

METHODS & ROLE OF MANAGEMENT INSTITUTIONS FOR THE BENEFIT OF THE STUDENTS.

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INTRODUCTION

Types of teaching for the university and institutions are playing the important role to educate the students for the highest achievement in the global .In this connection the university should provide updated syllabus as per the global standard to the institutions .And the institutions should provide the better facilities that is qualified staff, organized class rooms with latest equipments etc. The retailing aspect involve in spreading the knowledge to final consumers that is job offers. Teaching is enhanced and validation by research and service because they provide crucial (important) feedback loops to best of that the knowledge disseminated from teacher to student is current, relevant and accurate.

Teaching philosophy involves engaging student as active participants in the learning process. This philosophy guides and reflects to accomplish with students and how to achieve these objectives. Teaching objectives is improving student's ability to think critically, in general about the subject of marketing in particular. This objective, is what distinguishes a college education from other forms of schooling.

STUDY SHOWS TO SOLVE THE PROBLEMS OF THE INSTITUTIONS.

1) **The important of relationship with the objectives:**

To involve student in critical thinking strategic approach in the Socratic Method. This teaching method involves leading students through a sequence of question and answer so that they progress step by step point by point, from problems to logical coherent solution. These are several benefits of this high participative and interactive method. Additionally the teacher also learns from the arguments and counter points of the students. This provides a crucial feedback loops, because even good teacher need to continue learning in order to remain good teacher.

2) **Constrictive psychological approach:**

Another important teaching objective, closely related to critical teaching involves improving student's ability to communicate effectively. To achieve this objective requires though provoking writing assignments and oral presentations along with extensive written and verbal feedback about their strength and weakness.

3) **Representation style of the individual:**

In addition to writing the plans, students also give at least one oral presentation. While one group present a case the rest of the class act as critical audience questioning assumption, disagreeing over evidence, arguing points of analysis and countering conclusion effective communication also embraces the ability to listen while listening to others exposes students to diverse opinion and alternative points of view , and a recognition that these may not be a single correct answer, but multiple possible solution.

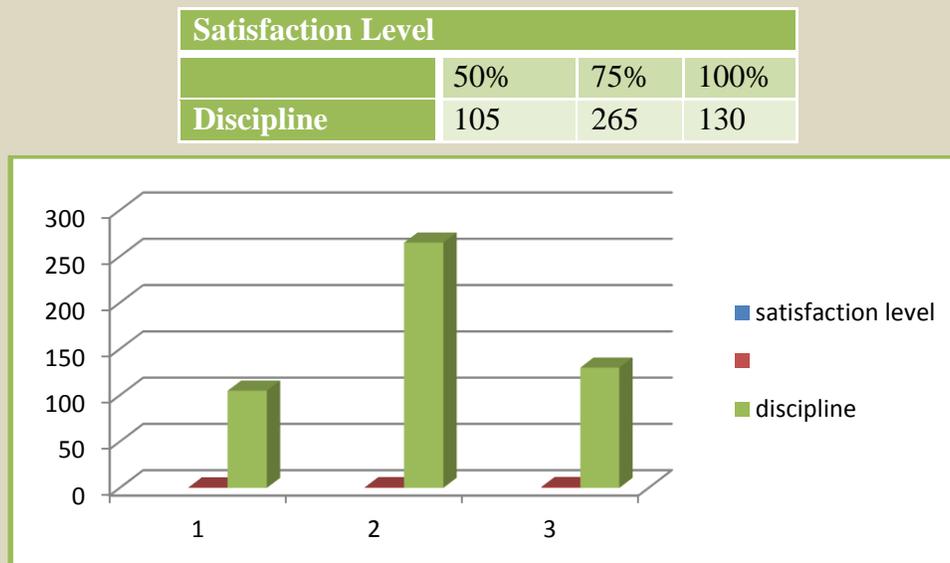
Finally to complete the object of teaching is enhanced and validated its investigation with others element of educational; philosophy. Academics research and service to the business community revisiting the market metaphor, research and consulting empowers me to perform fully in the academic channel of distribution from production to consumption and ultimately to retail knowledge that has undergone the crucial of being both academically presented and business field tested. Thus enabling to deliver the student most up to date pertinent and accurate knowledge, using the most efficient and effective teaching methods.

OBJECTIVES OF THE STUDY:

- 1) To present a profile of management institution.
- 2) To study the strategy of Business Schools taken as sample.
- 4) To study the role of the Student behavior to their institution.
- 3) To study the teaching policy adopted by Business school in taken sample.

