

A B-SCHOOL'S FACULTY'S ROLE: AN INTRAPRENEUR IN THE DEVELOPMENT OF FUTURE ENTREPRENEURS

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ABSTRACT

Even while B-Schools are focused on preparing graduates to fulfil the industry needs for greater career possibilities, one will always find criticism that management graduates in India lack the proper skills to be employable. According to the Forbes-Entrepreneurs Report, communication is one of the top 10 characteristics of a strong leader. A leader must exercise initiative and weigh risk when making decisions in order to accomplish their objectives. This is a crucial need for an entrepreneur as well. Students who take the business communication course in the management programme should feel good about them and become future leaders. For a leader to effectively convey his or her leadership traits to others, communication is crucial.

Key words: B-School, Start Ups, Innovation, Technology, Pedagogy, Leadership, Business Communication

. The linked colleges of all public universities approved the offering of these courses.

In order to draw in more students, private and autonomous institutions took advantage of the situation and offered a variety of courses. Over the past 20 years, as the nation's economy has liberalized, more job opportunities have been generated, driving up student enrollment at these institutions. As an alternative, B-Schools launched their Post Graduate Diploma in Management (PGDM) Programs to provide students with both theoretical and practical experience. All Indian B-Schools now teach management fundamentals via case studies. Except for addressing some important issues like excessive costs and a lack of qualified faculty, the government is not very Many a times, successful CEOs from the corporate world quote that jobs are not the problem, but getting skilled manpower is a huge challenge in India. Though Communication is one of the important traits of Leadership, it is of utmost necessity for Management students to have a better professional career. In most of the Management institutes, students will realize the importance of Communication only at the fag- end of the program, especially during the time of campus placements. To improve upon their Communication skills at that time may be difficult, just like developing a “six-pack” or “zero-size” which will not happen overnight, but it requires continuous improvement.

A teacher's influence on students extends from elementary school through higher education. Even in this day and age of technology that has an impact on globalization, some teachers still employ antiquated pedagogical principles. In fact, it appears as though Gen X teachers are instructing Gen Y and Gen Z pupils without actually knowing their expectations (it need not be the age, but at least the mindset). Teachers of topics like English use traditional pedagogy to teach their subjects, which causes the current generation of students to demonstrate indifference in these subjects.

Instead of making a topic like English boring, innovative instruction enhances student learning. Many graduate students in engineering and medicine are hired primarily because of their domain knowledge. However, in the field of management studies, a student's professional prospects are also depending on their mastery of soft skills, in which communication is a key component. Use of technology while teaching business communication as a course in management programmes,

where English language plays a major part, could be a potential solution to this issue. Students in management studies at the post-graduate level will be evaluated on their communication skills during campus placements, but ultimately they will be working in diverse fields including finance, marketing, and sales.

1. REVIEW OF LITERATURE

In 2002, K.S. Srinivasa Rao created a Bermuda Triangle model with the help of students, business schools, and recruiting firms, and he made it very evident that a student whose academic performance is subpar during an MBA programme may drop out before receiving the right employment chances. Additionally, it was said that any business school that didn't do effectively in terms of its current curriculum would close its doors without accomplishing its long-term objectives. Finally, it was brought out that recruiting firms who are struggling financially may possibly be leaving the market.

K.S. Srinivasa Rao (2003) investigated the problem and expressed doubt that Indian B-Schools could compete internationally since they provide less autonomy in academic administration, which may make it challenging to adapt contemporary curricula. The governance model for Higher Education Institutions (HEIs) was proposed as a normative model by I.M. Pandey (2004). It was purposefully constructed with a clear mission and objectives. By using IIM-Ahmedabad as a model, the author suggested that faculty members should make the real decisions since they will foster an excellence-focused culture.

It was claimed that if HEIs had attained excellence as determined by the users of their services, including teaching, research, consulting, etc., they would have tremendously helped society and achieved their goals. Taking the side of the employers, Dirgha Sampat (2008) stated that the value chain is a crucial component of MBA education since the B-Schools generate thousands of graduates who are prepared to lead Indian Inc. According to the author, there is more to business schools than just academics, even though education is all about studying from the top teachers in the industry in a setting that excites and energises young brains. The author noted that developing business school students from undeveloped talents into well-rounded people is another goal of the process. Srinivasa Rao, K.S. (2008) Beatriz Oria (2012) reported the results of a pilot experience carried out at the University of Zaragoza (Spain), in the joint program in Law and Business Administration and Management. The goal of this research project was to enhance students' employability by supplementing the subjects / syllabus with complementary activities and tasks meant to improve some of the competencies and skills promulgated by the European Higher Education, thus improving the students' chances in today's competitive labour market, while enhancing the quality standards of the Degree. Bryan Ruppert and David A. Green (2012) investigated the importance of instructor communication behaviors in a course on business communication, arguing that alignment between instructor behaviors and the precepts of the discipline has a pronounced effect on perceived instructor credibility in this field. Student evaluations were analyzed qualitatively for their comments on instructor communication behaviors and quantitatively for the ratings students gave their instructors. The authors outlined two classroom exercises to help students develop best practice in business communication, while also enhancing instructors' credibility by showing how they apply best practices in their own documents. Jamuna A S (2012) compared all the new methods in learning of English i.e., Poetry, Vocabulary Building, and Mock Advertisement for Resume Building that makes the students to prepare for the Job Interviews.

