

# Does The Indian Education System Require A Paradigm Shift?

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**Abstract-** *The main aim/goal of this paper is to derive the recommendations, tools, and techniques for effective, creative and innovative learning in Indian Management education. The research paper describes the key challenges or obstacles faced by the Indian Management Education. It explains management education system from the perspective of curriculum design by comparing the European/American curriculum design with the Indian curriculum design which helps in diving deep into the key challenges. In order to meet the expectations of Industry this paper gives recommendations on the tools, and techniques to ensure quality management education in India. This paper also throws light into the lessons or methodology of the education system which can be adopted from China. Finally, the research paper concludes by answering the question/title of the paper “Does the Indian Education System require a Paradigm Shift?” It calls for support from the students, faculties, institution, industry, and government to contribute to the quality management education.*

**Keywords-** Challenges, Indian, Management Education, Innovative, Curriculum, European, American, Recommendations, tools and techniques, Quality, China, Paradigm Shift, Management Schools

Does the Indian Education System require a Paradigm Shift?

## I. INTRODUCTION

Indian management education will soon disappear from the business environment, one of the key examples is the Financial Times Global MBA Ranking 2018, Indian Business Schools or Universities are not seen in the Top 25 (*Source: Financial Times Global MBA Ranking 2018*) and according to the Asia Pacific Ranking of Times Higher Education best Universities in Asia 2018, Indian Universities have disappeared from the Fortune 25. (*Source: Times Higher Education Ranking, Asia 2018*). The reason behind this ranking is enormous, which will be further explained in this paper by stating the major challenges of the education system in India.

This paper primarily aims to highlight the key challenges faced by the Indian management education system and the learnings which can be adopted and implemented by the neighboring countries. Secondly, paper dives into the tools and techniques/recommendations which can be used to ensure quality, creative and innovative techniques for management education in India. The goal of this paper is to answer the question “Does the Indian Education System require a Paradigm Shift?”, hence the paper will be concluded by the answer. The Indian management education system supports theoretical knowledge rather practical knowledge, it majorly emphasizes on the memory based learning, which is irrelevant to the corporate world and this system affects the student’s employability.

According to the report it says that “Only 7 percent of MBA graduates from Indian business schools, excluding those from the top 20 schools, get a job straight after completing their course,” (*Source: ASSOCHAM Report*), question arises, “what about the rest 93%?” this is one of the key challenges in Indian Management Education. A recent study states that India is the second highest country with 33% of unemployment rates Nigeria 47% being among the top of unemployment (*Source: Study conducted by University of Oxford 2016-17*)

As per the records it states that 2,81,160 (as of 2016) Indian students have enrolled in management education abroad among which the USA 47%, Canada 17% and rest top destinations to be Europe and Australia respectively. (*Source: IIE, UNESCO*), this is due to the outdated education system in India. It’s high time to take action and shift, bring a reform, revolutionize the Indian Management Education system.

## Challenges in the Indian Management Education System

Curriculum design is one of the major stone of any Management education institute or university across the world, the below table shows a comparison of curriculum between and top-notch university in India with a top university in Europe/America.

Table:1 Curriculum Design of European/American Institutes and Indian Institutes

European/American Institutes/Universities (Management course)	Indian Institutes/University (Management course)
<b>Year 1</b>	<b>Year 1</b>
<b>Semester 1: Industry Faculty-Driven</b> Fundamentals of Management Case Study Classes Professional Pre orientation for Electives Language Classes  <b>Semester 2: Industry Faculty and In-house Faculty-Driven</b> Lessons in Management and Case Study Classes Introduction to Human and Social Science Industry Internship Programme	<b>Semester 1: Faculty-Driven</b> General Management Subjects Elective 1 Subject  <b>Semester 2: Faculty-Driven</b> Elective 1 Subject Industry Internship Programme
<b>Year 2</b>	<b>Year 2</b>
<b>Semester 3: Industry-Driven</b> SESAME (Company Related strategic consultancy project) Elective Option Research Project (Written Assignment)  <b>Semester 4: Industry-Driven</b> Management Internship (In the field of Elective)	<b>Semester 3: Faculty-Driven</b> Elective 1 and Elective 2 Subjects Professional Development Classes  <b>Semester 4: Faculty-Driven</b> Elective 1 and Elective 2 Subjects Dissertation

