



Recent trends in pedagogy for commerce and management: A special reference to selected universities in Bangalore

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Abstract

Pedagogy has been a perpetual process even before the conception of civilization. Pedagogy may be acknowledged as an approach to the theories, models and activities associated with the domain of teaching. A true pedagogy is a subtle blend of arts and science that instils cognition, perception and interpreting skill sets in students. This research emphasizes on the various models of pedagogy used in the domain of commerce and management, highlights on the importance of multidisciplinary courses and the significance of research via statistical representation of data obtained.

Keywords: Pedagogy, interpreting skill, significance of research

Introduction

The term pedagogy is derived from the Greek word "paidagōgia" combining "ago" implying "lead" or to "teach" and "paidos" referring to a boy or child. Thus, Pedagogy means "to lead a child"

Oxford English dictionary defines Pedagogy as "The art, occupation, or practice of teaching. Also: the theory or principles of education; a method of teaching based on such a theory."

Approaches/features of pedagogy

▪ Behavioural approach

Behavioural pedagogy or behaviourism is an observation-oriented approach, where in the actions and behaviour of the pupil are keenly observed and they are seasoned through reinforcement. The core ideology of a behaviorist is oriented towards process of making students learn through constant appraisals, which in turn provides them good amount of experience.

▪ Constructivist approach

Constructivist teaching emphasizes on actively embracing the knowledge of the discipline than passively receiving information. This pedagogical approach emphasizes and cultivates a sense of critical contemplation as it is embedded with real-time illustrations and problem-solving mechanisms.

▪ Collaborative approach

Collaborative approach encompasses the process of problem solving that is taken up as a teamwork by pupil themselves. In this approach is imbibes education through team work and brain storming techniques. The role of a teacher is to guide and support rather than detailing every nuance of the subject matter.

▪ Inquiry-based approach

Inquiry base approach is emphasizing on the fact that student must be provided a key role in the learning process, by tapping the students' inquisitive nature to explore, criticize discover the nuances of the subject. This approach uses techniques such as group discussions, debates and guided learning to help the students construct their ideas and appreciate the subject independently.

▪ Reflective approach

Under reflective approach, the teacher or the instructor self-evaluates and questions oneself in the classroom teaching. The teacher should be vigilant with regards to the model of pedagogy, its benefits and also its impact on the students. Accordingly, the teacher can alter or change the method of teaching, both qualitatively and quantitatively.

Models of pedagogy

There are three significant models in pedagogy

▪ Didactic model

This is one of the oldest and most traditional models of pedagogy that involves passing of knowledge through a teacher, who plays the authoritative role in the classroom. Consumption of knowledge, memorization through continuous recitation, and exams to test retention ability are the most common processes in this model of teaching. The ultimate goal of this model is to provide knowledge, rather than its application.

▪ Authentic model

This model was developed with a progressivist idea that highlights the importance of "student centric" education. According to this model, that knowledge which caters methods to solve the real-world issues is essential for students. For example, case study, discussion of real-life illustrations, mini projects and dissertations etc. are some of the tools used in authentic model.

▪ Transformative model

Under this model, the student learns a discipline with a self-driven mindset. The teaching-learning process here is both emotional and intellectual. This model uses the characteristics of reflective approach, wherein there is self-evaluation and self-questioning process to bring in transformation, both within oneself and to the system of learning.

The discipline of commerce is no more confined to trading, profit making, and book keeping the same. After the conception of wealth maximization and investment management, commerce has given birth to many other

disciplines such as cost accounting, sustainable accounting (social and environmental accounting), banking and insurance management, organizational management, marketing management, security analysis and portfolio management, business analytics, human resource management, operational research, to name a few.

The contemporary global standards require a multidisciplinary approach that emphasizes in merging commerce and management with disciplines such as statistics, economics, mathematics, database management, information technology, ethics and humanities etc.

Thus, it is of utmost importance to restructure, refine and season the teaching methodologies in the same perspective, in equipping the prospective human resource to suffice the industrial requirements.

Research design

The research design for the present study pertains to a logical and pragmatic sequence for answering the research question. For this purpose, the various aspects of the study, including the objectives and scope, significance and need of the study, along with the methods of data collection and analysis, are laid down with precision.