Brian D. Blume and Timothy T. Baldwin (2013) have pointed out that in today's global context, a lack of comfort, in communicating with others can be an unfortunate inhibitor, to success in

school and work. The authors have analysed data taken from a sample of 263 students. They have drawn conclusions that communication apprehension was negatively associated with the students' willingness to take leadership opportunities, appreciation for multicultural world, and adaptability to new situations. They have not found any significant relationships between Communication Apprehension and CGPA. Jamuna A.S. and

K. S. Srinivasa Rao (2013) investigated the importance of good communication and its effects on management studies students' professional lives. It has been noted that students who perform well on writing exams occasionally struggle with oral communication, which is crucial when participating in campus interviews. Additionally, it has been seen that intelligent students with strong interview communication skills may receive better placements while having mediocre academic performance. To facilitate the sharing of innovative teaching practises among marketing educators, John Tanner and Joel Whalen (2013) proposed a framework. One innovation is the way that the classroom is run. through written agreements, means-end laddering, personal branding, failure-based learning, career growth, stimulating innovative thinking, and increasing Jamuna AS & K.S. Srinivasa Rao (2014) suggested that a leader plays a pivotal role in the success of a business through team work and thereby leads the team by working synergistically, bringing all the people together towards a common goal. Also, it was noticed that a leader should be communicative, a good decision-maker, intelligent, an extrovert, and flexible with openness in action. The researchers observed that though B-Schools provide an opportunity to develop managerial skills among the students, the latter have to acquire leadership traits, in order to climb the corporate ladder. The authors have made an attempt to portray the perception of the select management students about the leadership qualities. It was concluded that Communication is one of the top among various leadership traits. The findings of the Research study will be useful to B-School students to become a good leader in order to compete and create a niche for themselves in the corporate world.

SR Singhvi and Amit Agnihotri (2015) indicated that Indian Management Education is in crisis today facing different challenges at different sections of the pyramid of Programs and B-Schools. The authors mentioned that Indian top tier B-Schools are lagging behind not just the Western B-Schools but even behind Asian peers like those in China, Singapore and Hong Kong. They have mentioned that Indian mid- tier B-Schools are struggling for their survival and around 500 PGDM B-Schools were closed down during last seven years. The authors mentioned that the bottom-tier B-Schools, largely 3000+ low-cost MBA Programs offered by affiliated colleges of public universities, where MBA is just another course that costs few thousands of rupees, have little direction and relevance.

Jamuna A.S. (2016) suggested several innovative ways of usage of technology in the pedagogy while teaching English language. A focus was given on the need for learning language and the role of a teacher in making the subject interesting using technology at a level of Post-Graduation in Management Studies, as students will be judged based on their communication skills during their campus placements, though they will be working later in different domains like Finance, Marketing, and Human Resources etc.

By understanding the existing literature, the authors identified that there is a need to innovate pedagogies to teach courses like Business Communication with the support of Technology, in order to reach the present generation of students and inspire them to become future leaders.

2. METHODOLOGY

The Research Problem identified was to understand how students of Management Studies perceive Communication as one of the traits of leadership and use it as a strategy while exploring

employment opportunities. The Study was of Descriptive Research and data was collected using Convenience Sampling from 173 students studying M.B.A. from a reputed Institution in Bangalore, Karnataka, out of 300 students in the campus, by inviting them to take part in the survey on a voluntary basis.

3. A questionnaire was designed to capture the opinions of the students on four aspects – Objectives of Communication, Influencing Factors of Communication, Knowledge and Advantages of better Communication. Each of the four aspects of Communication were verified through a set of questions in statement form measured on a 5-point scale (1 being a low degree and 5 being a high degree of acceptance). In the Questionnaire, there were twenty questions overall, but for the first aspect of Communication – “Objectives of Communication”, three questions were considered. For the second aspect of Communication, “Factors influencing Communication”, nine questions were considered. For the third aspect of Communication-“Knowledge”, two questions were considered and for the fourth aspect of Communication-“Advantages of Communication”, six questions.

