teaching as a profession;
➢ Developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal, and global contexts of education

TRADITIONAL APPROACH OF TEACHING METHODS IN B-SCHOOLS

It is important to understand the context and classroom environment of a typical MBA class in India. This is crucial for all the protagonists using the cases. In the Indian context of MBA curricula, understanding the classroom profile of incoming students is important. For most students coming straight from their under-graduate classes, this is a second curve (sort of a 'discontinuity' from the past) in their lives. The first curve occurs on joining college from the protected environments of school life suddenly no bulky school bag, no uniform, no (less) attendance, less pressure about marks, and encounters with unions, strikes, ragging, etc. Most of them have never used the PowerPoint software for making a formal presentation in class. There is hardly any teamwork involved in preparing for the classes. Preclass preparation is almost negligible students simply go to the class, passively attend the lecture, absorb whatever they can, and, most often, not even ask a question for clarification. The learning is geared to scoring highly in end-of-the-year examinations. There is practically no requirement for conducting research either primary or secondary. Students are normally not aware of the different research methodologies. The ability to analyze and synthesize a given situation or problem is neither required nor encouraged. The double-loop learning process that requires questioning and reflection is absent most of the times. Such 'adult' students cannot be taught; they must be willing to learn. The biggest change for the MBA students, however, is the shift from 'learning by rote' to 'learning through critical thinking.' As the students progress through various courses, realization dawns on the need for total systems thinking combining management science (the hard aspects of decision-making) with management art (the softer art of implementation through people management). The quality of faculty (especially in good B-Schools) would be substantially different from the ones they have encountered before many of them could be in nationally important committees, consultants to world-renowned companies, and educating some of the best names in the corporate and administrative world.

Earlier the According to survey most of the Management institute evaluating students' abilities in 'real-world' contexts by way of showering the only fundamentals of corporate environment studies & their structures / working systems by following ways.

SR.NO	Teaching Methods	Proportions (out of 100%)
1	Lectures(Choking Method)	55%
Curricular Aspects		
1	Case studies Methods	15%
2	Industrial Exposure/Field Investigation	12%
3	Seminars/ Presentation/ Guest Lectures	10%
4	Group Discussion/ Debate	5%
5	Others	3%

Because After completion of management studies the corporate/ Industries provide training for converting management students into perfect manager in the industry. And then slowly the students have melted with industrial world & build his ability & creativity by taking experience. But it require lot of effort from both side i.e. form management student and off-course form industry/company. In that duration the company shows the trust and pensions for encouraging the ability of the person because ultimately he is the future brand/Asset of the company/Industry.

A good curriculum should integrate the diverse academic disciplines for creating managers capable of making ethical and commercially viable decisions in an interconnected world. A quick glance at the MBA curricula of Indian B-schools reveals that competition is relevant only for classroom discussions. The programmes in all institutes are overloaded with a large number of compulsory courses, and there are no elective courses. Also these courses lack on focus, creativity and innovation in teaching methods. The large number of assignments and evaluation that go with every course is making our students only experts in cutting and pasting from others.

REDESIGNING B SCHOOLS

"The principle goal of education is to create men and woman who are capable of doing new things, not simply repeating what other generations have done":- Jean Piaget

Today managers are in great demand in every sector of economy. India needs a huge reservoir each year of people who are trained for business and for management and demands is to last for coming years. But it is matter of concern whether the demand is for what they have been taught. In management education, quality has become a necessity to survive in the corporate? To make India an intellectual capital of the world, we have to create a dynamic environment, which can encourage superior qualitative management education institute and also require effort to make breathe life into management education. Management education should actually supplement on job training being given by the companies to the management trainees. It should also develop the analytical skill, creation and improve the ability to assimilate complex external and internal factors to influencing an organization.