FINDING:

- 1) The management institutions are playing important role to make the students skillful.
- 2) The management institutions are adopting innovative teaching strategy.
- 3) The management institutions are not very inquisitive and are guided by external appearance and placements.



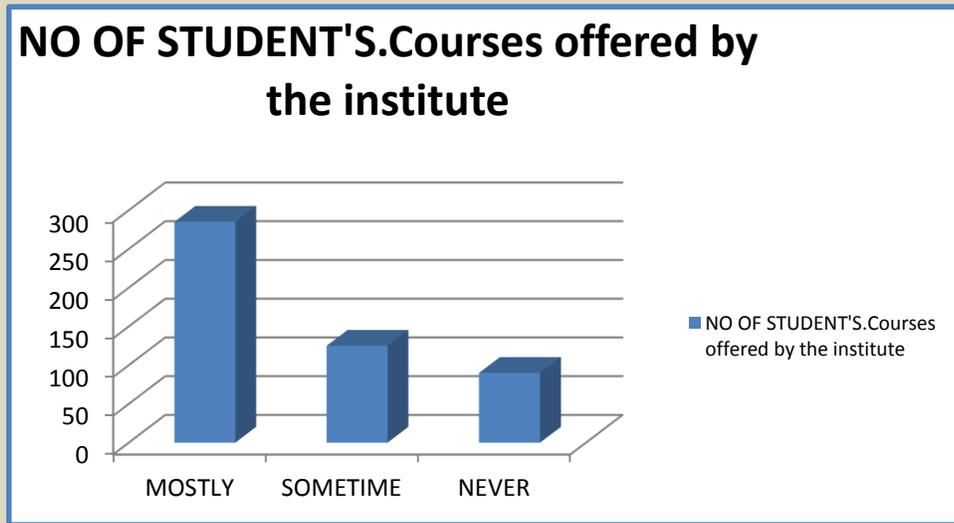
Source:- Field Source (2011-12)

Discipline: As regards the discipline in the educational institute 25% of respondents amounting to 125 in number were fully satisfied with the discipline of the institution. In this there were mostly girls responding. secondly 265 respondents amounting to 54% were had satisfaction level of 75% which is quiet high even other wise the discipline in educational institutes are reasonably high due to professional approval of these institutes. Finally only 50% satisfied level of 21% respondents were concerned with the discipline which seemed to get violent in patches on

occasions but then the overall level of satisfaction as regards discipline was found to be satisfactory.

Table no 4.2

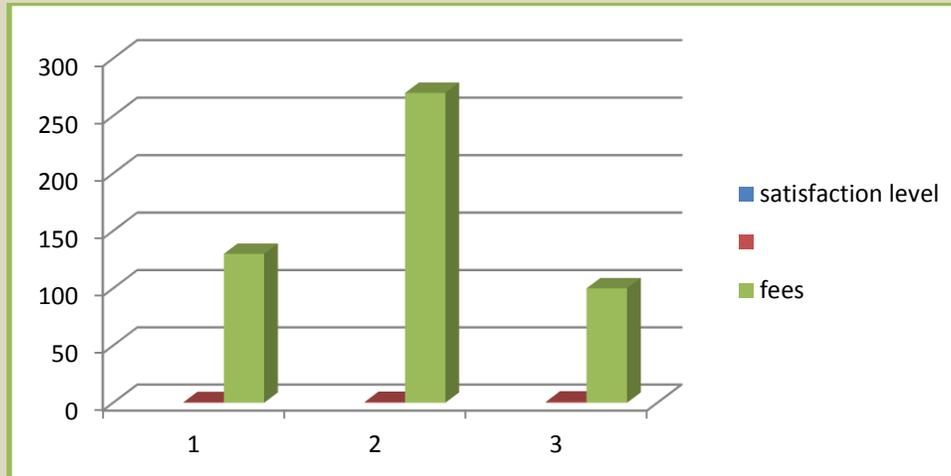
	MOSTLY	SOMETIME	NEVER	Total
Courses offered by the Institute	285	125	90	500
Fees Structure of courses offered	265	135	100	500
Courses which has been seen in adds	300	110	90	500



Source:- Field Source (2011-12)

In Table 4.2 the enquiry by student’s on entering the institute and on meeting the reception or councilor a student asks number of questions like out of 500 respondents 285 student’s amounting to 58% of total respondents enquire about the course or courses available at the institute for him .While 22% respondents student’s amounting to 125 in number were not that much interested in asking the courses offered by the institute, While 20% respondents to in all never bothered to ask about the courses offered by the institute. The reason being most of the student’s here about the institute but wanted to get satisfied after getting detail knowledge of the courses at the institute. So student’s who arrive at institute never bothered to ask anything because they already are in possession of information from some of the sources and 125 respondents sometimes as only when they are accompanied by some one or enquiring for someone else and confirm the details.

