

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

I  
J  
R  
C  
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.,

Open J-Gate, India (link of the same is duly available at Inlibnet of University Grants Commission (U.G.C.)),

The American Economic Association's electronic bibliography, EconLit, U.S.A.,

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 3480 Cities in 174 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

# CONTENTS

<b>Sr. No.</b>	<b>TITLE &amp; NAME OF THE AUTHOR (S)</b>	<b>Page No.</b>
1.	<b>WOMEN IN LOCAL GOVERNANCE: A STUDY OF PRIS IN GANJAM DISTRICT</b> <i>DR. URMALA DAS &amp; SARBANI SANKAR PANIGRAHI</i>	1
2.	<b>MICRO-CREDIT THROUGH REGIONAL RURAL BANKS (RRBs)-A CASE STUDY OF SAPTAGIRI GRAMEENA BANK WITH FOCUS ON CHITTOOR DISTRICT</b> <i>K. RAMANAMMA &amp; DR. P. MOHAN REDDY</i>	6
3.	<b>ROLE OF PUBLIC PRIVATE PARTNERSHIP IN URBAN INFRASTRUCTURE: A CASE STUDY ON WEST BENGAL STATE IN INDIA</b> <i>DR. MANAS CHAKRABARTI</i>	10
4.	<b>INNOVATIONS AND TECHNOLOGY TRANSFER AS SOURCES OF EMPLOYMENT STRUCTURE TRANSFORMATION BASED ON THE EXAMPLE OF THE VOLVO GROUP</b> <i>DR. JOANNA PRYSTROM &amp; DR. KATARZYNA WIERZBICKA</i>	16
5.	<b>A FACTOR ANALYSIS OF PRODUCT ELEMENTS FOR CONSUMER BUYING PATTERN OF MALE GROOMING PRODUCTS IN SURAT CITY</b> <i>TANVI B. BHALALA &amp; GAUTAM DUA</i>	24
6.	<b>RISK MANAGEMENT IN THE BANKS: AN ANALYSIS</b> <i>KAJLEEN KAUR</i>	29
7.	<b>PASSENGER EXPECTATIONS ON DOMESTIC AIRLINE SERVICES: AN ANALYSIS</b> <i>DR. P. BABY</i>	39
8.	<b>INNOVATIVE LEARNING PEDAGOGY IN BUSINESS SCHOOLS</b> <i>RESHMA K. TIWARI</i>	44
9.	<b>APPRAISAL OF INDIA'S LUXURY MARKET</b> <i>AAKRITI CHAUDHRY</i>	48
10.	<b>ROLE OF MICRO FINANCE IN OVERALL DEVELOPMENT OF SHGs</b> <i>DR. K. EKAMBARAM &amp; DR. JMJ.VINODINI</i>	53
11.	<b>CUSTOMERS PERCEPTION TOWARDS HOUSING LOAN: A STUDY WITH REFERENCE TO STATE BANK OF INDIA IN MAYILADUTHURAI TOWN</b> <i>DR. K. KALIDOSS &amp; A. RAVIKUMAR</i>	62
12.	<b>A COMPARATIVE STUDY OF RISK AND RETURN: A CASE STUDY WITH REFERENCE TO IT, TELECOM &amp; AUTO SECTOR COMPANIES</b> <i>NEERAJ GUPTA &amp; DR. DEEPIKA SINGH TOMAR</i>	65
13.	<b>PERFORMANCE OF LAND PURCHASE PROGRAMME IN KARNATAKA: WITH SPECIAL REFERENCE TO SC's AND ST's</b> <i>DR. RAJAMMA .N</i>	72
14.	<b>GLOBALISATION AND RURAL WOMEN IN INDIA: A CRITICAL EVALUATION</b> <i>ABDUL SAAD KHAN &amp; MOHAMMAD ZIA</i>	75
15.	<b>WEBSITE USAGE FOR IMPROVED GREEN MARKETING COMMUNICATION</b> <i>PRASHANT KUMAR</i>	77
	<b>REQUEST FOR FEEDBACK &amp; DISCLAIMER</b>	83

