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## Contemporary Developments in Management Education Pedagogy: A Review Paper

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### Abstract

*Management is a synthesis of both science and arts. Both the component science and arts must be learned and practiced as a result of skill development and systematic approaches that are needed to deal with upcoming future skills gaps. People require skills and knowledge to function alongside automation, therefore innovation in pedagogic management education is a top notch technique to deal with emerging new difficulties in trends and drives. This is the most difficult aspect of management education since trends change so quickly that it is difficult to keep the gaps balanced.*

*This work in progress deals with the issues being faced by the academia, as well as business organizations pertaining to the current state of e-learning and its future road ahead. The paper also highlights the urgent need to reinvent educational delivery methods that are more adapted and congruent with emerging technologies.*

*Thus, to meet the future workforce expectations, current management education requires a paradigm shift. Meanwhile, management schools differentiate themselves in this field by updating the curriculum pedagogical approach to address socio economic concerns. According to the literature, researchers discovered that innovation plays an important part in the assessment model, high-quality faculty, up-to-date curriculum, soft-skills development, research, is offering to meet the evolution of the industry.*

**Keywords:** Flipped Classrooms, Pedagogical Approaches, Management Institutions, Advanced Educational Pattern, Education, Management Education etc.

### Introduction

The development of management education is very important with the rapid change in time. Management education articulates the person more professionally. Considering the fact that development and new ideas led to innovative progress. Similarly, a lot of new changes can be identified within managerial education. Nowadays, there are various different changes that took place because of the adoption of flipped classrooms, conflict resolution methods, team dynamics, communication and presentation skills and many more. Undoubtedly, the pedagogical changes have attracted the concentration of management students more towards studies. The prospects of innovations and changes in

management education can bring out the more effective manager and employees in the organization. The Flipped Learning pedagogical approach has proven to improve students' educational experiences and engrain life-long learning skills for the ever-changing work demands of this rapidly changing world.

Babu (2020) described many innovative pedagogical approaches for innovative management learning and they are split classes, writing process, the co-teaching approach, more practical and field visits to management students, disciplines, gadget usage in a controlled environment.

Therefore, management institutions should play a critical role for making more interesting patterns for teaching students in

order to make students take interest in the education for their personal growth. Thus, only an innovative pedagogical approach in management education can help the students to acquire the heights in their career. The innovative approaches to the design and delivery of management education are emerging across the globe. These innovative methods reflect the imperative for management education to respond to the changing needs of both students and graduates, and the evolving nature of contemporary organizations. Thus, researchers are also trying to provide an overview of contemporary practices within innovation and management education pedagogy that apply to distance and traditional classroom delivery modes, as well as a selection of technological advancements within higher education management education. The literature, findings, and experiences from many innovation and management education projects that have been conducted in that globalization are discussed in order to demonstrate how innovation and management education methods can be implemented in different institutional contexts.

### Literature Review

In a time of dynamic developments, new and innovative approaches to management education are gradually gaining ground. Researchers also illustrated forward-looking trends in management education pedagogy from the perspective of academic institutions and business schools.

### Innovative Pedagogical Approaches in Management Education

(Rao, 2016) addressed the challenges and described the methods and techniques that will be used to achieve creative management education. In Indian management it is hard to thrive in a global competitive age whereas Indian management education is an emphasis on theoretical knowledge. However in engineering colleges they work on practical but not possible management education as educators introduce new approach case study techniques that will be able to get theoretical aspects of practical knowledge. The students have a lack of skills and knowledge about the industry because of infrastructures, faculty centric, less innovative ideas to generate employability skills among students. Researchers suggested a student-centric approach as well. The government should start to take initiatives to support all stakeholders to innovate Indian management education rapidly changing economics. Supporting this study Gupta (2007) stated that management education in India lacked in the quality of education whereas especially in the areas of research and development, skills development, inappropriate infrastructure, and little focus on innovation for students centric approaches. These lead factors in management institutions state the students and growth of the country is bleak (A Futuristic Career in Dynamic Management Education; Top trends that would transform the Industry Learning, 2021) Management education is witnessing a rapid automation growth and competition in terms of a number of institutes imparting it changes the relationship between management education and business. Its role in the professionalization of enterprise management is widely recognized. Business and management education has the potential to be both beneficial to society and excellent in terms of giving quality education. E-learning trends will encourage business schools to adopt technology-driven, experimental individualized learning and green sustainable business management to face future problems, as modern development helps to bridge knowledge and talent gaps. Thus, management education research is a branch of business research.

