ABSTRACT

The study elaborates the current trend in assessing Management education at the core level as to how it is delivered for the development of students. The basic focus of the research from a methodological perspective was to establish and evaluate whether cognitive learning of students based on a different type of teaching method using fiction could serve as a more efficacious method in the learning process than the conventional methods. The research has proposed hypotheses to provide a viewpoint that literary pieces that portray implicitly or explicitly Management principles can serve as a technique for expanding cognitive base of student learning process more effectively compared to conventional teaching methods.

A descriptive cum analytical framework is used initially to establish in the faculty survey results what teaching methods are used across the country in order to establish the feasibility of conducting a quasi experimental study. The findings of the quasi experimental study comparing experimental and control groups for the cognitive learning outcomes were found to be statistically different favouring the experimental group over the control group in both instances of the experiment. The findings also indicated that the teaching method using literature is equally applicable to all students, irrespective of their age; gender: male or female; freshers or students with work experience; social category. Thus the efficacy of literature based intervention can be accepted as a meaningful and worth tool of teaching in the business schools.