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**(MUSOM)**

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## Editorial

Welcome to this Second publication of *Voice of MUSOM: Bi-Annual Interdisciplinary Peer-Reviewed Journal, Special Edition: International Business Conference IBC 2019*.

The IBC 2019 was successfully organized on 14th and 15th July 2019 at Valley View Hotel Lade Birendranagar, Surkhet, Karnali Province Nepal. The Professors, Researchers, Teachers, Businessmen and politicians participated in the conference on 'Emerging Issues in Management and Transformation' from in and across the country.

As we know that Peer Reviewed Interdisciplinary Research has been focused on the development of the contemporary academic culture and practice. Focus on the interdisciplinary research promotes an effective communication and collaboration across the various disciplines. Having considered the spirit of interdisciplinary approach to education, we have included articles from the different disciplines such as management, Human and Social Sciences and Education. Articles included in this journal were reviewed thoroughly by concerned experts. Each article provides valuable information through defined research format. The article writers will be solely responsible for the authenticity and originality of the concerned article published in this research journal.

Our special thanks goes to MUSOM for providing international academic expertise along with financial and administrative supports for the publication of this journal. We invite comment and suggestion for the improvement of this journal.

## Editors

## ing Teachers' Attitude, Knowledge, and Application of Participatory Pedagogy: A Study on MUSOM

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... on two points. First, it assesses teacher's attitude, knowledge, and application of teaching pedagogy in Mid-Western School of Management in order to motivate critical thinker. Second, it provides the model of Community Based Teaching promotion of quality higher management education. Assessment is necessary development of management education. There is no any research based report on participatory teaching pedagogy inside Mid-Western University. At the time, participatory teaching pedagogy encourages teachers and students to be active and revise participatory pedagogy in the local context with an objective of teachers and students from established teaching trend and expand their role in knowledge and skills for their life-long career success. The study identifies teachers' knowledge and application regarding participatory pedagogy. It also identifies suggestions and experiences for developing community based teaching pedagogy. The study with teachers to identify and describe use of participatory in MBA and the study also recommends MUSOM should conduct seminar, conference and pedagogy to update teacher's pedagogical skills. Community Based Teaching producing competent graduates with focus on e-learning, collaboration, and ability and autonomy.

Participatory Pedagogy, Attitude, Qualitative Method, Management Education, Teaching Pedagogy

learning depends on the pedagogical approaches teacher uses in the different pedagogical approaches are common in Schools and Universities. To employ more effective and appropriate pedagogical approaches for teachers should make choice of effective pedagogy on the basis of...

Students are the key elements in the course of implementing goals of education. Their motivational readiness to learn depends upon teacher led teaching pedagogical process. Students' constructive engagement in the learning process is the first requirement in the contemporary higher management education for promotion of quality education. The sphere of teaching learning undergoes frequent shifts in terms of pedagogical methods to improve higher management education according to changing roles of students (Raman 2013). In Nepalese context over the decades, there is an open argument that the current education encourages students to acquire encyclopedic knowledge rather than enhancing students' creative abilities to analyze reality to make reliable decision for success. Yet, it is practical to identify and describe teachers' attitude, knowledge, and use of participatory pedagogy in Nepalese higher education. Nepalese higher education refers to university research and teaching learning. A number of universities are working to provide higher education. It is a need of all higher institutions of education to understand how they teach what. Focus must be on university teachers lead their teaching responsibility. Their attitude and knowledge towards use of participatory teaching pedagogy must be examined. Their suggestions for promoting new teaching methods should be taken into intellectual debates. But this study cannot include all higher level institutions of Nepal to see teachers' attitude, knowledge, and use of participatory teaching pedagogy. As a result, the study is limited to Mid-Western University School of Management with a purpose to interpret teachers' attitude, knowledge and use of participatory pedagogy. This paper has been divided into the main four parts: context, research design, findings, discussion and conclusion.

### Context

Participatory teaching pedagogy has been widely used in teaching learning activities across the globe. Anupama Raman (2013) argues that teaching methods should be revisited to meet the change in nature of students who decide to be full time employee of organization first rather than to be the full time student. These students consider higher education as a side tract job. Second, many management students strive want to have work experiences along with degree so they could perform better in the future jobs. BBA and MBA management programs have transformed concept and practice of management education. These academic programs are interdisciplinary in concept and practice. Mid-Western University School of Management (MUSOM) has also promoted interdisciplinary orientation based BBA and MBA programs to produce globally competent human resources. MUSOM has a plan to revisit and expand its academic programs to transform management education in the local context. Teaching pedagogy plays vital role in reshaping concept and practice of any academic program. Over the decades, the participatory teaching pedagogy has become the basic tool for producing, assimilating, and applying knowledge and skills. Many universities and academic institutes conduct seminars, conferences, and workshops on teaching pedagogy to update faculty members' pedagogical knowledge and skills for advancement of quality education.