Moreover, Ellison (2018) suggested new innovations in business schools that uses different learning style strategies

to improve student's effectiveness from new approaches to educators furthermore researchers pointed out new innovative techniques to deal with rapid changes like flipped classroom approach. (O'Flaherty & Phillips, 2015) initiated that pedagogical style moves

from traditionally into new approach techniques in which students learn from online video lectures, work independently, developed critical skills to solve the problem. The flipped classroom is a learner-centered model, creating great initiatives for ongoing support to schools around the world. Therefore, numerous studies have proven that this method improves student learning effectiveness and learn to manage the things with their active learning and critical thinking (Kim et al, 2014). In a study conducted by (Aslan & Reigeluth, 2015) suggested innovative method project-based learning approaches for learner-centered education help students think innovates to deal with future work skills methods to up skills and upgrade their knowledge's students also must discover methods that can help save educators in tracking career progress and saves time.

Fedotova (2019) studied on project-based learning claim that it opens a wide range of opportunities to understand the theoretical as well as practical knowledge and empowers students with understanding the courses knowledge in effective ways. Thus, (Aithal, 2016) asserts that Indian top ten business schools retain more students in because of the best innovation is student-centric learning moreover researcher helped to analyses co-curricular and extra-curricular innovations which helped students in quality and clarity skills and knowledge in their higher education. Accordingly, Nithyanad (2018) states that in management institutes more focused on curriculum and courses innovation and creativity but they neglect the legal aspect innovation and entrepreneurship it is crucial skills set for students who want to become an entrepreneur.

Accordingly, Sandhyavi (2020) stated that design thinking plays a very crucial role in management decisions. The design thinking approach helps to maintain the balance with new technology innovations. Moreover, its design thinking skills empower students to think differently to solve any issues, make strategies, and have knowledge about industry innovation to cope up with upcoming challenges. Considering economic changes, design thinking enhances talent management to help students in building the solution for business is the prime objective. Similarly, researchers proposed Industry-Institute Interaction models that help balance the needs of both the industry and the institute by developing and fostering skill competencies in their future workforce. In Particular, education system needs to upgrade them, and students to understand the industry need help to grow in not only finding business leaders or managers but to understanding the customers and other stakeholder needs. Design thinking is an innovative process to find solutions today in market and business competencies. Design thinking is a crucial way to think of solutions in different ways. Its mean design solution in management education is

important skills to analyze, think, and interpret to understand the customer and other demands of market trends. (Dunne & Martin 2006).

Hackman and Oldham (1976) suggested that job characteristics of employees start adjustments in behavior to better match their work with their own wants or preferences, which is referred to as job crafting . Organizations must reinvent professions and workforces. According to Arup (2017) nevertheless, though, personnel are usually the ones who alternates their role consistent with their obligations in reaction to gadget, technological, or procedural adjustments so that their roles match the brand new surroundings. They

may be capable of creating a function so that it will retain to present them the interest, challenge, and experience of the feat that they are seeking for; a role on the way to offer man or woman a task match (Hardin and Donaldson 2014).

Wegman et al., (2018) asserted that employees must be able to influence changes to their job content in order to sustain job satisfaction and motivation, both of which are required for increased productivity. Furthermore with the use of automations help employees and worker to perform less routine project tasks helping to focus on creative ideas, values added new opportunity to employees. Therefore, Kagermann et al. (2013) suggested that skill plays a vital role in human skills development that is needed to collaborate with machine. Thus, artificial intelligences helps humans to work more efficiently and provides humans a long term opportunities within the technologies advancement. Furthermore, skill improves jobs and increases employability skills.