**CHIEF PATRON****PROF. K. K. AGGARWAL**

Chairman, Malaviya National Institute of Technology, Jaipur

*(An institute of National Importance & fully funded by Ministry of Human Resource Development, Government of India)*

Chancellor, K. R. Mangalam University, Gurgaon

Chancellor, Lingaya's University, Faridabad

Founder Vice-Chancellor (1998-2008), Guru Gobind Singh Indraprastha University, Delhi

Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

**FOUNDER PATRON****LATE SH. RAM BHAJAN AGGARWAL**

Former State Minister for Home &amp; Tourism, Government of Haryana

Former Vice-President, Dadri Education Society, Charkhi Dadri

Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

**CO-ORDINATOR****DR. BHAVET**

Faculty, Shree Ram Institute of Business &amp; Management, Urjani

**ADVISORS****DR. PRIYA RANJAN TRIVEDI**

Chancellor, The Global Open University, Nagaland

**PROF. M. S. SENAM RAJU**

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

**PROF. M. N. SHARMA**

Chairman, M.B.A., Haryana College of Technology &amp; Management, Kaithal

**PROF. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

**EDITOR****PROF. R. K. SHARMA**

Professor, Bharti Vidyapeeth University Institute of Management &amp; Research, New Delhi

**CO-EDITOR****DR. SAMBHAV GARG**

Faculty, Shree Ram Institute of Business &amp; Management, Urjani

**EDITORIAL ADVISORY BOARD****DR. RAJESH MODI**

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

**PROF. SIKANDER KUMAR**

Chairman, Department of Economics, Himachal Pradesh University, Shimla, Himachal Pradesh

**PROF. SANJIV MITTAL**

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

**PROF. RAJENDER GUPTA**

Convener, Board of Studies in Economics, University of Jammu, Jammu

**PROF. NAWAB ALI KHAN**

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

**PROF. S. P. TIWARI**

Head, Department of Economics &amp; Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

**DR. ANIL CHANDHOK**

Professor, Faculty of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

**DR. ASHOK KUMAR CHAUHAN**

Reader, Department of Economics, Kurukshetra University, Kurukshetra

**DR. SAMBHAVNA**

Faculty, I.I.T.M., Delhi

**DR. MOHENDER KUMAR GUPTA**

Associate Professor, P.J.L.N. Government College, Faridabad

**DR. VIVEK CHAWLA**

Associate Professor, Kurukshetra University, Kurukshetra

**DR. SHIVAKUMAR DEENE**

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

**ASSOCIATE EDITORS****PROF. ABHAY BANSAL**

Head, Department of Information Technology, Amity School of Engineering &amp; Technology, Amity University, Noida

**PARVEEN KHURANA**

Associate Professor, Mukand Lal National College, Yamuna Nagar

**SHASHI KHURANA**

Associate Professor, S.M.S. Khalsa Lubana Girls College, Barara, Ambala

**SUNIL KUMAR KARWASRA**

Principal, Aakash College of Education, Chander Kalan, Tohana, Fatehabad

**DR. VIKAS CHOUDHARY**

Asst. Professor, N.I.T. (University), Kurukshetra

**TECHNICAL ADVISOR****AMITA**

Faculty, Government M. S., Mohali

**FINANCIAL ADVISORS****DICKIN GOYAL**

Advocate &amp; Tax Adviser, Panchkula

**NEENA**

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

**LEGAL ADVISORS****JITENDER S. CHAHAL**

Advocate, Punjab &amp; Haryana High Court, Chandigarh U.T.