From the curriculum in Table 1, we can derive few challenges faced in the Indian Management Education System. The Indian Management Education system focuses more on quantity rather quality whereas the European/American education system focuses both on quantity and quality education system. The teaching methodology adopted by both the universities are different, European/American University focuses more on the Industry-Driven Educators, who has experience both in the academic and nonacademic field, to enlighten the minds of students whereas the Indian Universities is Faculty-Driven, full-time employees of the university. A study reveals that there are cases of faculties joining these premier B-Schools without any teaching nor industry experiences in order to cover their gap year and meanwhile looking for a job in the Industry which in turn affect the students as well as the curriculum and the university. The Industry-driven Educators methodology of teaching is fully case study driven which ensures the best future for the students in the real-time corporate world. Case study driven methodology also enables the student to apply the knowledge in the corporate world and gains a corporate exposure from the Industry Educator. On the other hand, the Indian Students from the age of 6 to 23 are exposed to the theoretical education without any breaks or Industry exposure which creates an obstacle for them in the Industry point of view.

The European/American Management education requires students to have an industry experience before joining the management program which will enhance the understanding in the classroom with other colleagues. It also adds value to the industry educator as he/she can share some

industry relevant experience or knowledge to the students which will enable better understanding and convert those theoretical aspects with their practical knowledge which they had undergone during their industry experience which ensures effective takeaway. On the other hand, when we look at the Indian Management Education system it lacks the industry experience, there is a huge bridge between the industry and academia, it's more of faculty-centric than of student-centric. The shift from theoretical to practical, so-called Paradigm shift needs to take place in the field of Indian Management Education to survive in the current global business environment, to preserve the rich culture of Indian Management Education. The Indian scenario as we can see currently, there are many institutions violating the rules of regulating bodies and made the management education as a form of business, a source of income to many promoters of Indian B-Schools and the promoters look for quick source of income which affects the complete system of education including quality and innovation which can be imparted to students. Some students join MBA course for a degree to suffix with their names. Hence the value of the degree is lost and even the faculties without sufficient teaching experience join these institutes which creates an abnormality in the education system. The fresh management graduates do not meet the expectations of Industry and hence creates unemployability. (Source: ASSOCHAM Report) The cleaning process must be scrutinized starting from the students, then faculty and finally the institutions. If these challenges and cleaning process takes place as addressed then there can be a healthy management education in India. Due to the increase in unrecognized universities and institutes the value of the education in management has decreased enormously.

At the outset, we wish to present some interesting observations about Indian higher education that were highlighted in the print and electronic media. "Too many of our higher education institutions are simply not up to the mark. Too many of them have simply not kept abreast with changes that have taken place in the world around us, still producing graduates in subjects that job market no longer requires. Not one Indian university today figures in top 200 universities of the world." -Dr. Manmohan Singh, Former Prime Minister of India (Source: India Today, 2013). By 2030, India will be amongst the youngest nations in the world with nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system (Source: Times of India, 2014), fifty percent of youth would be in the higher education system, at least 23 Indian universities would be among the global top 200, six Indian intellectuals would have been awarded the Nobel Prize, the country would be among top five countries globally in cited research output, its research capabilities

boosted by annual R&D spend totaling over US\$140 billion. (Source: *Businessline* 2014). Based on the Asia ranking of Universities, let's have a look at China, which is hosting the world's top University/Institute. China's most striking strides relate to academic excellence. Its lead in research is head and shoulders ahead of India, not to say, all the BRICK countries. In 2011, India produced 45,172 research publication, and China 156,574 (Source: *Adams, Pendlebury and Stembridge, 2013*). China has also succeeded in increasing postgraduate enrolment. India, on the other hand, continues to record peculiarly high undergraduate enrolment—87.4% in 2011-12 (Source: *EY-FICCI, 2012*). In fact, at 19.8 million, India records the largest undergraduate enrolment, as compared to 12.7 million in China and 10.4 million in the U.S. (Source: *Vidya Rajiv, Gauri Tiwari 2014*).

Internationalization is the new *sine qua non* of academic excellence. China has emerged one of the top “host countries” of international students (292, 000 international students in 2011) from near insignificance. It is remarkable that China has managed to score so high on the inbound mobility aspect in spite of English not being the official medium of instruction: In 2011, US students accounted for 8% of the total international student population in China—an approximate 23, 360. The key to China's success are focused steps. (Source: *Vidya Rajiv, Gauri Tiwari 2014*). The strategy of adding international competitiveness by way of “brain gain” serves as a representative example. The Indian Diaspora, which adds up to over 25 million in 130 countries, remains an unexploited resource in the context (Source: *Kumar, Sarkar and Sharma, 2009*).