Mehta (2015) investigated the benchmarking of management education in India while developing a unique model for comparing and analysing their major management processes. Asserts that in modern management, benchmarking is one of the best tools for comparing two colleges' policies, skills, knowledge, and educational approaches. The goal of benchmarking is to improve management education policies, practises, and to identify gaps and improve institute assessment.

(2011, Edith Cowan University) Management education in India has changed as a result of globalisation. According to Subrahmanyam and Shekhar (2014) it was discovered that there is a significant need for improvement in indian education. In this situation, skill development is unavoidable if global environmental concerns are to be met. Management schools are also expected by multinational corporations to provide internationally recognised professional education and skills (Belet 2019).

Today, specific soft skills, technical skills, employability skills, and competencies are required to become a highly effective manager-leader. Some excellent action learning experiences exist in management education programs, such as the Finnish Team Academy. The new notion of action learning development technique handles genuine and complex business difficulties. The action learning-based model emphasizes student development of human soft skills and leadership competencies. Even today companies require the right skills of employees and managers become a top priority and requirement for hiring and promoting employees.

Many scholars included research into management education on new technologies and advancements in technology. Similarly, Demetry (2010) suggested an ongoing paper in which he contrasted the two classroom flip modes. Thus, the study also employed higher-level material challenges to redesign this course, and the result is an ongoing process. Murugesen (2019) introduced modern teaching techniques. According to him, brainstorming, mind mapping, cooperative learning, and even media play an important role in our modern teaching. The media method involves E-Learning, M-Learning, Audio-visual aids, audio aids, etc which significantly makes the classroom more interesting. He also acknowledged that these modern techniques have majorly benefitted students. Along with these certain skills and capabilities of students and teachers are also increasing. Apart from using these modern teaching techniques with internet surfing, students or teachers are able to learn things throughout the world. Therefore, modern teaching techniques are proved to be a boon in the current scenario. Similar to the above author (Subramani 2018) also talked about the innovations in teaching and learning methods. He argued that

advancements in educational pedagogy have positively affected education. Altogether the new advancement has made the students and teachers to develop more websites and usage of smart boards. These things have perpetually increased the creativity and innovative level of the students and teachers.

Khairnar(2015) discussed about incorporating technologies into education for enriching the learning process. According to him, there are various teaching styles that a teacher can incorporate to make their class interesting. Therefore, teachers can use podcasts, screencasts, social bookmarking, presentations with voice threads, and many more smart aids during teaching. Undoubtedly, it keeps both teachers and students updated with the latest technology and will also increase their innovative and technical skill.

Furthermore, Sajid (2016) investigated the impact and perception of blended learning and flipped classroom methods among Saudi Arabian students. He stated that following the integrated learning-teaching method's trial class, the pupils responded positively and were satisfied with the learning approach. Rather, many students responded positively and expressed satisfaction with this method of instruction. Many students also stated that the blended method was really beneficial for exam preparation and concept clarification. Similarly, the concept of the flipped classroom attracted the pupils' attention.

Similarly, Deneve (2020 ) in his paper focused on the effect of active learning techniques and the role of stimulations. He also compared the active learning techniques with the traditional lectures. As a result the author also observed positive responses from students about role stimulations. Along with these students were satisfied with the active learning techniques. Therefore, it can be said that students are taking more interest in studies with the new techniques of teaching and learning process.

Similar to above author, Gilboy (2015) also focused on implementing flipped classroom approach and its consequences on students. The study also proved that the concept of flipped classrooms is an awarding approach. It is also a new pedagogical approach that mainly focuses on learners. Therefore this approach proved to be successful and positively impacted students as well as teachers. Thus, Verleger (2013) divided prior and continuing research on the flipped classroom into multiple areas to provide a thorough overview. The findings reveal that student impressions of the flipped classroom are diverse but overall positive. In-person lectures are preferred over video lectures by students, although interactive classroom activities are preferred over lectures. Evidence also suggests that student learning in the flipped classroom is better than in the traditional classroom. Similarly, Crompton (2014) proposed a study to address a gap in the academic literature and establish a framework for flipped classrooms. He also claimed that using a flipped classroom approach had improved students' use of technology to attend lectures. The report also offered various instructional resources outside of the classroom, demonstrating that this frees up in-class time for students to engage in active learning. Thus, the flipped classroom is a form of mixed learning design that restructures the typical lesson.