Today's Business is becoming global. Even the smallest company is affected by happenings outside its immediate across the country .Medium and large companies are automatically involved in cross-border business. The businessmen and women of today need to understand this, and, where necessary, to be able to exploit the situation. It is not possible today to teach domestic business and global or international business as separate subjects.Management education enhances and encourages the managerial skills by sharing of ideas, & creativeness of many of healthy discussions. Learning from other approaches is not always a natural and single study process. It has to come with active participation in a group of people and it happens in the Management

DESIGNING A LECTURE

The challenge for the teachers is: how to design the lecture-interactive session so that meaningful and action-able learning can be imparted in real time. The designing a **Lecture** is also **a 6 step process.** The design questions usually are:

1. What is the key point of this lecture and what is the learning desired to be imparted?
2. What are the pause points in students understanding this key learning and where does the trainer pause to take a feedback on how well the delivery is going?
3. What type of feedback mechanism is to be used at the pause points to check student understanding?
4. Which aspect of the assimilative assessment mirrors this feedback mechanism?
5. What are the pause point questions and how does the facilitator know that the learning has been assimilated?

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6.   Which resources will be used to emphasise and explore the key point i.e. will the lecture be supported by exercises like role plays, films, simulation and in-basket exercises

COURSE DESIGN
All teachers have to make decisions before the course starts, about how they plan or intend for the course to unfold and happen. This is the course design process. Most people model themselves after teachers they have had, and then use a "list of topics" approach to designing their courses. That drives learning but generally a low-level kind of learning.To make their courses truly learning-centered, teachers need to learn new and more powerful ways of systematically and intentionally designing their courses. One model for doing this is shown in the following diagram:
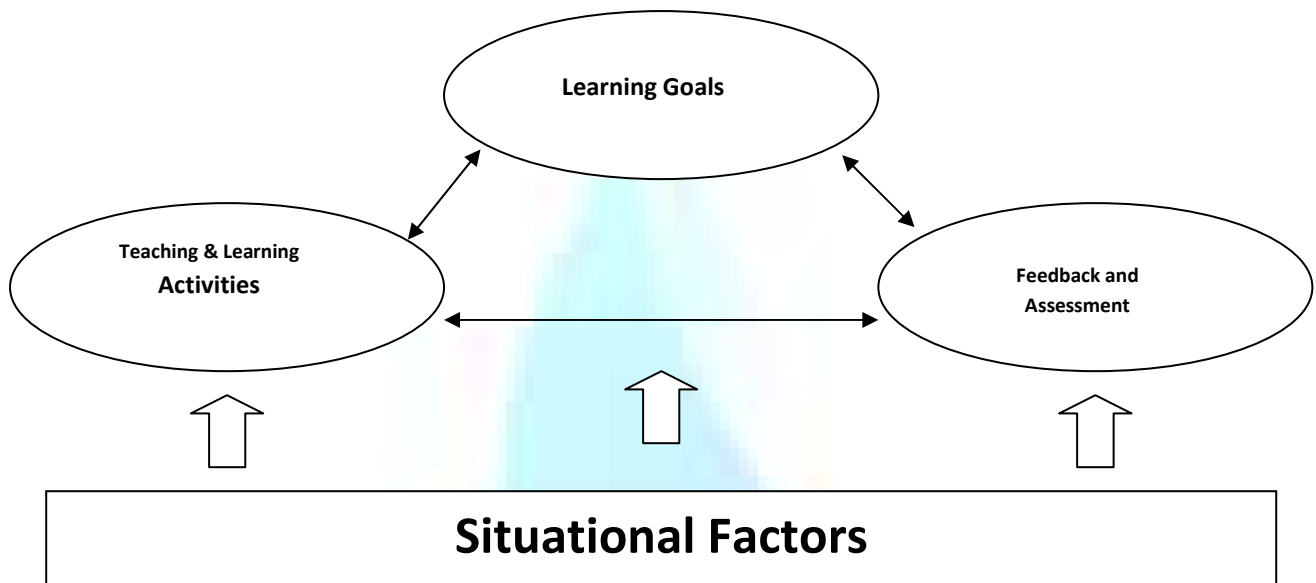
This model, called Integrated Course Design, suggests the following process for designing courses:
➤   Begin the process by gathering information on "Situational Factors", e.g., thoughts and feelings the students have about the subject, external expectations or requirements, etc. Then use this information when making the three big decisions of the course:
➤   Learning goals: WHAT you want students to learn
➤   Teaching & Learning Activities: What the students will have to do, to achieve the learning goals
➤   Feedback and Assessment: What the students will have to do, that will tell you how well they learned what you wanted them to learn.
➤   Finally, the learning goals, activities, and assessment have to be integrated, i.e., they have to support and reflect each other. (Note: In many (most?) courses, they are not integrated.)
Generally, courses are designed by the person who teaches it, but faculty also should consider consulting with campus experts, such as experts on teaching critical thinking or information literacy. Sometimes, the course may be designed by a team and then taught, either by a member of the design team or by someone else. Either way, these decisions will need to be addressed. In addition, the national assessment movement has encouraged faculty to think beyond their classes to the programs that their classes serve. This requires moving from thinking about "my classes" to thinking about "our curricula" and the need to systematically align course learning goals with program learning goals so students have a cohesive learning experience. Program learning goals are systematically structured into courses so that they are introduced, developed, practiced, and mastered as students progress through the curriculum. One nice feature of this model is that it automatically leads professors into issues and an awareness of the need to learn more about the other kinds of new pedagogy described above, e.g., learning goals, active learning, educative assessment, teaching strategies, etc.