4. DATA ANALYSIS

Data was analysed based students opinion about their agreement and disagreement about various aspects connected to Communication. During Analysis, the respondents were categorised as students who are studying in an Autonomous Program and those who are studying in a University Program, through an affiliated college.

The following are the Socio-Demographic aspects of the Respondents:

Table 1 Distribution of Respondents as per Gender in two Programs

Count of Gender			
Program Nature	F	M	Grand Total
Autonomous	41	72	113
University	24	36	60
Grand Total	65	108	173

(Source: Primary Data)

Table 2 Distribution of Respondents as per Age in two Programs

Count of Age							
Program Nature	20	21	22	23	24	25 and above	Grand Total
Autonomous	2	20	36	30	18	7	113
University	1	17	19	17	6		60
Grand Total	3	37	55	47	24	7	173

(Source: Primary Data)

Table 3 Distribution of Respondents as per Education Background in two Programs

Count of Educational Qualifications													
Program Nature	BA	BBA	BBM	BCA	BCOM	BE	BHM	BIRM	BPHAR M	BSC	BTEC H	MCOM	Grand Total
Autonomous	2	12	9	6	27	19		1	2	9	25	1	113
University	2	16	5	3	14	5	1		3	5	6		60
Grand Total	4	28	14	9	41	24	1	1	5	14	31	1	173

(Source: Primary Data)

The responses for each question which were measured on a 5-point scale (1 being a low degree and 5 being a high degree of acceptance) were categorised into two: Agreement (those gave options 4, 5) and Disagreement (1, 2, 3)ons were considered.

Table 4 Distribution of Respondents (in percentage) as per Agreement to the Statements

Question No.	Statement	Agreed under Program Category - Autonomous	Agreed under Program Category - University
Objectives of Communication			
CS-1	Communication is important in life	100%	100%
CS-2	Through Communication we can develop network with People	99.1%	95%
CS-3	Through Communication we can win people over	83.2%	66.7%
Factors influencing Communication			
CS-4	Your Friends' circle influence your Communication	66.4%	53.3%
CS-5	You get Friends based on your level of Communication	31%	25%
CS-6	You can develop Communication by interacting with your friends	85%	86.7%
CS-7	Family members influence your Communication	61.1%	51.7%
CS-8	You can develop Communication by watching Movies	66.4%	70%
CS-9	You can develop Communication through Internet Chatting	31%	31.7%
CS-10	You can develop Communication by Reading Books / Novels	92%	91.7%
CS-12	Academic Institutions impart Good Communication	77%	60%
CS-13	Teachers influence your Communication	82.3%	68.3%
Knowledge			
CS-11	Knowledge is more important than Communication	60.2%	55%
CS-15	Recruiters give more importance to Communication than Knowledge	52.2%	58.3%
Advantages of Communication			
CS-14	Communication is important in getting promotions in Jobs	78.8%	78.3%
CS-16	Communication is important in career	89.4%	88.3%
CS-17	You can get a good Job if you have good Communication skills	85%	85%
CS-18	You will get well paid if you have good Communication skills	54.9%	56.7%

CS-19	Oral Communication is important in getting a Job	77%	73.3%
CS-20	Written Communication is important to continue in a Job	67.3%	61.7%

From the Table-4, it was evident that Students from the Autonomous Program and University Program are close in their opinions on various aspects of Communication, but there was a deviation of opinions on the following:

1. Through Communication we can win people over (CS-3)
2. Your Friends' circle influence your Communication (CS-4)
3. Family members influence your Communication (CS-7)
4. Academic Institutions impart Good Communication Schools impart Good Communication (CS-12)
5. Teachers influence your Communication (CS-13)

This made the researchers to develop innovative methods in teaching Business Communication through Technology that will inspire B-School students. Taking the Autonomous Program students as Control Group, one can work with University Program students considering them as experimental group, in the long run.

5. INNOVATIONS IN TEACHING BUSINESS COMMUNICATION COURSE

Whether it is UG or PG level students, teaching can be boring and monotonous, if the teacher uses traditional blackboard and chalk method. Thus, finding some innovative and interactive ways of teaching always makes both teaching and learning very enjoyable. For using technology in Teaching, one has to be literate in the said field. Having access to internet is not enough, knowledge of technology is also importance i.e. one should be tech-savvy. While assigning a task or activity using Internet to the student, that particular website should be pre-selected by the teacher, so that the student doesn't waste time to start from scratch just for searching the required material. Secondly, the student should be provided with tools to evaluate the suggested website. Thirdly, Technology has opened up multiple avenues to communicate beyond the written word. It is possible to communicate with sound, video, text, animation and hyperlinks. This was not the situation a generation ago. While internet comes to everyone's mind when we talk about technology, one should also know about some offline tools which can be utilized by a teacher while teaching the English language.