**CHANDER BHUSHAN SHARMA**

Advocate &amp; Consultant, District Courts, Yamunanagar at Jagadhri

**SUPERINTENDENT****SURENDER KUMAR POONIA**

## **CALL FOR MANUSCRIPTS**

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the areas of Computer Science & Applications; Commerce; Business; Finance; Marketing; Human Resource Management; General Management; Banking; Economics; Tourism Administration & Management; Education; Law; Library & Information Science; Defence & Strategic Studies; Electronic Science; Corporate Governance; Industrial Relations; and emerging paradigms in allied subjects like Accounting; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Rural Economics; Co-operation; Demography; Development Planning; Development Studies; Applied Economics; Development Economics; Business Economics; Monetary Policy; Public Policy Economics; Real Estate; Regional Economics; Political Science; Continuing Education; Labour Welfare; Philosophy; Psychology; Sociology; Tax Accounting; Advertising & Promotion Management; Management Information Systems (MIS); Business Law; Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labour Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; International Relations; Human Rights & Duties; Public Administration; Population Studies; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism & Hospitality; Transportation Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design and emerging paradigms in allied subjects.

Anybody can submit the **soft copy** of unpublished novel; original; empirical and high quality **research work/manuscript anytime** in **M.S. Word format** after preparing the same as per our **GUIDELINES FOR SUBMISSION**; at our email address i.e. [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com) or online by clicking the link **online submission** as given on our website ([FOR ONLINE SUBMISSION, CLICK HERE](#)).

## **GUIDELINES FOR SUBMISSION OF MANUSCRIPT**

### 1. **COVERING LETTER FOR SUBMISSION:**

DATED: \_\_\_\_\_

**THE EDITOR**  
IJRCM

**Subject:** **SUBMISSION OF MANUSCRIPT IN THE AREA OF.**

**(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)**

**DEAR SIR/MADAM**

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

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

#### **NAME OF CORRESPONDING AUTHOR:**

Designation:  
Affiliation with full address, contact numbers & Pin Code:  
Residential address with Pin Code:  
Mobile Number (s):  
Landline Number (s):  
E-mail Address:  
Alternate E-mail Address:

#### **NOTES:**

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:  
**New Manuscript for Review in the area of** (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

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.

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.

**WEBSITES**

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



**INNOVATIVE LEARNING PEDAGOGY IN BUSINESS SCHOOLS**

**RESHMA K. TIWARI**  
**ASST. PROFESSOR**  
**SCHOOL OF MANAGEMENT SCIENCES**  
**TEZPUR UNIVERSITY**  
**TEZPUR**

**ABSTRACT**

*To meet the demand supply gap of efficient managers, effective management education is need of the hour. Innovative learning pedagogies in Business Schools aim at equipping the budding/ prospective managers with the required skills. There is no prescribed scientific or theoretical framework for the purpose. However, the process of teaching and learning can be more effective, if it can ensure greater engagement of the students. Again, if the element of enjoyment is embedded in the process of learning, it may lead to greater student involvement. The paper attempts to highlight the importance of innovative learning pedagogical tools with special focus on i.e. Project Based Learning, Immersion Oriented Learning and Co-operative Learning in Business Schools. The conceptual framework have been developed taking the aid of the existing literature.*

**JEL CODE**

I290

**KEYWORDS**

Project Based Learning, Immersion Oriented Learning and Co-operative Learning.

**1) INTRODUCTION**

The changing times and dynamism of the present business world has reflected a need for a class of managers who are ready to embrace the challenges and deliver the best outcomes with limited resources utilizing their optimization skills. Innovative learning pedagogies in Business (B) - Schools aims at equipping the budding/ prospective managers with the required skills like time management, initiative, resource utilization, dependability, team work, communication skill, application of mind and handling uncertainty etc.

**2) ISSUES AND CHALLENGES**

Although there is no prescribed scientific or theoretical framework that embraces all the activities involved in Learning. Traditional academic learning emphasized on cramming ability whereas progressive approaches to learning asserts that one must be active and learn by doing. Learning must be reflective i.e. there should be cognitive or affective change in the behavior of the student (Brockbank and McGill I, 2007).

Henry Mintzberg (Mintzberg, 2009) opines management as a practice that has to blend a good deal of craft (experience) with a certain amount of art (insight) and some science (analysis). To overcome the drudgery of boring lectures or yet another case it is important to give a taste of the real world to the students.

