



EFFECTIVENESS OF CASE STUDY METHODS IN MANAGEMENT EDUCATION

Anil Mehra* & Dr. S. M. Dwivedi**

* Research Scholar, University Institute of Management, Rani Durgavati Vishwavidyalaya,
Jabalpur, Madhya Pradesh

** Principal, DN Jain College, Jabalpur, Madhya Pradesh

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Abstract:

The globalization procedure is altogether influencing the financial and business life of countries. Changing monetary conditions and heightening of worldwide rivalry have given administration training an undeniably focal part in the achievement of people and partnerships. Administration training has spread in the last fifteen-a quarter century India. Administration training, at this crossroads, needs a basic examination as just creating ability can take India forward. Worldwide rivalry is changing the relationship between administration training and business. The endeavors for building administration pipelines in associations have escalated in the last five to six years. Ceaseless changes in both innovation and monetary frameworks, alongside the rate of progress, oblige officials to be occupied with a steady learning process. Administration training has turned into a noteworthy calling that pulls in impressive consideration over the world. The reason for this paper is to connect with all worried in a genuine discourse with a perspective to redoing administration instruction in India as a prelude to better interest and reasonability in the worldwide economy. This will require a quantum hop in administrative ability in all the financial circles. It is the joint obligation of Government, open division and private firms and teachers, to put administration training on another development direction. This paper inspects the issues that should be tended to and a conceivable bearing so that administration training can be revived. Today, a MBA has picked up significance because of the rise of demonstrable skill in corporate areas. The focused business environment has made ready for expanded interest for administration graduates in the livelihood market. This has prompted a critical development of administration instruction the nation over. Today, business colleges have the testing errand of building up the competency level of understudies to meet corporate desires. Given the advancements in today's business surroundings, setting up our understudies for their future will require critical change in the educational programs and instructional method.

In administration training, quality has turned into a need and circumstances require complete quality administration. To make India a scholarly capital of the world we need to reevaluate about the administration training and endeavors ought to be made to make a dynamic domain. In this foundation, this paper endeavors to investigate a system to empower advancement of new curricular components and strategies in administration training. It likewise depicts the developing system to make showing strategy in administration training more lively and in a state of harmony with the adjustments in the business and financial environment.

Key Words: Management Education, Business School, Teaching Method, Effective Learning, Curriculum, Corporate, Action Oriented Leadership, Research Scholars & Global Competition

Introduction:

What have we learnt about the case technique? What have we learnt through the case strategy? Should we endeavor to prepare another era of teachers in the technique? On the other hand, will we find that the case technique has served its time and that we should proceed onward to new strategies without making an interest of the past? What is the eventual fate of the case technique in administration training? What, all the more particularly, will be its part as a pedagogical apparatus in administration schools in India in the years to come? These are the issues that serve as the directions to the colloquium looking into the issue technique. This colloquium, as it were, is an endeavor to take stock and gives administration instructors in India a stage to share their encounters and learnings on any part of the case technique that is important to its past, present, and, particularly, its future. The two essential issues, for example, the eventual fate of the case technique and its part as a pedagogical device, in any case, are ensnared in a few different issues which rise up out of the innovative difficulties and the social specificities that the strategy must ponder keeping in mind the end goal to guarantee its suitability in the years to come. The pertinent 'financial markers' here incorporate the decay of perusing as a social practice, the developing notoriety of mechanical types of discernment, the interest for sight and sound and/or gaming types of intuitiveness, the ascent of globalization and the fuel of social contrasts in our political and instructive lives, the accentuation on correspondence in both general administration and interchanges based callings and administrations, the overall multiplication of administration training, and the endemic instabilities in the worldwide economy.