6. TECH-TEACHING

When teaching the English language, use MS-Word to enter any lengthy sentences in a word document and use the grammar and spelling checkers to convert capital letters to lowercase and punctuation. Students can use technology to sharpen their language skills with this activity.

This helps the pupils comprehend the subtleties of written communication where technology can improve spelling and punctuation. This is crucial in today's society because, despite the fact that students are tech-savvy, the younger generation is accustomed to texting without using proper syntax in SMS messages. Additionally, while working on a screen, we can highlight with different colours distinct elements of speech (noun, adjective, verb, proposition, and phrasal verbs) in a paragraph. If you don't want to highlight

7. ENHANCEMENT OF READING AND WRITING SKILLS USING TECHNOLOGY

For reading a comprehension, a passage can be made bold for the main idea and italicize the linking words, underline the key details and highlight with different colours for facts and figures. This way we are utilizing technology to the fullest in enhancing their readingskills. MS-Power

Point Presentation is an excellent technological tool to communicate the language using bullet forms, images, animation, and videos in terms of multimedia. It can be linked to outside resources such as other files like MS-Word, MS- Excel

8. ENHANCEMENT OF LISTENING SKILLS USING TECHNOLOGY

Computer games have advanced significantly in recent years. The astoundingly spectacular graphics and authentic sound effects, which are frequently mentioned as being the trademarks of a good game, are only a few of the changes that are noteworthy. The ability to tell stories in video games is evolving and becoming more realistic, and the language school can take advantage of this development. A lot of these games involve language, particularly English, that must be understood and frequently used for players to properly participate in them, in addition to being rich sources of narrative.

Depending on the game, this language may either be easily understandable text or, more intriguingly, it may involve actual negotiated dialogue if the games is conducted online. One can see that computer games can provide a context for language acquisition and so are well suited to the communicative goals of the English language classroom. Because games are all about the performance of skills within a system, players do not think about the language in use, but only about the action and where it might lead next. Teachers can use this to focus on language acquisition often with surprising results. But simply playing a game with learners is never enough. The teacher must ensure that, each time the game is played; there is a context to allow language learning or practice to take place. The teacher should do some ground work before starting to introduce digital play to a class. Also this will equip the students to write exams like IELTS and BEC and TOFEL etc.

Using multimedia CDs and software from Language Labs, one can enhance their speaking and listening abilities with the proper pronunciation thanks to the program's audio and visual features. Telephone, FAX, Teleconferencing, Email, Text Messaging (SMS), WhatsApp, Blog, Podcast, Videos, Video-Conferencing, and Social Media are some of the common technology-enabled communication techniques utilised. The world's top thinkers and doers share their stories of struggle in TED Talks, a daily video podcast of the best presentations from the TED Conference, which is recommended listening for students. TED talks include videos from experts in the fields of business, science, technology, and creativity.

The internet, new online technologies like web-blogs and microblogs, as well as social media sites like Facebook and Twitter As a whole, our educational system has been slow to respond to the changes that are rippling through society. Many schools are still shackled to an out-dated “sage on the stage” teaching methods. Teachers of the 21st century should have the approaches like Revolution with technology, Innovation using computer games, Motivation through online teaching through video games. These approaches will make even students of *Attention Deficit Hyperactivity Disorder (ADHD)* to be engaged in the classroom with proper learning.

9. USAGE OF TECHNOLOGY IN COMMUNICATION COURSES AT MBA

As far as teaching MBA students i.e., at PG level, many Institutions are **ensuring** that knowledge of English language is enhanced for them to get better placements. Courses like Business Communication, Executive Communication or Managerial Communication are offered to make them learn the importance of English language and communication. Also autonomous institutions provide value-added courses like Soft Skills through Personality Development to make the students well-equipped to face campus placements.

To make all these possible, awareness of technology and its effective usage holds the key. The usage of professional language through e-mail writing, sending resumes in response to an e-

Advertisements and also to other websites rather than a linear progression in presentation which avoids

10. CONCLUSION

In order to engage and inspire pupils of the present generation, English language teachers must possess exceptional abilities and expertise. The landscape of modern teaching methods and practises has drastically changed as a result of information technology advancement. As a result, a teacher in the twenty-first century needs to use creative and participatory teaching strategies.

It is imperative that management professors who teach business composition in management institutions do this. In any institute with autonomous and university-affiliated programmes, it is possible to employ B-School students from autonomous programmes as a control group and university-affiliated students as the experimental group to drive all of the students to achieve their objectives of higher placements.

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