Google has revolutionized the teaching as well as learning process. Web is packed full of powerful tools and technologies, many of which provide platforms for our students to share/exchange information about themselves (social networking), searching and bookmarking information, as well as providing numerous vents for self-expression; such as MySpace, Bebo, Flickr, Wikis, blogs, podcasts, Wikipedia, Delicious, YouTube and Facebook. Everything is to hand, easy to search and filter via internet borrowers such as Microsoft's Internet Explorer, Apple's Safari or Firefox (Ashraf, 2009). Students learn the trivial things on their own through their 'mobile Google'. 'Lecture & question' may be considered as the easiest mode to teach. This so called chalk and talk where the teacher presumes that student must understand what the teacher speaks can never be validated for effective learning.

Management as a branch of education originally developed and established in the USA was adopted in Europe in the 1960s and achieved global acceptability aftermath. Globally, huge numbers of management schools are operating and competing for students (Debnath & Shankar, 2009). Many of the mushrooming MBA institutes do not educate the prospective managers but only award them the fancy tag of 'MBA'. The purpose of education should be to provide a non-judgmental and unbiased environment that is conducive to disseminating knowledge and developing student's analytical and problem solving abilities. Students should be trained to free themselves from dogma, preconception and ideology. They should be enabled to be cautious of their opinions and judgments, reflective of their actions and they should be aware of their place in social and natural world. Each student should be encouraged to emerge as an independent thinker from the herd of MBA graduates. The purpose of management education should not be restricted to just making the students industry ready, it should endeavor to provide an environment that fosters the exploration of new ideas. The institutes should strive to help the students grow into individuals, and with broad horizons acquire the skills to think from different perspectives (Parikh, 2013).

The all India Council for Technical Education (AICTE) statistics reveals that there are 312 institutions conducting technical programmes without AICTE approval as on 17<sup>th</sup> April 2013 ([www.aicte-india.org](http://www.aicte-india.org)). Most of them are management institutes. So, in the era when management institutes are mushrooming, it has become a crucial matter to deliver quality education to students. As per Yashpal Committee report the higher education in India is too theoretical and is devoid of practical experiences. It advises that the curricular structure should treat knowledge in holistic manner. The architecture of learning should be designed in such a way that students acquire the skills they need to work in a real world environment and overcome the drawbacks such as lack of ability to analyze or solve problems, relate problems to different contexts, communicate clearly and have an understanding of different branches of knowledge (Yashpal, 2008). The education sector has undergone a sea change and literature recognizes that, in order to improve the quality of student learning, there is a need to develop a better understanding of student learning approaches (Jackling, 2005). However, all students might not like these innovative learning modes.

**3) OBJECTIVE**

The objective of the paper is to highlight the importance of innovative learning pedagogical tools with special focus on i.e. Project Based, Immersion oriented and Co-operative learning in B- Schools.

**4) METHODOLOGY**

The conceptual framework has been developed taking the aid of the existing literature.

**5) DISCUSSION: INNOVATIVE LEARNING PEDAGOGIES IN B - SCHOOLS**

In recent times Project/ Assignment based learning has been proved as an invaluable tool for achieving greater learning and teaching outcomes. It is advocated that level of effectiveness in teaching can be improved only with enhanced student engagement i.e. action learning. Modern innovative learning pedagogies demands involvement, participation, collaborative and co-creation and it provides platform to prospective managers to make mistakes without severely detrimental consequences. Under experimental method of learning data are generated during the exercise. Students learn under this method not by written introduction but by their experience in the exercise itself. The biggest advantage of this method is that students are completely immersed in the learning

situation. Hence, we may also call it as immersion based learning. A sort of cheerful environment is also created in experimental methods as these exercises are mostly done in groups and also provides a break in traditional routine of lecture and case method courses. The fun, mystery, innovative, flexibility, ability to teach leadership and management are the elements in action learning projects that help in keeping students engaged (Clawson and Haskins, 2011).