Therefore, Ejerique (2019) also emphasised the use of coaching, gamification, and flipped classroom strategies in the classroom. According to the article, the collaborative use of new pedagogical strategies has aided in the improvement of the students' relationship with the teacher, which also determines the effectiveness of teaching. It can also be stated that the advancement of the flipped classroom has resulted in the development of students and their academic achievement.

Therefore, creative strategies and pedagogical teaching-learning

methodologies must be promoted in education. This seeks to encourage student development in order to achieve more responsibility for the pupils, promote teacher-student interaction, promote teamwork, and major improvements in the learning process results as well as in the development of students as people. Similarly, Persuad (2021) discussed the necessity and effectiveness of pedagogies in education in her article. She affirmed that pedagogy is changing its prominence from fundamental memorization and simple procedure adoption to aiding students in higher-order education, such like critical thinking abilities, effective communication, and increased autonomy. Though the instructional strategies, students are able to learn which tactics work best for them. Students exploring, evaluating, and acquiring information from an increasing number of online tools, platforms, and sources can be accounted for by any advanced pedagogy.

Sana (2017) also investigated modern pedagogical issues that could be implemented in our regular classroom instruction to improve learning outcomes. She insisted on Mind Mapping as an effective method for promoting better understanding in students. Thus, due to its versatility, it can be used in a variety of settings in the classroom. Rather, she acknowledged the Chunking strategy. She considers chunking to be an excellent pedagogical innovation because it reduces cognitive overload while increasing the learner's mental storage capacity. Chunking by category broadens and deepens knowledge. It also reduces the amount of information that needs to be remembered while increasing mental activity. This strategy should be used by teachers whenever possible to maximise learning outcomes.

She also insisted on the Z to A Approach, which clarifies a specific concept; students develop an interest in learning more about the concept; and long-term memory/correlation of a concept. As a result, this pedagogical technique of teaching the learning process produces meaningful learning in students. Scaffolding strategy- This strategy proposes that content learned in appropriate contexts will be better anchored in memory and thus more easily recalled and applied to real-world problems associated with similar contexts that may be encountered in the future. Collaborative and cooperative learning are approaches to learning in which students work in small groups to achieve a common learning goal. They must be carefully planned and executed, but they do not necessitate the formation of permanent groups. Anchored Instruction: This attempt can help students engage more actively in learning by situating an experience or anchoring instruction around an interesting topic. Peer Tutoring is a flexible, peer-mediated teaching and learning strategy in which students are paired together to practise academic skills and master content.

Therefore, Bidabadi (2016) also aimed at the effective teaching method in higher education. He proposed that making students learn with a good teaching method initially helps them to stay concentrated in classes. Instead of these, the teachers should also be awarded for the barriers to education and they should also be given the acknowledgment to improve the teaching quality. Eleveens (2010) investigated 12 sources that proposed innovation process models. While comparing both models and their consequences, special emphasis is placed on several dimensions of change in order to identify patterns that will aid in the practical implementation of the findings. Hence, six phases were discovered to be distilled from these models. Furthermore, a thorough review of 150 key activities (routines) that improve development success was developed based on these models. Management techniques were decided to seek and present in

cases where these procedures were not practical enough for instant use. Furthermore, the recommendations can be explained in order to determine which circumstances and to what extent these routines as well as tools should be used. Several authors have recently improved their comprehension of which routines work best in which situations. The overall conclusion, however, must be that very little is known about this theme. It is also unknown how many, or to what extent, routines should be fulfilled.