ASSESSMENT

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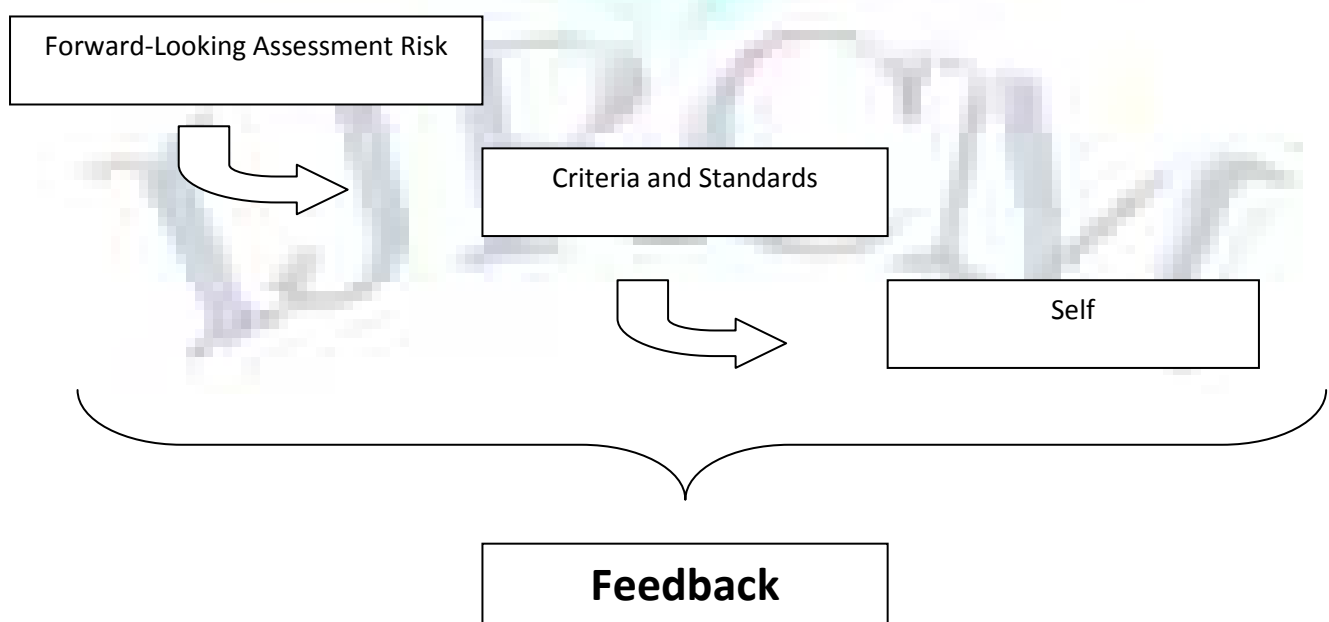
At some point, professors have to decide how they are going to assess student learning. Rather than "auditing" student learning (i.e., after teaching a topic, assessing to see if students "got it"), professors need to consider "educative assessment," i.e., an assessment process that enhances or furthers student learning. This diagram says, in essence, that the process of assessing student learning has to start with identifying the right kind of task, and that this task should be real-life, authentic, or "forward-looking" (looking forward beyond the course to what students can actually do with this knowledge after the course is over). Then the teacher has to create a good rubric (criteria and standards) to differentiate excellent from mediocre from poor work, and give the students opportunities for assessing the quality of their own work themselves – with feedback from the professor all along the way.