Some of the recent pedagogical practices adopted world-wide in management schools in addition to the traditional classroom learning and apart from case based learning includes:

1. Project based learning
2. Immersion Learning
3. Cooperative learning

The paper focuses on conceptual framework of all these practices in enhancing management education

#### i. PROJECT BASED LEARNING

Project based learning has several dimensions. It helps in expanding the knowledge base of the students which is critical for problem solving and situation handling. With some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations. It helps them in recognizing their skills as well as of their peers. It instills an attitude of co-operation, respect, adaptability while working in groups. It also conditions them to work with limited resources and time. It is an exercise towards application of mind for filtering the theoretical knowledge to solve the practical problems. The learners go through an extended process of inquiry in response to a complex question, problem, or challenge in Project Based Learning (<http://www.bie.org>).

Mintzberg also supports project based learning if done carefully, deeply, experience by experience, team by team, with the help and great deal of time under the supervision of a skilled faculty (Mintzberg, 2009). It helps them to develop insights for understanding the problem and then augment recommendations. To have the best outcomes, the project should be manageable as well as challenging. In addition, the instructor should provide ongoing coaching and support and frequent feedback, but not overt direction (Clawson and Haskins, 2011). It has been suggested as an appropriate pedagogy to prepare students in information systems for the realities of the business world. It is a pedagogy that uses project work to drive learning. Students must self-direct and self-regulate their learning to successfully complete the project (Guthrie, 2010).