Akbar (2014) identified educational innovations that are taking place to govern and facilitate the creation, dissemination, and utilisation of knowledge in individuals, teams, or organisations, whether they are a school, university, or multinational corporation, in order to improve their performance, management, and operations and achieve their goals. It also discusses the evolution of knowledge management concepts from the third century BC to the current educational scenario in the twenty-first century. She insisted that advancements in knowledge management will raise the standards of all institutions, improve student performance across all faculties, and provide a clear image of a nation's development. As a result, knowledge sharing will be mentioned in industry, colleges, universities, and almost any other institution in this country. The nation's economy grows and can compete in the global scenario by developing knowledge management.

This paper was presented by Yashau (2013) at the 4th national conference and focused on the educational barrier of Nigerian teaching. Many barriers, he discovered, such as linking learning with cultural context, infusion of critical thinking, infusion of diseases such as HIV/AIDS education, minimum competencies in classrooms, and no activities in class. As a result, focusing on these issues would aid in the advancement of national development.

Chen (2014) focused upon the research-led pedagogy in the contemporary development of education. The paper suggested different modules of integrated teaching, games, and different interdisciplinary workshops that provide an innovative approach to students. This also helps students to increase their sustainability and resilience. Thus moving from lecture-based learning to a hands-on approach can help students to increase their creativity and innovations.

Vats (2015) asserted on the enhancement of advanced management pedagogy in order to meet contemporary challenges. He suggested that in order to make management education active then all the new educational changes should be adopted. The changes that are found in management education are DBT (demonstration-based training) Rather DBT learning-training process is considered practical among students of management courses. Therefore implementing the DBT process along with video clips can add a unique function to management education.

Thus changes in management are required. These changes can be done by identifying and observing things. A small idea about this may come from (Bennis 2005) paper. where he identified the main reason which the B-Schools are lacking behind. According to him, nowadays management education has adopted an inappropriate teaching-learning method. This has allowed business schools to drive through self-excellence rather than competence. Lacking competence has made the students of management towards normal companies for doing jobs rather than getting a highly reputed company. Due to not upgrading management education, no good leaders are coming out in organizations. This has also made students not think out of the box. Therefore, new changes of education should be adopted by every management college.

Garrigos (2018) focused on the effect of innovation management in firms. He stated that the subject of innovation management can raise the interest of students in the curriculum in management colleges as well as in firms. As a result this paper also suggested a positive result of innovation in the work performance of the employees in firms. Therefore, it can also be considered that innovation management tools and techniques can bring a positive aura in work performance and academic settings.

### **Purpose and Approaches**

The purpose of this conceptual study is to investigate current trends in management education pedagogy and their implications for educational advancement. The research has also given us a better understanding of current trends in management education pedagogy, which can be used to create effective learning activities for students and instructors. Furthermore, positive relationships and attributes are being recognised from various sources for pedagogical approaches of learning-teaching in management institutions, as illustrated in detail in this paper.

### **Management Education**

The term Management itself means to systematically arrange, manage and compile things. In other words, it can also be described as planning, organizing, staffing, leading and controlling things. It can also be considered as the backbone of any organization, it is academics or big/small ventures, companies etc. Thus, for managing things systematically in professional life the need for management education becomes very important. The management education of every institution consists of various subjects like Human Resources, International Business, Finance, IT, Economics, Indian Ethos, and Marketing. The management institutions allow their students to choose the area of their interest and simultaneously the HR, Accountant, Manager, and many more positions of organizations are determined.

Thus, management education is the basic need that is required to run a business effectively.

### **Need for Management education in the contemporary world**

Well Yes! There are "n" number of courses, each with its own advantage to students' careers. When it comes to management programmes (BBA, MBA), the question of whether they are a curse or a blessing for organisations and academics is always answered in the affirmative, i.e., managerial courses are, without a doubt, a blessing for both firms and academics. Obtaining managerial education also displays a dedication to self-improvement and application of abilities that can assist an organisation in meeting its objectives more effectively.

Despite the cost of management education in the classroom, students have the confidence to present themselves in front of their peers and organisations. It also assists students in understanding the various positions within an organisation as well as the procedures that may be done to organise employees within an organisation. Apart from this, the most important advantage a student can acquire from a management education is the development of soft skills such as communication, leadership, decision-making, and teamwork. With these criteria, a student studying a management education can also benefit by establishing a lasting business relationship that may be beneficial in the future. Management courses, on the other hand, aid in the development of entrepreneurial talents.

