Innovative Teaching Methods in Management
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"Education is the manifestation of perfection already in man". -Swami Vivekananda

Abstract
The traditional teaching method is a book, a piece of chalk, a blackboard. As the form of dull, inefficient, prone to weary students, inevitable have a little slow poor results. Such teaching methods, has not suited to science and technology and to management, new means of information transfer more and more today, to achieve the teaching methods modernisation is not only entirely possible but also necessary. Under the new situation it is important to use advanced teaching tools and methods for optimisation and to improve teaching effectiveness. This paper is presents new teaching techniques in the global era.

Keywords
Business, Teaching, Management, Method

I. Introduction
Education in the truest sense of the term is a process of self-discovery. It is the art of self-sculpture. It trains the individual not so much in specific skills or in specific branch of knowledge, but in the flowering of his her latent intellectual, artistic and humanist capacities. The test of education is whether it imparts an urge for learning and learn ability, not this or that particular set of information.
The role of the teacher has been changed since the development of learner centred approach modern teaching involves more than classroom management, upfront explanations and testing. Teacher’s job is to create to condition in which learning takes place. The following are the some of the innovative teaching methods to educate the student. They are:
1. E-Learning
2. Blended Learning
3. Case method
4. Business game
5. Role play simulation
6. Project management simulation
7. Virtonomics
8. Keller plan
9. Z to A approach

A. E-Learning
E-Learning or online learning refers to instruction and delivery of information by computers through the internet or company intranet. It includes task support, simulation training, distance learning and learning portals [7]. It focuses on learning solutions that go beyond to include information and tools that improve performance.

B. Blended Learning
Many companies are moving to hybrid or blended learning. Chicago based company and employed this method. This method combines online learning, face-to-face instructions [7].

C. Case Method
The case method is a teaching approach that consists in presenting the students with a case putting them in the role of a decision maker facing a problem. The case method overlaps with the case study method, but the two are not identical [5].
Case studies recount real life business or management situations that present business executives with a dilemma or uncertain outcome. The case describes the scenario in the context of the events, people and factors that influence it and enables students to identify closely with those involved -European case clearing house, case studies. The case method is a teaching method that is largely used in business schools. Within the first two paragraphs, present what the central person sees as the decision point or dilemma. Identify other major players if relevant.

D. Business Game
Business game it also called as business simulation game refers to simulation games that are used at an educational tool for teaching business. Business games may be carried out for various businesses training such as: general management, finance management, organisational behaviour, Human Resource Management, operations Management etc. here often the term Business simulation is used with the same meaning[2]. Business games are used as a teaching method in universities and more particularly in business schools but also for executive education. Simulations are considered to be an innovative learning method and are often computer based.

E. Role Play Simulation
Role play simulation is a leaning method that depends on role playing. Learners take on the role profiles of specific characters or organisations in a contrived setting. Role play is designed primarily to build first person experience in a safe and supportive environment. Role-play is widely acknowledged as a powerful teaching technique in face to face teaching and role-plays online is also powerful, with some addend benefits.
Role play simulation aims to revive the ease and joy of experiential learning. Role play simulation models human interactions (allowing the players to role paly) in a constructed environment by;
Creating an artificial social structure (or simulation some known social structure)
Enforcing the social structure[7]
Providing plausible scenarios for players to respond, react and play role.
Role play also has applications in forecasting. One forecasting method is to simulate the condition (s) being studied. Some experts in forecasting have found that role-thinking for producing inaccurate forecasts unless groups act as protagonists in their integrations with one another.

F. Project Management Simulation
Project management simulation is simulation used for project management training and analysis. Project management simulation is often using as training simulation for project managers. In other case it is used for what –if analysis and for supporting decision making in real projects. Frequently the simulation is conducted
using software tools [1].

Project management simulation for training is an interactive learning activity, frequently practised as a group exercise. The purpose of the simulation is to impart to students the competencies (knowledge, skills and attitudes) that will ultimately improve their performance. It confronts trainees with the situations and problems that arise in real world projects. Trainees see the consequences of the decisions they make. They can track the evolution of the project parameters; scope, costs, schedule and quality, as well as project problems. To make mistakes and provide an opportunity for learners to solve typical project problems, for make mistakes and analyze them [1].

Project management simulation is use to analyze real projects. The goal of the simulation is to show the user the different possible outcome helps in reducing the project risk and in choosing the best project plan. In a typical simulation the project is first modelled into a software tool along with uncertain variables. A simulation is then run to check the different possible outcomes and their probability as a result or different inputs for the uncertain variables.

G. Training Simulation

A training simulation is a virtual medium through which some types of skills can be acquired. Training simulations can be used in a wide variety of genres; however they are most commonly used in corporate situations to improve business awareness and management skills they are also common in academic enlivements as an integrated part of a business or management course. The word simulation implies an imitation of a real life process [1]. Usually, via a computer or other technological device, in order to provide a lifelike experience. This has proven to be a very reliable and successful method of training in thousands of industries worldwide. They can be used both to allow specialization in a certain area and to educate individuals in the workings of the sectors as a whole, making training simulations incredibly versatile. It is important to emphasize that training simulations are not just gems, their aim is to educate and inform in an exciting and memorable way, rather than purely to entertain.