CHART-1: DIMENSIONS OF PROJECT BASED LEARNING

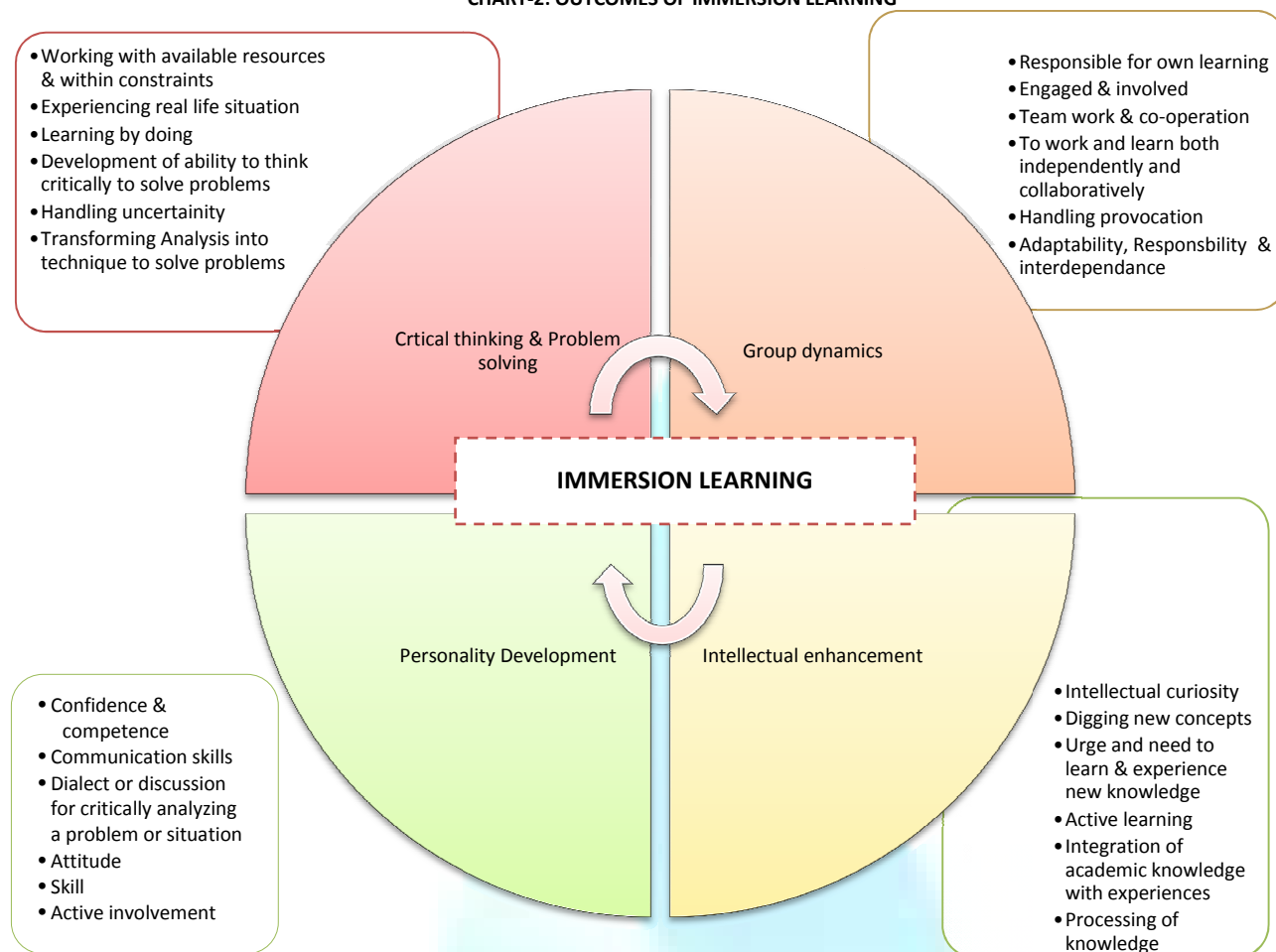


#### ii. IMMERSION LEARNING

Immersion learning is experiencing the real life situations by taking charge as a manager of the situation and working with the available resources and within the constraints. Immersion learning is practiced mostly for learning language (Linck et al, 2009 and Overall, 2012) through cultural immersion. Lerner College of Business and Economics, University of Delaware, offers projects as a 'course' in the department of Business Administration in 'Introduction to Business course' to the budding managers and business freshmen. Students are assigned to teams and asked to start their own businesses. Thus, students are completely immersed into the field of business immediately on entering college. The course and these kind of projects specifically contributes to general education goals some of which are - development of ability to think critically to solve problems; to work and learn both independently and collaboratively; developing intellectual curiosity, confidence, and engagement through active learning; assuming more responsibility for own education; and developing the ability to integrate academic knowledge with experiences that extend beyond the classroom (Antil and Kydd, 2008). The total immersion learning environment is one when the learners are completely immersed into a meeting or dialect or discussion and critically analyzing a problem or situation. Thus, immersion learning pertains to learning through experience by a high level of active involvement (Hoover, 1974). The diagram below summarizes the outcomes which are developed and nurtured in a student during the course of immersion based learning in four categories Critical thinking and problem solving, Group dynamics, Intellectual enhancement and Personality development.