Objectives of the study

- To understand the pedagogical approaches and models used in the discipline of and commerce and management with special reference to selected educational institutions across Bengaluru.
- To find out the orientation of the teachers with respect to the models of pedagogy and statistically represent the same using corresponding tools.
- To highlight the importance of multidisciplinary research through merging the most happening domains of the contemporary world- Pedagogy, commerce, and management.
- To find out the gap or lag that exists between the knowledge provided through an academic curriculum and industrial requirements, from a teacher's viewpoint.
- To understand the orientation towards research in commerce and management in both Under- graduate and Post-graduate strata.
- To evaluate teachers' perceptions on relative importance of different study components
- To identify the usage of different IT tools in teaching the commerce subjects.

Sampling

Due to the virtual impossibility led by constraints involved in contacting the whole population such as time and resources, sampling is often preferred to extract the necessary inputs for the study, and hence, in the present study, sample respondents were selected from colleges / universities in Bangalore-urban, and the data extracted from them were generalized to the population as a whole.

50 sample entities were selected from the population, and the main criteria for inclusion was that these respondents were from academic domain with an expertise in the domain of commerce and management.

Sampling technique

Owing to lack of time and other constraints, convenience sampling was preferred, with due caution that all the participants fulfilled the trial criteria. In other words, any graduate or post graduate faculty member that met the trial criteria and was willing to give out details regarding necessary details was included in the sample.

Limitations of the study

Extracting an error free data is a cumbersome process.

Perspective of every teacher differs and thus generalization of the responses is difficult.

The study utilizes convenient sampling technique, thus it takes a small amount of sample into consideration

A multidisciplinary study is a contemporary approach which is sometimes unacceptable to academicians with traditional research approaches.

Review of literature

- Belete. J. Bobe, Barry. J. Cooper, "accounting students' perceptions of effective teaching and approaches to learning: impact on overall student satisfaction.", *Accounting & Finance*, Sep2020, vol. 60 issue 3, p2099-2143. 45p. 3 diagrams, 24 charts, 1 graph.

The article is an empirical study that involves two basic variables- teaching effectiveness and student satisfaction. The study has utilized partial least-squares structural equation modelling approach to analyze the data obtained that has been extracted from second-year under graduate students who are pursuing two core accounting subjects at an Australian university.

- Peter Depietro, "participatory pedagogy", *Counterpoints*, 2013, vol. 435, transforming education with new media: participatory pedagogy, interactive learning, and web 2.0 (2013), pp. 37-46

The article emphasizes on innovative methods of student centric teaching approach, by embedding information technology using web 2.0 tools and new media devices that assist the students to collaborate with their instructors to redesign the basics of classroom teaching. The article also provides insights on equipping students to enhance by shaping the educational process, along with the regular learning process.

- Dr. (Mrs) M. N. Odike, "methods of teaching commerce effectively at secondary level of education", *Faculty of Education, Godfrey Okoye University, Uguwu Nike, Enugu*.

The article provides insights on education of commerce in secondary schooling level as it creates awareness among the students regarding the basics of business management, importance of savings, role and functions of bank and so on. The article also suggests some of the teaching methodologies, teaching aids, and disciplines that has to be included in this educational level, with regards to commerce.

- Moorthy. D, Guruswamy. P, Priya. S, Janeefa, "effectiveness of remedial teaching towards science and commerce students in higher education: an analytical study".

The paper gives an analytical insight to the remedial teaching approach in the field of commerce and science, so as to make the students overcome their general or specific weakness in trying to learn various subjects in the given disciplines. The article also highlights the fact that the rapid change in the domain of information science and technology in today's competitive world requires a change in the methods of teaching make the students well trained to gain a global exposure.