Although the most common use for training simulation is in a corporate setting, simulation games are increasingly being used to educate young people about the importance of business. Form secondary school age all the way up to MBA students, anyone can benefit from the first hand experience of running a company and making decisions that directly affect performance. This will allow the participants to gain an overall understanding of the business world and give some insight into the type of skills that are necessary to succeed, it is also important to note that beating the game should not be a primary aim for anyone taking part in a simulation, the focus should be directed[3].

Since training simulations are available based on such a wide range of different industries, and with thousands of different aims and objectives, it is difficult to outline a specific skill set that will be improved by taking part in a training simulation. However, skills that every good training simulation should build on include:

1. Business awareness
2. Time management and organization
3. Team coordination
4. Problem solving

H. Virtonomics

Virtonomics (“virtual economics”) is a browser multiplayer economics game. Virtonomics is a business simulation, simulating economics. It allows users to study the basics of management. The game is turn based and the conversion of a game situation occurs once a day [6]. The game resembles the game capitalism (designed by trevor chan).

The main purpose of the game in virtonomics is to build a successful business in a tough competitive struggle. The player is given the opportunity to become a tycoon. He starts his own company and develops out, competing with thousands of real corporations. To do this, the player can engage in trade, manufacturing, research, exploitation of natural resources, agriculture. The player manages personnel, finance, marketing, logistics and other business processes. By controlling the corporation the player hires and trains staff, established sales and deliveries, monitors the activities of competitors, improves the quality of his products, enters into business alliances and more. The game is on virtual money[4], a sum which each participant receives at registration. These funds are used for the construction of business units, the payment of expenses and investments, selling products to their players and the people controlled by the game, the players can choose of more than 20 industries and nearly 100 kinds of goods for his company to reduce. In late 2009, the player had opportunities to earn real money in the game by participating in various gaming competitions and tenders [6].

I. Keller Plan

Some teachers use the so called Keller plan in their teaching[5]. In this a semester is divided into about sixteen units. The teacher gives in the beginning one or two lecturers and gives details of syllabi in each unit and references to books and journal articles in each, a student studies these units in succession and when he has finished a unit, he approaches the instructor for test. If the students pass the test, he proceeds to the next unit, otherwise he again studies the same unit and come again for a test. Every student makes progress at his own pace. Some students complete sixteen units in twelve weeks, others complete twelve units in sixteen weeks. The grade depends on the number of units completed. The Keller plan makes a grade demand on the time of teacher and students. The teacher however does not teach but advises and examines. The student does not listen to lectures, he reads and is examined.

The basic philosophy is that it is better to fully understand part of the course than to partially understand the full course that each individual should make progress at his own pace and that one should fully understand the earlier units before proceeding to the later units.

J. Z to A Approach

This approach attempts to explain the application part of a particular concept first. This teacher should explain the application of a particular concept first and explain the effects of such applications[7]. For example, in management subject- motivation is explained in a manner that the organisation get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get out of using some techniques like promotions and awards. So here is explained in a manner that the organisation get extensive benefits of different inputs for the uncertain variables.

1. Strengths
   - Makes a particular concept clear
   - Students develop interest to know exactly the concept
   - Creates a long lasting memory/correlation of concept
2. Weaknesses

- Take quite long time for a teacher to introduce a concept
- Initial difficulty in understanding a particular concept will be encountered.

II. Conclusion

Newer or more student centered techniques might include group activates, active learning or cooperative learning, problem based learning, discovery based learning, experiential learning or non-traditional forms of assessment such as portfolios and formative assessment techniques has to educate the student. Whatever will be the teaching methodologies, they should reach the expectations of the student after completing his degree in management and the expectations of the industries and external world must be kept in mind by the faculties when they are working for management disciplines. They have to tally the balance sheet of both the stakeholders and the practical world because the students of today are the brand ambassadors of tomorrow.

References


T. Krishna Kumar received his B.Tech degree in Electronics and Communication Engineering from Aurora's Engineering College, Bhongir, Nalgonda, in 2002, the MBA degree with Human Resource Management from University PG College, Subedari, Warangal, in 2005 and the Ph.D degree in Human Resource Management, from Kakatiya University, Warangal, in 2009. He is qualified National Eligibility Test, in 2012 and also State Eligibility Test. He was a lecturer, counselor with Department of Commerce and Business Management, in 2006, 2009-2013 respectively. His research interest includes General Management, IT and Human Resource Management. He has been teaching for the last 8 years at Post Graduate level. He is presently working as an Academic Consultant with the Department of Commerce and Business Management, Satavahana University, Karimnagar, Andhra Pradesh.