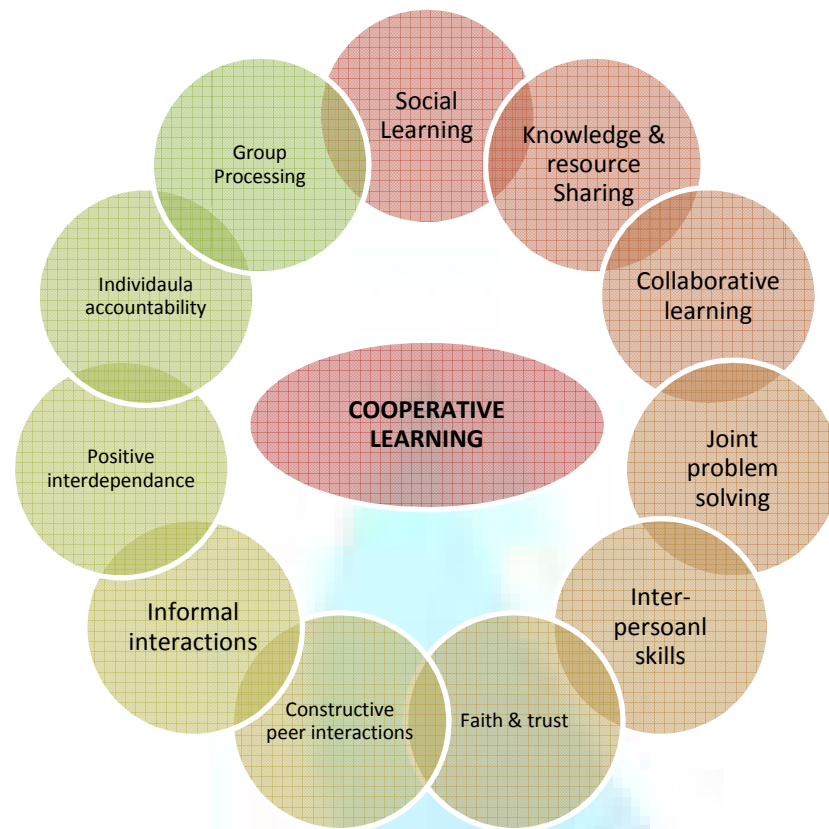
CHART-2: OUTCOMES OF IMMERSION LEARNING



### iii. COOPERATIVE LEARNING

Knowledge sharing is the base of cooperative learning. As it is impossible for a human being to possess all the knowledge required to solve a practical problem, cooperative learning acts as a tool for knowledge sharing through the personal ties and informal interaction between group of people working together to solve problems at work. It is a form of collaborative learning and joint problem solving. The exercise should lead to social learning i.e. learning from each other for knowledge updating or knowledge creating and reduction and/ or correction of errors. Informal interactions outside the classroom among the students provide immense opportunities for learning and development the way informal interactions between employees provide immense opportunities for learning and Development in real world (Ghaznavi et al, 2011). The other element of cooperative learning is faith and trust and constructive peer interactions. As classrooms are more teacher-oriented and students are passive learners, vessels to be filled with information. According to Gaikwad five basic elements of cooperative learning includes positive interdependence, individual accountability, group processing, social skills and face-to-face interaction (Gaikwad, 1996). Even though the managers work in competitive environment, they have to work in collaboration with their bosses, colleagues and sub-ordinates to achieve the desired organization goals. Hence, cooperative learning can be regarded as a tool to enhance knowledge and interpersonal skills where a person learns through interaction and knowledge sharing. A study on the influence of cooperative learning on academic performance recommended a diverse educational program that incorporates cooperative learning (Eslamian et al, 2012). Cooperative learning model demands cooperation and interdependence in the work assigned and the reward structures. The assignment should be designed in such a way that students are bound to cooperate in order to achieve the learning objectives (www.indiana.edu).

CHART-3: ESSENCE OF COOPERATIVE LEARNING



## 6. CONCLUSION

According to Henry W Simon, effective teaching lies in making the class interesting because that is the strongest incentive for a student to learn (Simon, 1964). Learning and teaching pedagogies increasingly involve a blend of traditional approaches to classroom activities and the use of modern approach to case based and project based, immersion oriented and cooperative (group work) by teams of students (Sullivan, 2003). In today's scenario making teaching and learning effective has become a challenge. The continuous endeavor to make the process of learning enjoyable enhances student engagement and finally contributes in making it more effective in terms learning and teaching outcomes.