Satisfaction Level				
	50%	75%	100%	TOTAL
Fees	130	270	100	500
Education qualities	100	115	285	500
Discipline	105	265	130	500
Total	335	650	515	1500



Source:- Field Source (2011-12)

Satisfaction level of student's as regards the fees fixed by the institute is only 20% of respondents were fully satisfied with the fees structure offered by the educational institutes. In this the student's were found to be effluent class with no reason for dissatisfaction as regards the fees offered by educational institute. Similarly 23% of total respondents were found to be 50% satisfied with the fees structure amounting to 130 respondents in all. The reason were found to be varied because fees dose matter in most of the cases and the student's with the rural background face difficulty in paying the fees of management institutes. Finally 270 respondents amounting to 57% were having satisfaction on level of 75% which shows that majority is satisfied with the prevailing fees structure in institution.

The various recommendation & suggestions are as fallows

- 1) It is suggested that proper training facilities should be created for business schools.
- 2) It is suggested that training facilities should be according to their traditional background.
- 3) It is suggested that a common research & development unit should created which can conduct development research process Modification & quality development in higher education services.
- 4) It is suggested that the educational services should be coordinated with top most business schools.
- 5) It is suggested that the awareness about new techniques & method of teachings should adopted by the institutions.
- 6) It is suggested that guest lecture should be conducted by the institution.

Conclusions:

I am passionate about my teaching career and I love facilitating in the modern classroom. The following is a one page synopsis of my teaching philosophy which I hope gives you some insight into why I teach, how I teach, what I teach and how I learn and seek to improve. Students often ask me why I teach and why I'm not in industry seeking greater financial rewards. In short, I get a great deal of personal satisfaction from teaching. I enjoy equipping students with the contemporary marketing tools and techniques that have proven to be successful in the commercial world. I enjoy learning from my students as much as I hope they

enjoy learning from me. I also find that the personal gain from teaching stretches far beyond the confines and dates of a classroom experience. The real gift of being an instructor is the message you get from a former student reminding you that you have made a difference in their professional life, that they still make use of class materials and that they remember their experience.

I believe that successful instruction is underpinned by three core features and these relate to how I teach. The first involves a focus on experiential learning and the application of concepts in real world situations. All of my classes involve pro-bono consultancy work with local organizations facing real issues. Students come to class equipped with a great deal of creativity. Having them work with local business unlocks this with multiple positive outcomes. I find that students become keener enquirers; they work harder to solve practical problems, and walk away with a knowledge of marketing that stays with them long after class has ended. They learn not only from me, but from each other and from the client. Students sitting my classes will also write research papers which focus on the application of the theory to contemporary marketing situations. They are encouraged to engage in independent primary and secondary research which also helps them to develop additional skills necessary to succeed in their future careers. I also strive to make use of contemporary cases, such as the digital music industry or local issues such as the marketing of Kodak's new logo. My aim is to ensure every student leaves class with a portfolio of work that they can be proud of, real world experience to draw from and of course references from their clients.

My approach to teaching encourages students to accept ambiguity, just as they will have to endure in the real world. I hope not just to provide them with answers, but equip them with the skills to ask the right questions and the ability to research and identify effective answers. My philosophy also comes with different views on the roles of the professor and the student. I express my belief that I am a facilitator, not an expert. Similarly I believe that students are not recipients of knowledge but contributors in the process. As such I believe this expands the generation of knowledge and enhances the learning experience for everyone. Despite being a self confessed grade chaser in my own pre-doctoral academic career I strongly encourage students to look beyond the grade. The purpose of instruction is in gaining an education, an ability to apply the concepts in the real world, not obtaining that elusive. I realize that this is often hard for students to accept and this is why I focus my attentions on their potential when giving them personalized feedback. Identifying what students could do, rather than commenting on what they have done seems to act as an excellent motivator.

Reference:

1. www.google.com
2. www.wikipedia.com