The contemporary difficulties to the technique spoke to in these rising settings, be that as it may, are intervened by 'legacy frameworks' in organizations. Thus, unless we are delicate to how these legacy frameworks have formed the organization of the strategy, we will think that its hard to give a course to the future that we can visualize for the technique. Consequently, the commitments to the colloquium are separated into three segments: Contexts, Institutions, and Futures. A few individuals from personnel with experience of the case strategy in administration projects were welcome to take an interest in this colloquium. Every one of the members were drawn from the IIMs and most are personnel at IIM, Ahmedabad (IIMA) where the strategy keeps on flourishing. That various educators were willing to react to this welcome at short notice regardless of contending responsibilities is an observer to the way that notwithstanding the impalpable, puzzling, and subtle characteristics of the case technique, it keeps on creating a transferential hang on the general concept of administration training. It is not astounding then that the case strategy has turned into an intense device of separation for administration programs around the world. While without a doubt most Indian administration schools are not yet in a position to convey the case strategy generally because of a deficiency of prepared educators, its ingenuity in the IIMs, particularly at IIMA, which spearheaded this technique as ahead of schedule as the 1960s as a component of its joint effort with Harvard Business School, is itself deserving of a contextual analysis in administration instruction. It is this foundational minute, in itself a mélange of myth and technique, that enriches IIMA with the pedagogical obligation to spread the case strategy. What then is the situation strategy? How is it not the same as the address technique? Not at all like the address strategy (which is distracted with a monetary type of learning exchange and subsequently intelligible inside a spatial edge), the case technique, just about by definition, requests more since it is additionally embroiled in the issue of fleetingness.

It requests that the member find himself or herself at a specific locus in space and at a specific point so as to thoroughly consider an issue including basic leadership in an association with regards to a business circumstance. The circumstance itself could be of differing levels of multifaceted nature and must be removed from the case; the shapes of the circumstance are in no way, shape or form clear without some examination. It is not clear, as such, to the members toward the start of a case talk with respect to what precisely is in question in a given circumstance. The case dialog regularly uncovers that the circumstance is an option that is other than what they may have envisioned it to be amid individual or gathering planning before class. Moreover, the fleeting unfurling of the case through the interpersonal elements of the classroom is likewise a capricious procedure. In any case, notwithstanding the unconventionality of the procedure, it keeps on assuming an overwhelming part in administration training since it grants information as well as encourages the improvement of other applicable states of mind, capabilities, and abilities too.

The strategy getting it done requests not only educated strength and the eagerness to do some homework with respect to the teacher and the members additionally the emotional ability to contain and work-through the exchange produced. Indeed, even experienced teachers who have instructed a specific case on a few events will find that it is difficult to choreograph a class talk particularly when an unforeseen experience with the truth of any idea opens up conceivable outcomes that did not rise in past case examinations in the class. As it were, the technique is not without its requests. The requests are numerous in number, in any case, negligibly, we should perceive that the passionate work is a great deal more for the situation technique for every one of the gatherings concerned (different things being equivalent) than in the address strategy. The members should likewise have a hankering for taking care of progress, instability, and a significant 'resilience for equivocalness.' The technique is both logical and desultory and consequently unsettling for the individuals who request simple answers toward the end of a session. It is, basically, doubly requesting, and as the patrons will illustrate, doubly remunerating. Subsequently, both scholarly establishments and charitable associations must give motivating forces, wherever conceivable, to energize the composition of cases and work out the modalities for preparing representatives or members using the case technique.

Writing Review:

Indian instructive framework has been subjected to quick, radical, and ever progressive change over late years. Learning and information creation will be much more fundamental to the administration training without bounds as opposed to innovation. People will live not by bread and auto alone but rather significantly more by learning, insight and thoughts. This central change of administration training is both unavoidable and essential on the grounds that the present utilization examples of humanity can just take him hitherto in its development and no further. We are accordingly going to involvement in the following decade out and out various center of associations and administration frameworks. It will, in this way, be important to expect and concentrate some of their shapes with the goal that we plan suitable arrangement of administration training as ahead of schedule as could be expected under the circumstances.

The qualities are of most extreme significance and are securely attached regardless to any type of instruction. Administration instruction ought to create people with such esteem introduction, who, through case of devoted diligent work in a soul of administration, can change the state of mind of the general population they oversee towards work, and towards each other to guarantee personal satisfaction and of work life.

Administration organizations are regularly condemned for concentrating more on hypothesis and on quantitative investigation while ignoring interpersonal relationship and quantitative finding. It is regularly expressed that administration instruction ought to be experience-based, dynamic, issue situated and altered by criticism and activity learning fills the need.

Because of globalization and progression in data innovation the pretended by administration instruction in improving nation information base has been set under a more keen concentrate along these lines it has ended up basic to take a gander at administration training from the business sector arranged point of view and take a vital perspective to better adjust business instruction to the prerequisite of the worldwide business sector. Internationalization of administration has been advanced along a few measurements, for example, educational module challenge, research exercises with both substance and outlet being applicable and official improvement programs. It appears that instructive establishments and supplementary suppliers of administration training must choose the option to adapt to present circumstances of worldwide rivalry. Numerous administration masters were of the assessment that administration instruction in India is at cross streets with the beginning of new thousand years there has been remarkable development in administration foundations, to overhaul their skills the monetary self-rule will be the key and scholarly self-sufficiency the real drivers.