Therefore, management education also helps in career-upgradation.

### **Requirement of significant updates in Traditional Education method**

Meanwhile, the organization is facing the biggest challenges in people management. In the corporate sector, human management is lacking in people's abilities, the right skills among employees and workers. Even today's company's managers or leaders are still facing poor leadership qualities to lead the people because of skills gaps. This is a major concern for businesses, especially the bigger corporate sector, to find real talent, skills, and knowledge in employees. This is as a result that it is the biggest blemish on the management education system.

Most recent innovations in the advancement of automation, digitalization, and artificial intelligence as a result worse in the area of human performances improvement on the ground that employees and workers faced human management skills gaps it is not contributing in enhancement to the organization or companies in the sustainable development We'll look at the major managerial challenges that organizations face current issues for which education methods is failing to produce adequate human right bits of knowledge and skills.

One of the principal causes of people management difficulties is the management educational program. which is still based on an outdated MBA paradigm, is to a considerable degree although not only why this model is out of date and doesn't appropriately address the organization's current and future human management and leadership skills concerns.

Today, it is critical to create and promote innovative management education techniques and models that are capable of providing sufficient responses to the real-world management and leadership issues of the twenty-first-century action learning strategy, a very effective way to renew the traditional management educational program as a result of attracting students and educators new perspectives toward management education.

It is now required to develop and promote new lifelong learning techniques and models that are more capable of providing acceptable responses to the twenty-first century's current and emerging management and leadership challenges. These new approaches are more efficient based on collaborative intelligence, such as creativity, problem-solving, technology, design and programming, originality, initiative, ideation, and responsibility of both individual employees and work teams, but it also assists future "managers-leaders" in learning the required human and leadership competencies.

Meanwhile, there will be many management education models that renew and revamp to help students in learning new ways to deal with upcoming challenges. People management and leadership challenges can also better suit the students of the present and future generations to learn new skills.

### **Management education paradigm innovations and updates**

Mintzberg, H. (2004) states that management educational traditions based on the American MBA model of the last twenty decades have a proportionate influence on management studies across the globe. Rebeiz, K. S. (2011) On the other hand Harvard business case study is introduced in 1924, the case method has been the most applied and successful used teaching instrument and it is under fire in almost all MBA and Executive Education courses there, as well as in hundreds of other top business schools around the world. Case study development of education different modules of integrated teaching, games, and different

interdisciplinary workshops that provides an innovative approach to students. Chen (2014) also helps students to increase their sustainability and resilience. Thus moving from lecture-based learning to a hands-on approach can help students to increase their creativity and innovations. Vats (2015) focused on the enhancement of advanced management pedagogy in order to meet contemporary challenges. Furthermore suggested that in order to make management education active in another management education model, DBT (demonstration-based training) Belet, D. (2019). Action learning-based management model education that provides better answers to the current issues of the new "manager-leader" roles necessitates a completely different educational approach than those currently available to assist students in dealing with challenges and learning appropriate skills. Gupta's (2007) qualities of education with a focus on students centric is very crucial. similarly (O'Flaherty & Phillips, 2015) flipped classroom. .k.Nithyanad (2018) innovation in CSR or entrepreneurship learning in play a vital function, their active learning and critical thinking (K V Sandhyavi, 2020) design thinking (Aslan & Reigeluth, 2015) project-based learning these latest pedagogical style moves from traditionally into new approach techniques in which students learn from online video lectures, work independently, developed critical skills to solve the problem. Learner-centered model, creating great initiates for ongoing support to business schools around the world.