- Yuan lu, xiaofei zhao; yiyu qiu; li xiaolong, “evaluation model of art internal auxiliary teaching quality based on artificial intelligence under the influence of covid- 19.”, *journal of intelligent & fuzzy systems*. 2020, vol. 39 issue 6, p8713-8721. 9p. Doi: 10.3233/jifs-189267., database: business source premier
The article explains the difficulties that has originated due to the surge of COVID-19 pandemic and its impact. The study has also come up with an alternative methodology of teaching using BP neural network model for improving the quality of teaching using artificial intelligence. It has also used an empirical method to verify the effectiveness of the network model. The BP neural network model is constructed using MATLAB software.
- Dr. Bhanupriya khatri, Nidhi Sharma, Ashwani kumar Attri, “a 361 degree transmogrify of education with special reference to pedagogy of commerce & management academicians of Punjab”
The article emphasises on the overall transformations that has been and yet to be achieved in the domain of pedagogy with prime focus on the commerce and management academicians in Punjab. The paper has thrown light upon the fact that continuous evaluation on pedagogy, training of academicians, focus on research and development, concept of collaborative teaching and importance of ICT in education. The paper has used descriptive statistics as a tool for analysis.
- Russ Ray, “E-Commerce Curriculum And Pedagogy For Entrepreneurs”, University Of Louisville, Journal Of Entrepreneurship Education, Volume 5, 2002
The prime objective of this paper is to provide a structured curriculum of E- Commerce subject for the students intending to pursue entrepreneurship. The article here is a suggestive paper that assists the prospective entrepreneurs to use internet as a tool to advance in the contemporary business environment. It also prescribes the appropriate syllabus, textbooks and the models to be adopted for effective understanding of the domain.
- Relevance Of Critical Pedagogy To Accountancy And Business Studies Education In Schools, Toolika Wadhwa, Journal Of Indian Education, Volume Xlii, November 2016
The article highlights the importance of critical analysis with respect to the education in accountancy and business studies on the basis of the works of Henry Giroux, an American- Canadian cultural critic and scholar and also one of the founding theorists of critical pedagogy. The paper mainly emphasizes on blending ethical values and humane considerations in the subjects of commerce and management along with the materialistic and monetary concept.
- Durga Shetty, “Usage of Case Study Methodology As A Medium Of Teaching To Improve The Effectiveness Of Pedagogy”, Fourth International Conference On “Higher Education: Special Emphasis On Management Education” On December 29-30 2014
In this article, the author suggests the importance of Case based education and its methodologies in a classroom environment. The study is conducted on the basis of a workshop conducted by the faculty members of the post graduate department of Ind Search Management Institute. The target population were

under graduate commerce teachers of different colleges in Ponda, Goa. The result from the overall workshop was found to be good as it reflected on better academic performance of the students after case study pedagogy was used in classroom teaching.

- Houston Peschl, Rosalynn Peschl, “A Case Study Of Using Udl To Develop The Skill Of Failing Forward In Undergraduate Business Students”, University Of Calgary
The paper is a case study conducted in the University of Calgary to introduce the concept of Universal Design for Learning (UDL) in the domain of Commerce. The study says that various volatilities in the global level in the previous years, such as pandemics, political instability, and has reduced the standards of education and learning. The authors Emphasise on preparing the business graduates for adapting themselves in this VUCA environment under various sectors such as healthcare, Agriculture, alternative energy, etc. which requires special skillsets.
- Sneha Rajput, Avantika Singh SENGAR, Shirish Gupta, “establishing the relationship between service quality and student satisfaction”
The prime goal of this research is to ascertain the association between the quality of educational service provided to students and the student satisfaction in higher educational institutions. The study has collected data from 300 respondents, the reliability of the test was checked by Cronbach alpha test, and various statistical tools such as regression analysis, KMO and Bartlett’s analysis stem and leaf analysis. The study has confirmed with a significant positive relationship between academic services and student satisfaction.
- Dr m Nishad Nawaz MBA., MHRM., M.Phil., Ph.D., Dr Anjali Mary Gomes m.com., B.Ed., Ph.D., “an effective teaching pedagogy in changing business education”
This article is a descriptive paper on the importance of evolution of management studies in the rapidly changing industrial environment. The prime objective of the article is to refurbish the pedagogy with regards to management education by providing suggestions in the field of management to create a viable human resource to the global corporate fraternity. The research has used secondary data for the content creation.

Descriptive statistics tables and charts

- The data obtained clearly highlighted the following facts
- Maximum number of respondents fall under the age group of 25 to 33, and the density of respondents is sparse above the age of 50.
- Male respondents form the larger part of the sample with 28 respondents. Female population remains to be less dominant.
- The significant portion of the respondents’ population is taken over by the Assistant professors who constitute 43 out of 50 samples thus form the dominant sector of the sample population. However, the least dominant cadre amongst the three is the professor designation, as it forms only 2% of the sample population.
- The Respondents from the domain of Bachelors of Commerce are dominant in the sample lot. The count of respondents from the faculty of M. Com and MBA are equal in number.

Table 1: Respondents’ preferred method of teaching with respect to numerical subjects

Mode of teaching	No. of respondents	Percentage
Traditional method	18	36
Ready-made provision of questions	13	26
Utilization of visual aid	18	36
Not Applicable	1	2
Total	50	100

There is an equal percentage of preference for both Traditional (Didactic mode of teaching) and also for Visual aid (transformative or modern method of teaching), that has

resulted each. This clearly shows that the effectiveness remains to be the same with regards to teaching numerical subjects.