After freedom, a blend of occasions, individuals and government approaches met up remarkably to professionalize administration training in India. As an aftereffect of this remarkable communication a few establishments of administration appeared in the 1950s and 1960s. Since the principal foundation for granting administration training was set up right around five decades has gone, amid this period administration instruction has been liable to radical and progressive changes. Management training can be all the more seriously seen as a procedure, as opposed to a system with twin destinations to start with, change in part conduct and second, successful impact of individual rehearsing directors upon their association. Administration training in India today has gained the qualities of a ware, to be purchased and sold in business sectors like different items.

Contextual analysis Method - Mere Adoption by Western World:

In the fifth century BC, the thinker Lao-Tse (additionally Lao-tzu) composed "In the event that you let me know, I will tune in. On the off chance that you demonstrate me, I will see. Be that as it may, on the off chance that you let me experience, I will learn." And so started one of the main dynamic learning methods of insight. Other Chinese scholars, for example, Kung Futse (Latinized as Confucius) and Han Fei Tzu, took after Lao-Tse by utilizing a technique that nearly takes after what we now call the case strategy or contextual investigation. An individual from the study gathering would show an oddity, which would be as a story. They would then talk about it and investigate conceivable resolutions.

In the 1880s, Christopher Langdell, the dignitary of the Harvard Law School, restored the case technique that the early Chinese Philosophers utilized. It gradually won acknowledgment in the schools of business, law, and prescription. Langdell felt understudies could take in more about the law by considering genuine court suppositions than by perusing legitimate writings. By the mid twentieth century, essentially every American graduate school had received Langdell's strategy. In the 1960s, most schools started to present some type of clinical training to supplement the classroom investigation of cases. In spite of the fact that the great Harvard case is entirely far reaching in nature, cases utilized at present are not long and point by point to energize and support the innovative endeavors of the learners.

A Strong Case for Indian Wisdom:

The Great King (Chandra Gupta) Bhatti Vikramaditya split a few cases set forth by the vethala. The vethala portrayed a few social, political and administrative issues and oddities which were keenly settled by Vikramaditya. They were all situations where astute choices were made with regards to that unconventional circumstance.

Pancha Thantra stories took after an extraordinary method for empowering learning by youngsters. They instruct ethics to be assimilated in the psyches of kids. Abimanyu learnt splitting of Padma viyugam from womb, as was depicted by Lord Krishna. Paramartha Guru and His Five Sishyas instruct our kids how uninformed they ought not be. These are all only contextual analyses under various names, empowering the peruser or audience to position himself in that circumstance and think and act quickly.

A Pioneer of the Case Method:

Numerous are thankful to Late Prof. MN Vora of IIM-A for forming them into fruitful representatives or scholastic researchers. He is credited as the pioneer of the contextual investigation approach in administration training. His contemporary cases had been aggregated and distributed by IIM-A. He had co-created with numerous researchers including the showcasing master Philip Kotler. Being one of the primary Indians to get MBA from Wharton in 1961, he joined IIM-An in 1963 where he labored for 30 or more years.

His greatest commitment was truly to sort out sound judgment which never left design. He developed the "unending why" methods much before Toyota and ITC.

Nature of Management Studies:

Science holds a considerable measure of hypotheses and restrictive conduct. They are material all around perpetually and stay consistent under standard conditions. The understudy needs to just learn and receive

them in that capacity e.g. properties of matter are the same under comparable conditions. Then again, craftsmanship is learnt by negligible practice. It is constantly progressive and requires distinctive expertise sets at various times. Each time that part of the craftsmanship gets to be remarkable and the aptitude to handle it gets enhanced over practice.

Administration studies is a science to be learnt and additionally a workmanship to be drilled. There are some settled speculations, standard standards and endorsed controls, making it to show up as a science. In some cases, the circumstances change powerfully, requiring an one of a kind arrangement. No less than one parameter would have changed no less than a little in this manner requiring distinctive activities and responses.

Contextual analysis as a Lab Experiment:

Science subjects require research centers for the understudies to explore and learn. Expressions subjects require models as the premise for understudies to hone. Administration Studies being both science and expressions, can be learnt better by breaking down various circumstances and understanding why and how critical choices were taken. Contextual analysis strategy is more pertinent to Management Studies with regards to working as a stage for imagining diverse circumstances and learning by working on taking care of different issues.

