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Service Quality of Teaching pedagogy for management Institutes in Maharashtra

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Abstract

The management institutes should develop best teaching pedagogies incorporating values to their students as their customers. The industrial requirements must be understood by the management academicians and the curriculum should be designed in the same way. The different teaching pedagogies like case method, class room teaching, and role play, live projects, group assignments, compulsory mentorship, quizzes and other techniques. The researcher made an attempt to rank these teaching pedagogies.

Keywords: Service Quality, Teaching Pedagogies, Management Institutes and Rankings

I. INTRODUCTION

Pedagogy is the science and art of education. Its aims range from the full development of the human being to skills acquisition. For example, Paulo Freire referred to his method of teaching people as "critical pedagogy". In correlation with those instructive strategies the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher.

One example would be the Socratic schools of thought. The teaching of adults, however, may be referred to as androgogy

Pedagogy is the "how" the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences.

Case-based Learning - Studying a singular instance or event that has a message to tell regarding course content. The most motivating cases involve real people with real problems to solve.

Studying multiple case studies focused on the same content allows students to formulate and test hypotheses.

Used to strengthen critical thinking skills such as applying knowledge to a real setting, analyzing problems and developing solutions, evaluating reasoning processes or actions.

Collaborative Learning - Students working in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Interdependence is required.

Demonstration - Faculty show how a skill should be performed or students are observed as they perform a skill.

Discussion - Formal or informal discourse on topics usually primed by leading and/or open-ended questions.

Implementation Suggestions:

Ground rules for participation need to be set up front

Class discussion: The faculty member serves as facilitator, prompting and probing to ensure the discussion remains focused and objectives are met.

Discussion Panel: Students or experts focus on one issue and varying views or aspects are raised.

Gaming - Competitive activity based on course content. Moderate competition enhances performance. Often used for content reinforcement and skill practice. Can also be used to strengthen critical thinking in games where strategies must be developed to solve problems.

Graphic Organizers - Clarify relationships with diagrams or graphs. Clarify processes with flow charts.

Interactive Teaching - a list of over one hundred interactive teaching techniques that can enable student learning and provide feedback to both instructors and learners.

Lecture - Active lectures blend 10-15 minute presentation segments with interactive experiences such as asking provocative questions and class or small group discussions.

Using visual aids such as graphic organizers, video clips, or a few PowerPoint slides to emphasize main points and an engaging voice improve results.

Data Analysis and Interpretation

Effective Teaching Pedagogies for Management Institute

The responses from all respondents related to effective teaching pedagogy are collected and interpreted through the following table as follows

| S.No | Pedagogies | Students | Faculties | Director | Mgmt | Total | % | Ranks |
|------|-----------------------|----------|-----------|----------|------|-------|-------|-------|
| 1. | Case method | 46 | 66 | 19 | 23 | 154 | 16.24 | III |
| 2. | Class room teaching | 56 | 87 | 29 | 29 | 201 | 21.2 | I |
| 3. | Role play | 61 | 51 | 9 | 7 | 128 | 13.5 | IV |
| 4. | Live Project | 85 | 79 | 13 | 15 | 192 | 20.25 | II |
| 5. | Group Assignment | 39 | 42 | 6 | 9 | 96 | 10.12 | V |
| 6. | Compulsory mentorship | 32 | 32 | 4 | 2 | 70 | 7.38 | VI |
| 7. | Live satellite Link | 21 | 13 | 2 | 0 | 36 | 3.79 | VII |
| 8. | Tele conference | 24 | 3 | 1 | 1 | 29 | 3.05 | VIII |
| 9. | Quiz | 11 | 6 | 4 | 2 | 23 | 2.42 | IX |
| 10. | Syndicates | 6 | 4 | 6 | 3 | 19 | 2 | X |
| | Total | 381 | 383 | 93 | 91 | 948 | | |

From the above table, it is observed that the effective teaching pedagogy should be used by the management institutes in Maharashtra in the following ranks as 21.20%, 20.25%, 16.24%, 13.50% and 10.12% of all respondents prefer class room teaching, Live projects, case methods, role play and group assignments should be used resp. Therefore, the assigned ranks are as follows

| Sr, No. | Effective Teaching Pedagogy | Ranks assigned |
|---------|-----------------------------|----------------|
| 1 | class room teaching | I |
| 2 | Live projects | II |
| 3 | case methods | III |
| 4 | role play | IV |
| 5 | group assignments | V |

From the above table, it is concluded that the effective teaching pedagogy including class room teaching, Live projects, case methods, role play and group assignments that should be used by management institutes in Maharashtra is given.

II. CONCLUSIONS

It is observed that the effective teaching pedagogy should be used by the management institutes in Maharashtra in the following ranks as 21.20%, 20.25%, 16.24%, 13.50% and 10.12% of all respondents prefer class room teaching, Live projects, case methods, role play and group assignments should be used resp. it is concluded that the effective teaching pedagogy including class room teaching, Live projects, case methods, role play and group assignments that should be used by management institutes in Maharashtra is given

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