WHAT CORPORATE EXPECT FROM MANAGEMENT STUDENT & WHAT B SCHOOLS SHOULD DO!!!!!!!

Management students hold a very important position in any organization. They have played a vital role in handling various types of clients issues, resource issues, employees and employers issues, company's goodwill and reputation issues, status and landmark in the soicety and lots more. Management students are on the middle of every task, they have act as joining point between employees - employers and employers – clients. Organizational structure and multinational trends makes all these responsibilities more complex that needs to require effective planning and e strategic decision making policy and hard working in an efficient manner.Corporate world always lacks efficient and capable management employees in the organization To meet this demand top management educational institute of the world plays an important role for meet the expectations of corporate.

WHAT CORPORATE EXPECT FROM THE MANAGEMENT STUDENTS?

✓ Good Communication
✓ Innovator /have creativity
✓ To able to work in a team / group
✓ Problem solving capabilities
✓ Ability to focus the resources
✓ Able to understand the importance of change management.
✓ Business Awareness

SUGGESTED NEW PEDEGOGIES IN TEACHING

Giving students the Power and then watching them Strive for excellence is an Incredible Teaching Experience."

CASE STUDIES

This approach tends to reward decisive thinking during the discussion of the case as long as it is backed by a sound perspective, relevant analysis, and often, hard numbers. Such an approach may need to be modified, given the broadened expectations of tomorrow's business leaders,
-develops analytic and problem solving skills
- allows for exploration of solutions for complex issues
- allows student to apply new knowledge and skills
The Case studies cases should be the current updates which requires enough efforts, for which give the maximum opportunities for alternatives of analyzing the cases & finding the solutions. Like Retail Business in India, Implementation of New management concept in corporate work system pros and cons etc. which will help to explore the ideas by finding the solution of complex issue which leads to the students apply the new knowledge and skill to tackle the problems from the situations.

TEACH & LEARN LIVE PROJECT: (SMALL BUSINESS ADOPTION)

In This kind of pedagogies the students have to encourage for study a particular business organization,the encourage not only simply to study but is expected to get along with the business operation by active involvement and thus he is expected to learn while surviving in the organization and expected to find out/ explore new, innovative and better ways of performance & which ultimately will be contributing for orignaioanal growth resulting in higher profitability. The solutions suggested are to be practical feasible. In the management studies.The Institute has give the platform to the student where the students has to use their management skill, creative decision making , implementation of new ideas or develop the new innovations in future by adopting small business & give them a golden shape to the business by implementing their management knowledge which what they learn and experienced from the classrooms.
example : Symbiosis Institute and Bharati Vidyapeeth AKIMSS has started this kind of Pedagogies and Bharati Vidyapeeth AKIMSS has Adopted 25 Small Business in Solapur city, were students has started giving a vital contribution to make successful business operation in future.

FILM CLUB: FILMS AS A TOOL TO TEACH MANAGEMENT STUDENTS

"The audio-visual medium is one of the most effective tools for teaching and subject matter of these movies will help students understand the corporate world and ethics in an interesting manner, Movies as class matter is definitely a change scenario of learning method for the students and as a case study they will be made to see the film then discuss the same in their class with Faculty. The film that will leads to the students to understand the functioning of corporate world. For Example "Bipasa Basu's character in the film of "Corporate"& Aishwarya Rai character in Film Sarkar explains how some women tend to behave emotionally even while taking tough business decisions,"
It will helps to;
▪ To gain an understanding of the changing perspectives of diversity in business today and its impact on the business climate.
▪ To develop an ability to articulate the influence of political, social, legal and regulatory, environmental and technological issues on business decisions as depicted by the film.
For Example to learn key team of understand the marketing and production details of Krrish. The film Krrish as a product made in India and launched successfully in global markets. The movie has several unique features in strategies for packaging and distribution. the filmmakers spent 8 to 10 times the usual cost in getting the best international fight masters and technicians for special effects but they balanced this budget out by saving on production and sets cost, which student definitely realized that how a good qualitative product should produce by using effective strategy for controlling the cost.