From Knowledge to Wisdom:

Information is mindfulness on different parts of a specific article while intelligence is about use of that learning. Information can be obtained by broad learning while insight can be created by broad rehearsing. Learning is "the thing that to do" and "how to do" while shrewdness is actually. Supervisors ought to have a greater amount of shrewdness than information. Information level being verging on equivalent among the chiefs, it is their shrewdness which makes them recognized and empowers them to exceed expectations and raise most importantly others.

In Management Studies, while reading material help procuring more information, Case Studies help in creating shrewdness. Contextual investigations give parcel of extension for use of learning and psyche which is the essence of shrewdness.

Proficiency Versus Effectiveness:

Proficiency is about doing things right while viability is more about doing the right things. Undoubtedly, supervisors ought to know how to do things in the right way, more essential for them is to know which things to do in which request. In Management Studies, reading material learning prepares the growing directors how to do a thing effectively with the accessible assets. Contextual analyses empower the administration understudies to assess nearly different choices and settle on how the assets can be sent adequately to take care of the prompt issue/tide over the circumstance.

Static and Dynamic Case Analyses:

Cases can be broke down in two ways (1) Static and (2) Dynamic. In static examination, the circumstance ought to be completely comprehended alongside the earth which won amid the event of the case; the assets that were accessible by then of time ought to be habit surveyed. At that point the arrangement ought to be recommended taking into account that specific circumstance subject to asset requirements.

In the dynamic strategy for case examination, one needs to envision the circumstance at the present purpose of time together with the assets accessible at present. Clearly, the arrangement may contrast amongst static and element investigations fundamentally on the grounds that the assets accessibility is regularly subject to change.

Focal points of Case Studies:

- ✓ Case ponders enhance imagination and developments in basic leadership.
- ✓ Case thinks about fix the brains of the understudies in a particular circumstance and encourage them to build up the craft of settling on shrewd choices by honing.
- ✓ Case thinks about empower the understudies to picture genuine circumstances in the association and encourage the understudies in making experimentation endeavors to sole the issues.
- ✓ Case thinks about recreate hierarchical circumstances, requiring key and in addition strategic choices.
- ✓ Case concentrates on require the understudies to position themselves in the midst of the given circumstance and interest their shrewdness to turn out.

Pit Falls in Usage of Case Studies:

- ✓ Case study strategy requires genuine inclusion both from the instructor and additionally the understudies; unless everybody considers it important, the result can't be profitable. On occasion, it might turn counter-beneficial.
- ✓ Every case is remarkable and all the more so the arrangements. It is hazardous to sum up and apply them generally.
- ✓ Optimal arrangements are constantly dependant on assets accessible by then of time. Choices may should be altered at a later date on the grounds that there will undoubtedly be some adjustment in the assets which are powerful.

- ✓ It is constantly less demanding said than done. It is anything but difficult to remain off and propose on matters which don't influence us instantly; yet it is exceptionally hard to settle on even straightforward choices when we are under tense circumstances, constraining our brains which may not work now and again of genuine emergency.
- ✓ Cases ought not be over utilized subsequent to the understudies may have definitely known the best replies. Giving them new cases will be conceivable just in the event that we have a capacity of good cases which are upgraded.
- ✓ Serious issues, all things considered, circumstances need genuine consideration and gigantic considering; arrangements may not be that much basic, which can be touched base at by hypothetical examination.

Conclusion:

In general, the case strategy for learning increases the value of the learners and their (potential) associations. The worth lies in figuring out how to survey the circumstances confronted by directors and in taking in the utilization of learning, aptitudes, and demeanors expected to utilize the critical thinking way to deal with accomplish authoritative targets and in addition the destinations of supervisors. Supplementing the customary case technique with field ventures will help in building up the essential propensities for suitable basic leadership. The field extends additionally have the capability of making the learning contemporary contrasted with a current case relating to a past circumstance.

Through this strategy, the future learning targets of the associations are liable to be met exceptionally well. The accessibility of cases is liable to enhance later on. Be that as it may, the accessibility of cases in view of real life circumstances should be empowered through cooperative written work by scholastics and chiefs. The utilization of the case strategy absolutely as a method for learning may enhance the teacher by method for increase by members. Distributed of more diaries dedicated to case and case examination would increase the value of the scholastics occupied with the written work of cases through the improvement of their production record. Further, the scholastic foundations need to create suitable prize instruments for rousing case exchange pioneers and case essayists for accomplishing the capability of the technique for associations and administrators later on.

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