

## Chapter 13

# Management Andragogies: Appraising the Indian Scenario

**Soma Kamal Tandon**  
*SNDT University, India*

### **ABSTRACT**

*In an attempt to find out the teaching methods currently in use in Indian B-schools and to assess the response to the concept of using literature as a Management teaching tool, a survey was conducted among Indian B-school faculty. The aim of the survey was to find out the teaching methods used by B-school faculty members, the types of constructive, co-operative and Art & Literature methods used; the response to using literature as a Management teaching tool and the issues envisaged in using literature as a Management teaching tool. Based on the inputs from interactions with B-school faculty from Mumbai (India) and review of related literature such as research articles and case studies, a suitable research tool (questionnaire) was constructed in Google docs. Qualitative analysis was done on the data collected on the basis of teaching experience and subject taught. The chapter will demonstrate the analysis done and the findings thereof.*

The concept of signature pedagogy was introduced by Shulman (2005 p. 52) who defines it as “the types of teaching that organize the fundamental ways in which future practitioners are educated for their new profession”. Signature pedagogy, thus refers to the teaching methods used persistently in a discipline, which instructors assume to be the proper way to imbibe contents, skills and values to students of that discipline. The use of signature pedagogies in professional disciplines is predominant, mainly due to two reasons. Firstly they would have proved effective over a period of time. Secondly, requisite attitude, aptitude and behaviour for a discipline have become standardized over a period of time and signature pedagogies have evolved based on these standards. Thus, irrespective of the courses or institutions, students are made familiar with these predefined skills and standards of practice in the discipline and taught to think and act in the same manner as the experts in the field. The ‘Socratic method’ which was widely used in law schools and the method of studying the patients along with the doctor on his rounds used in medical school are two common examples. Technical innovations would not affect the teaching style. For example, televisions have changed from black and white to colour, from LCD to LED, but a television repair mechanic is always taught by demonstrating on a television set.

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Surveys have been conducted to identify the signature pedagogies used in various disciplines. In the field of economics, “Chalk –and-Talk” teaching methods were repeatedly found to be the predominant teaching methods in a series of three surveys of U.S. academic economists conducted by Becker and Watts in 1995, 2000 and 2005 to determine how economics is taught in undergraduate courses. According to them, there has been no drastic change in the teaching methods though there was some introduction to the usage of other teaching methods such as classroom discussions, PowerPoint presentations, class notes, co-operative methods and computer lab assignments in econometrics and statistics courses. Placone & Melican (2003) extended the survey to advanced economic programs and found that classroom discussion was preferred to just lectures.

In the field of Information Systems, a web-based national survey on the status of social and professional issues in undergraduate computer science education was conducted by Spradling, Soh, & Ansonge (2009) in U.S. They listed nine options in pedagogies namely, textbook readings, lectures, case studies, group discussions (in class or online), examinations or quizzes, student research papers, student presentations on ethics topics, video tapes, and other pedagogies. The study revealed that lectures (77.3%), group discussion (76.5%), readings (66.1%), and case studies (60.2%) were the most frequently used instructional approaches.

Djajalaksana (2011) in a survey of instructional strategies used to teach Information Systems courses, identified 52 different instructional strategies to create a profile of commonly employed teaching practices and to identify whether there are identifiable signature pedagogies in the discipline of Information Systems. Lecture was identified as the most frequently used strategy (66%). The next most commonly employed strategies were interactive lectures (63%), cooperative learning/team-based learning (53%), problem-based learning (53%), whole group discussions (50%), and demonstrations (49%).

The survey research on the self-reported instructional strategies of college Mathematics professors by Finn (2010) suggests that well defined lectures, practice problems and tests are common instructional features in Mathematics. Every five years since 1965, the Conference Board of the Mathematical Sciences (CBMS) has sponsored a national survey of undergraduate mathematical and statistical sciences in two and four-year U.S. universities and colleges. The CBMS 2000 survey indicated that the “the predominant instructional modality continued to be the standard lecture model” in undergraduate mathematics classrooms (CBMS, 2000, p. 126). In the CBMS 2005 survey, the predominant instructional method was the standard lecture format, with percentage of use varying from course to course ranging from 64% in Arithmetic to 93% in Differential Equations Exceptions to the predominance of the lecture method in Mathematics for Elementary School Teachers and certain business mathematics. The CBMS 2010 shows similar results but there is a trend to use commercially produced electronic instructional packages in some courses.

Friedland (1996) in a survey of teaching techniques in American law schools found that Socratic Method was used extensively. Lecture method was also used. Small groups and role play were used to a small extent.

Medical schools prefer the “See one, Do one, Teach one” method which involves students seeing the skill performed, doing it for themselves and then teaching others. (Couglin, 2009).

Field education has always been an integral component of social work education, recognized as having a major impact on graduates’ preparation for professional practice (Wayne, Bogo, & Raskin, 2006, p. 161) “The importance of field instruction is axiomatic” (Shatz, 1989, p. xxv). Kadushin (1991, p. 1) states that it is “the most significant, most productive, most memorable component of social work education;” Jarman-Rohde, McFall, Kolar, and Strom (1997, p. 43) argue that “quality in social work education depends, in large part, on quality field education.”

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