FACULTY-EXECUTIVE EXCHANGE PROGRAMME

The universities can implement a scheme of faculty executive exchange prograamme with a tie up with industry where in the faculty would go on a sabbatical leave to work in industry and the executives from the industry can join in universities as faculty for a fixed tenure. This enriches the knowledge of the students and builds a strong linkage between university and industry.

BRAINSTORMING

▪ Listening exercise that allows creative thinking for new ideas
▪ Encourages full participation because all ideas equally recorded
▪ Draws on group's knowledge and experience
▪ Spirit of congeniality is created
▪ One idea can spark off other ideas

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CORPORATE TALKS

The Institute or University can organize for corporate talks on scheduled bases it will helps to the students by various purpose. The objective of the programme is to bridge the gap between expectations of the Industry from B-Schools and vice -versa. with the help of corporate talk the student were realize that , what are the today's priority of business /corporate and how they meet , and also what the students require to enhance their skills set, how the students should be an innovative and how to cultivate a hobbit of thinking out of box.

INDUSTRIAL LIAISON

India's corporations must become true partners in building the management education programs by supplying ideas, knowledge, capital, financial investment, and on-site experience for students, enabling them to learn in real-world situations. They must also understand that to build truly world-class institutions, academic institutions must have the independence to "speak truth to power", to unlock the deep value they are able to bring to Indian society.The Institute can arrange for big events in liaison with industries and social clubs in organizing and managing events etc.

ALUMNI ASSOCIATION

A platform of alumna's should be arranged whereby the students who have passed out from the institute can maintain a liaison with the institution in giving placements, training, etc.

FOREIGN LANGUAGE

With the globalisation of Indian economy, multinationals coming to India and companies going for joint ventures abroad, the job scenario for those proficient in foreign languages has grown rapidly. Many businesses are looking forward of those people who are fluent in other country's languages .Foreign language skill provides a competitive edge in career choices in the contemporary job market. Many companies want their new employees to possess foreign language skills and need people with high levels of proficiency. It eliminates the cultural gaps arising due to miscommunication and promotes effective cross cultural communication between two countries.

MOVING FROM PEDAGOGY TO ANDRAGOGY

Pedagogy has been defined as the art and science of teaching children. Until very recently, the pedagogical model has been applied equally to the teaching of children and adults. Adults learn differently than young people. But more importantly, their reasons for learning are very different. Andragogy, the theory of adult learning, attempts to explain why adults learn differently than other types of learners. Adults often seek out learning opportunities in order to cope with life changes. They usually want to learn something that they can use to better their position or make a change for the better. Adults bring a wealth of information and experiences to the learning situation. Adult learners differ from young learners in respect of demands of learning, role expectation from instructors, life experiences, purpose for learning, and permanence of learning.

The differences between andragogy and pedagogy are presented in the following table.

Dimension	Andragogy g	Pedagogy Pedagogy
Demands of learning	Learner must balance life responsibilities with the demands of learning.	Learner can devote more time to the demands of learning because responsibilities are minimal.
Role of instructor	Learners are autonomous and self directed. Teachers guide the learners to their own knowledge rather than supplying them with facts.	Learners rely on the instructor to direct the learning. Fact based lecturing is often the mode of knowledge transmission.
Life experiences	Learners have a tremendous amount of life experiences. They need to connect the learning to their knowledge base. They must recognize the value of the learning.	Learners are building a knowledge base and must be shown how their life experiences connect with the present learning.
Purpose for learning	Learners are goal oriented and know for what purpose they are learning new information	Learners often see no reason for taking a particular course. They just know they have to learn the information.
Permanence of learning	Learning is self-initiated and tends to last a long time.	Learning is compulsory and tends to disappear shortly after instruction.

CONCLUSION

Mere accumulation of information is not knowledge, and complete knowledge by itself does not give by itself the necessary wisdom. The purpose of education is not to produce educated individual at one stretch by putting all information and knowledge into course at one time, but on the other hand it is to awake the individual to progressive stages where he could be on progressive stages in a position to acquire what further information and knowledge he wants for his future activities. B-Schools have to look at the concept of building quality students, transferring them to the corporate world, as well as support managers in their future endeavors. We need to increase the flow of students, strengthen quality in education, pedagogy, develop culture and market the system,

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