Table 2: Respondents’ preferred mode of tests/exam

Mode of test/ exam	No. of respondents	Percentage
Traditional	24	48
Open book tests	7	14
Computer Based tests	9	18
Practical / Field tests	10	20
Total	50	100

The maximum percentage of respondents have indicated that their most preferred method of examination is descriptive (traditional pen and paper mode). This shows the propensity of the teachers towards didactic approach with

regards to conduction of exams. The next preference is given to the Practical field tests. The responses for computer-based tests and open book tests are comparatively less.

Table 3: Table showing various pedagogical characteristics

Pedagogical characteristics	No. of respondents opted for:				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Teacher must be an extrovert	13	20	10	5	2
Importance of Teaching Assistantship	19	25	5	1	0
Teaching through Virtual medium is effective	3	5	19	18	5
Teaching is more of science than art	2	8	26	10	4
Need of structured curriculum	24	20	3	2	1
Deadlines - based teaching	14	20	11	4	1
Knowledge-centric teaching	15	21	10	2	2
Need for a separate module for industrial skills	23	17	7	2	1

- The approaches of the respondents with respect to extrovert nature of the teacher, usage of virtual medium for teaching, knowledge centrist, acceptance of a structured curriculum, deadlines-based teaching clearly shows adaptation of didactic or traditional model of pedagogy.
- However there has been an impact of authentic and transformative model of pedagogy with respect to acceptance of teaching assistance ship to students and in providing a separate module for teaching industry friendly skills.

Table 4: Importance of various pedagogy components for UG program:

Activities	No. of respondents opted for:				
	Absolutely necessary	Very important	Neutral	Less important	Insignificant
Traditional classroom Teaching	28	17	3	2	-
Seminars/ guest lectures	17	29	4	-	-
Conferences and Symposiums	17	22	8	2	1
Paper publications/ research activities	12	24	11	3	-
Workshops	19	20	8	3	-
Field visits/ industrial visits	25	17	8	-	-
Faculty development Programme	25	16	7	1	1
Technical games	26	19	4	1	-
Teaching based on real time cases	26	19	4	-	-

Most of the academic activities, irrespective of their nature, has been considered to be significant by the respondents. There has been a blend of didactic, authentic and

transformative models that is quite acceptable by the teachers with UG program in perspective.

Table 5: Table indicating the importance of various pedagogy components for PG program:

Activities	No. of respondents opted for:				
	Absolutely necessary	Very important	Neutral	Less important	Insignificant
Traditional classroom teaching	23	17	7	2	1
Seminars/ guest lectures	32	18	-	-	-
Conferences and symposiums	34	14	2	-	-
Paper publications/ research activities	35	13	2	-	-
Workshops	35	13	2	-	-
Field visits/ industrial visits	34	13	3	-	-
Faculty development programme	34	15	1	-	-
Technical games	33	14	2	1	-
Teaching based on real time cases	33	16	1	-	-

Most of the academic activities, irrespective of their nature, has been considered to be significant by the respondents. There has been a blend of didactic, authentic and transformative models that is quite acceptable by the teachers with PG program in perspective.

Summary of findings, suggestions and conclusions

The following are the findings that have been derived from the analysis and interpretation carried out in the study of pedagogy in commerce and management.

- The data obtained from the respondents has given a clear picture that maximum number of teachers’ age group lies between the range of 25 to 50, where in the male respondents form the large part of the sample.
- The Respondents from the domain of Bachelors of Commerce are dominant in the sample lot.
- Around 60% of the respondents have a teaching experience more than 8 years
- Significant percentage of teachers are working for maximum teaching hours; however, a very small percentage of the respondents are working for minimum teaching hours. Sizeable percentage of teachers are working for minimum administrative working hours; however, a very small percentage of teachers are working in non-teaching activities for greater duration.
- There has been a significant work contributed to the domain of research by the respondents by way of paper publication in various national and international journals.
- The respondents who favour the objectivity constraint of practical subjects, tend towards didactic approach/ traditional approach of teaching.
- 46% have indicated that the percentage of multidisciplinary courses in the curriculum is around 5 to 10%. The percentage of responses for less than 5% and more than 10% is 28 and 26 respectively.
- 41 respondents have indicated that MS Excel is a part of the curriculum. 31 respondents have Tally software as a part of their course. 18 respondents have SPSS software and the count for Python and R software have been 6 and 7 respectively.
- Around 60% of the academic respondents have provide a data which clearly states that the exposure to laboratory activities by the students has been either less than 10% or very occasional.
- The respondents equally have preferred traditional method and utilizing a visual aid for solving numerical subjects with a percentage of 36%.