## REFERENCES

1. Antil and Kydd (2008), Teaching Brief From the Ground Up: Learning Through Immersion in Business, Decision Sciences Journal of Innovative Education, Volume 6, Number 1, January, Printed in the U.S.A.
2. Ashraf (2009), Teaching the Google-eyed YouTube generation, Education + Training Vol. 51 No. 5/6, p 343
3. Brockbank and McGill (2007), Facilitating Reflective Learning through Mentoring & Coaching, Kogan Page Limited, pp 25-27
4. Clawson and Haskins (2011), Teaching Management: A field Guide for Professors, Consultants, and Corporate Trainers, Cambridge University Press ; Chapter-12, p p 201-225
5. Debnath. & Shankar (2009), Assessing performance of management institutions: An application of data envelopment analysis, The TQM Journal, Vol. 21, No. 1, p p 20-33, Emerald Group Publishing Limited 1754-2731, DOI 10.1108/17542730910924727
6. Eslamian, Aref and Aref (2012), The Influence of Cooperative Learning on Academic Performance, Journal of American Science, p p 200-203
7. Gaikwad (1996), Cooperative Learning: Setting The Stage For Faith And Learning In The Classroom, Prepared for the 19th International Faith and Learning Seminar held at Spicer Memorial College Pune,, India, November 3-15, 1996, 40-49
8. Ghaznavi, Perry, Logan, Toulson (2011), Knowledge Sharing in Ego-Centered Knowledge Networks of Professionals: Role of Transactive Memory, Trust, and Reciprocity, Proceedings of the International Conference on Intellectual Capital, Knowledge Management & Organizational Learning, Academic Conferences, Ltd, January 1
9. Guthrie (2010), Towards Greater Learner Control: Web Supported Project-Based Learning, Journal of Information Systems Education, Vol. 21(1), pp 121 122
10. Hoover, 1974, Experiential learning: Conceptualization and definition, cited in Giambatista Robert C. and Hoover, J. D.(2009). "An Empirical Test of "Behavioral Immersion" In Experiential Learning", Developments in Business Simulation and Experiential Learning, Volume 36, p 124
11. Jackling (2005), Perceptions of the Learning Context and Learning Approaches: Implications for Quality Learning Outcomes in Accounting, Accounting Education: an international journal, Vol. 14, No. 3, September, p 271
12. Linck, Kroll and Sunderman (2009), Losing Access to the Native Language While Immersed in a Second Language Evidence for the Role of Inhibition in Second-Language Learning, Association for Psychological Science, Volume-20, Number-12
13. Mintzberg (2009), "Managers not MBAs", Tata McGraw-Hill Edition, ppp 1,33, 45
14. Overall (2012), Cherokee children are learning their native language in an immersion program, Tulsa World (OK), June 17
15. Parikh (2013), Youth ready for different kind of education, Education Insider, May 2013, pp 19-21.
16. Simon (1964), "What is a Teacher?" Collier Books, New York, Revised and Enlarged Edition; cited in- Sant R B. (2006). "The Art of Teaching", Towards Achieving Excellence in Teaching and Learning: Some thoughts, ICFAI Books, p 16
17. Sullivan (2003), Online project based learning in innovation management, Education + Training, Volume 45, Number ppp 2, 110, 111
18. Yashpal (2008), Report of The Committee to Advise on Renovation and Rejuvenation of Higher Education

## WEBSITES

19. [http://www.aicte-india.org/downloads/Unapproved%20\\_Institutes.pdf](http://www.aicte-india.org/downloads/Unapproved%20_Institutes.pdf); Retrieved as on 11<sup>th</sup> May 2013
20. [http://www.indiana.edu/~safeschl/cooperative\\_learning.pdf](http://www.indiana.edu/~safeschl/cooperative_learning.pdf) Dated 16th May 2013
21. [http://www.bie.org/about/what\\_is\\_pbl/](http://www.bie.org/about/what_is_pbl/); Date accessed as on June 18, 2013

## **REQUEST FOR FEEDBACK**

**Dear Readers**

At the very outset, International Journal of Research in Commerce, Economics & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com) for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail [infoijrcm@gmail.com](mailto:infoijrcm@gmail.com).

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**

## **DISCLAIMER**

The information and opinions presented in the Journal reflect the views of the authors and not of the Journal or its Editorial Board or the Publishers/Editors. Publication does not constitute endorsement by the journal. Neither the Journal nor its publishers/Editors/Editorial Board nor anyone else involved in creating, producing or delivering the journal or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the journal, nor shall they be liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of information/material contained in the journal. The journal, nor its publishers/Editors/Editorial Board, nor any other party involved in the preparation of material contained in the journal represents or warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or for the results obtained from the use of such material. Readers are encouraged to confirm the information contained herein with other sources. The responsibility of the contents and the opinions expressed in this journal is exclusively of the author (s) concerned.

## ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

### *Our Other Journals*