**The management educational pedagogy**

Persuad (2021) articulated that all teaching and learning is built on the basis of pedagogy. With the advancement of technologies and need for modern students. The traditional classroom-based approach is quickly losing its relevance and efficiency. So, with the advancement of Pedagogical approach in management education can help to improve the quality of teaching and the way of students learning. This approach can help students to have a better understanding about their concepts and they can achieve a deeper learning. Therefore, It can also have an positive effect on student perception, resulting in cooperative learning environments. Pedagogical innovation can also assist students in developing higher-order thinking skills and providing a more comprehensive understanding as to how their education fits into the world all over them. Therefore, Persuad (2021) also insisted different pedagogical approaches. According to her article, there are numerous pedagogical approaches that can help students learn. Among them are: Instead of passively ingesting content, constructivist pedagogy helps students understand the meaning of their learning materials. Inquiry-based learning can encourage students to ask questions and conduct research as they learn new concepts. Students can also learn using critical thinking, reason, and logic by applying the Socratic method. Apart from these, students can also gain knowledge by devising a solution to a real-world problem in problem-based learning.

Above all, students can benefit from collaborative pedagogy. It is a learner-centered method that supports peer-to-peer communication and interpersonal participation to improve critical thinking, learning, and writing skills. In the teaching-learning process, integrative pedagogy can also be used. This processes are generally concerned with integrating principles and perceptions in order to apply skills and knowledge to novel and intricate problems or difficulties. Rather, this reflective pedagogy criteria instructs teachers to reflect on lessons, projects, and assessments in order to improve them for future use. In addition, critical pedagogy can be used because it focuses on assisting students with questions and challenges, prevalent beliefs and practises, and achieving critical consciousness.

Thus, these pedagogical changes can help students manage their expectations about their teaching methods and take a more proactive approach to the curriculum. As a result of these educational advancements, students will be able to find the best ways to understand the subject matter. As a result, these approaches can encourage and engage students in classroom discussions. In this regard, the use of Learning Management Systems in education provides a smart alternative to educational institutions in such a scenario, allowing instructors to deliver

customised content and various pedagogical models. This allows them to engage their students much more effectively than was previously possible. As a result, using a single learning management system to distribute content to students can significantly improve uptake, reduce costs, and shorten training time. As a result, any learning experience can only be meaningful if it is relevant and authentic, as well as if students can benefit from that educational technique.

According to Hurix (2020), for the best learning experience, LMS should allow learners to participate in hands-on, practical, and real-world activities. The learning management system process creates a shared collaborative space for content sharing, feedback, and personal interaction. It also enables educators to teach at any time, from any location, using any device. As a result, using an LMS as an online education platform allows people to easily integrate it with other platforms.

This motivates teachers and students to learn and share what they've learned. The educational advantages of studying management systems are persuasive enough for educational institutions all over the world to adopt this philosophy. Unlike traditional classroom teaching, in which the educator chooses to follow a stipulated approach, digital learning with the help of an LMS enables teachers to explore new to different learning techniques such as blended learning, flipped learning, social learning, rapid learning, storytelling, and more, depending on what works best for the students.

Thus, Pedagogy's Learning Management System (LMS) is the best resource that can be followed by an organization's administrator with the necessary tools in order to manage and monitor the staff members' education more effectively.

Briefly acknowledging the initial setup of pedagogical management education are as mentioned

below :-

Flipped Classroom	DBT Model	Hybrid Mode
Action-Learning Approach	Learner-Centered Strategy	Mind-Mapping
Communication and Presentation Skills	Design Thinking	E-Learning Trends
Industry-Institute Method	Integrative Pedagogy	Chunking Strategy
Team Dynamics	Harvard Cae Study Method	Project Based Learnings
LMS(Learning Management System)	Z to A approach	Scaffolding Strategy

**Conclusion**

Over the years management education pedagogy has been evolving. The conventional theory of learning and teaching

based on understanding and conceptual knowledge has been replaced by experiential pedagogic approaches

From the above literature review it can be concluded that the traditional-teaching methods are declining day by day. Within it the new innovative pedagogical approach to management education like smart classes, smart boards, the online presentations skill of teachers and many more approaches have gained the interest of students towards studies. In this modern era the new technologies development have made students to grow more in the usage of technologies as well. Students have also learned about the usage of different online softwares/apps. Recalling Zoom classes, Google Meet classes have made the students worldwide gain knowledge from different webinars, conferences and online workshops. Therefore, the innovation in management education can be considered as a boon and advance learning to management students.

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