- 62 percent of the sample academicians have opined that the preferred ratio of interaction between a teacher and a student in an undergraduate program is 75:25 respectively. 8 percent of the respondents feel that the ratio must be 90:10. Around 24 percent of the teachers
- feel that there has to be an interaction ratio of 50:50. 6 percent of respondents feel that there must be a teacher-student interaction ratio must be 25:75.
- 22 percent of the lecturers have opined that the preferred ratio of interaction between a teacher and a student in a postgraduate program is 75:25 respectively. 12 percent of the respondents feel that the ratio must be 90:10. Around 46 percent of the teachers feel that there has to be an interaction ratio of 50:50. 20 percent of respondents feel that there must be a teacher-student interaction ratio must be 25:75.
- 42 teachers out of 50 (84%) have emphasized on the importance of soft skills and communications for undergraduate program that helps the students in pursuing a successful career.
- 40 respondents out of 50 (80%) have emphasized on the importance of statistics for research for postgraduate program.
- 48% (24 members) of the sample lot have preferred traditional mode of examination.

Conclusions

- There has been a significant work contributed to the domain of research by the respondents by way of paper publication in various national and international journals. However, A large percentage of teachers are working in research activities only for a minimum duration.
- According to the respondents, the level of infiltration of multidisciplinary courses in the curriculum is under the spectrum of 5 to 10 percent, which clearly shows that the system of education is slowly propelling towards transformative model of teaching, that focuses on merging of prime domains of academia to provide global standards of education.
- Maximum number of respondents have indicated that the MS excel and Tally is a part of the curriculum respectively. However, the responses for SPSS, Python, and R software are very sparse.
- Maximum number of teachers have put forth the opinion that there is minimum exposure to laboratory for students. The percentage of response for greater duration earmarked for lab work is very minimum. This clearly shows that the pedagogical system still lacks behind when it comes to laboratory activities and still remains to be didactic in nature.

- There is an equal percentage of preference for both Traditional (Didactic mode of teaching) and also for Visual aid (transformative or modern method of teaching), that has resulted each. This clearly shows that the effectiveness remains to be the same with regards to teaching numerical subjects.
- Majority of the academicians have chosen such a teacher-student interaction ratio which clearly indicates that the teachers prefer greater inputs from their end in an undergraduate level. Very less amount of preference is provided for greater interaction from students end. This indicates that there is a strong preference for didactic model (traditional) in the undergraduate teaching level.
- There is a strong preference for Authentic model (modern methodology) in the postgraduate teaching level.
- The maximum percentage of respondents have indicated that their most preferred method of examination is descriptive (traditional pen and paper mode). This shows the propensity of the teachers towards didactic approach with regards to conduction of exams.

Suggestions

- There is a need for Introducing more skills that enhance the tech-savvy nature in pupil. Software that are specially designed for research must be taught as a part of the curriculum.
- The educational institutions, irrespective of whether it is a university or an affiliated institution, must encourage the faculty members to earmark a sizeable amount of time to indulge themselves in research activities, preferably in their domain of interest.
- Introduction of multidisciplinary and interdisciplinary courses in the curriculum has not been completely executed by many educational institutions. Institutions and teachers must open the gates for the advent of this new educational reforms.
- The academic fraternity must get used to flexible mode of testing students based on the nature of subject. Following a stereotypical mode of examination for all the subject leads to gap that creates difficulty in students to attain global standards
- From the point of view of better management: Set right the Teacher Student Ratio to implement better pedagogical methods. A classic case of Quality versus Quantity will always be there.
- From the point of teachers: Open mindedness is required to try and experiment with new age or even classical pedagogies.
- Some sort of discipline and inclination to learn should be there so that the student is permeable to knowledge. At least 10% of receptiveness is required from the student so that some teaching/coaching can be imparted.

Scope for further study

- Criticism of Indian education with respect to the domain of commerce and management.
- Methods to enhance the teaching methodologies in commerce and management.

- A comparative study of Indian Universities with respect to teaching methodologies in commerce and management.
- A comparative study of undergraduate and post graduate courses in educational institutes in Karnataka.
- Factors in teaching methodologies with regards to industrial requirements in corporate world.
- A study on student satisfaction with respect to pedagogy in commerce and management in Karnataka.

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