India's policies on internationalization remain mired in deliberations and disputes. The Chinese higher education system bears fruits of profound, some might say, radical policy actions. Most of it has to do with phenomenal spend, but the rest of it is about exemplary policy formulation and execution. While the Chinese have succeeded in building a coherent and differentiated system rushing to move inwards from the periphery, India's expansion is a slapdash reaction to “massification”. It suffers from gross underinvestment, but much worse is the affliction of policy paralysis: The reservoir of policy initiatives, which is scarce as it is, dribbles away as it sluices down endless disagreements and obstructions. India would do well to find a middle ground in policy design somewhere between the absolutistic quality of the Chinese system and the inefficacy of the Indian central planning apparatus. Higher education policies, in the context of jurisdiction in a federal democracy (a total of 29 states, each with its own regulatory structure) and relevance to a wide range of institution types, must be sufficiently adaptive, at no more than a reasonable cost to indisputability in interpretation

and execution. (Source: *Vidya Rajiv, Gauri Tiwari 2014*). Nested within a slew of developmental challenges and slow-moving democratic processes, India's higher education has many crosses to bear. Yet, India can take the lesson from its neighbor, which has proved that policies that are encased in goal-oriented projects can reap extraordinary results.

### **Recommendations, Tools, and Techniques for effective, creative and innovative learning in Indian Management Education**

The corporate world is a blind road, as we cannot expect the destination of the journey. The corporates in the current world expect a level of standard from the graduates but the institution lacks in providing those standards to the corporate, which in turn affect the student's employability. As mentioned earlier that there is a huge bridge between the industry and academia, hence it's very important to have an industry and case study driven education system in place as seen in the European/American Institutes curriculum design.

Practical and quality education is much required than the theoretical and quantity education. Improvement in the curriculum design based on the changing technologies and support innovation and creativeness among students which will enhance employability.

Invite eminent speakers from the industry to deliver the lecture and ignite the minds, which will reduce the gap between industry and academia.

There must be a mix of industry and academic faculty to educate the students as shown in the European/American universities, which will enable students to relate to the practical world. Develop student-centric instead of faculty-centric education system.

There is a high need for well-qualified management faculties to deliver lectures and enlighten the minds of young leaders and managers.

The institution must set certain rules such as minimum eligibility, to pursue management education the student must meet certain Industry experience which will enable the students to put their theory into practical and create an industrial environment in the classroom.

The institutes must try to establish linkages with international universities globally in order to give global exposure to students and faculties such as faculty and student exchange programs.

Finally, the education institutes must be affiliated with a top-notch university and the regulating bodies must derecognize those universities which do not comply with the regulation.

UGC (University Grants Commission) which is responsible for coordinating, determining and maintaining the standards of university education must check on these institutes frequently.

AICTE (All India Council of Technical Education) and NAAC (National Assessment and Accreditation Council) and all other professional councils which engage in Research and quality assurance must check on the smooth functioning of the institution in order to promote quality and excellence for the improvement and betterment of universities and colleges.

## II. CONCLUSION

Indian Management Education should impart knowledge based on industry and practical-driven, as there are very few numbers of Indian Institutes such as IIM's and Indian School of Business with great Vision and Passion to impart knowledge in an innovative and qualitative methods to students, with world class amenities in terms of library, infrastructure, and faculties. These institutions are also encouraging Industrial Visits for students and faculties, faculty and student development programs, international exchanges, supporting/funding faculty for research and they also invite industry speakers to ignite the minds of young leaders and managers. As we can see that the Indian Management Education has a vivid scope but there are various impediments to cross. A high need for management educators in India with doctoral qualifications with industry exposure and knowledge will be key. It's true that there are a lot of management educators who are passionate about the management field, the same is seen among the young students, they have turned out to be the management gurus worldwide but the contribution of theirs towards the Indian Institutes lack or are very poor. Hence we can say that there is an immediate need for a paradigm shift to a quality, innovative and creative methodology for the betterment of Indian Management Education. A shift from the traditional style of learning to the modern style of learning is much required in the current scenario of changing technologies and growing challenges in order to survive and sustain in the emerging global business environment. The best way to adopt and defend the challenge is to seek the support of government to fund and encourage research in the minds of faculties and students. Therefore to conclude, we need to build the nation with creative and innovative future leaders and managers, the industry must also

take initiatives to support the management education in India. In a holistic view it's essential to get support from each and every citizen of India, may it be the students, faculties, institution, industry or the government, to come forward and work together creatively to build the nation and uplift the standards of Indian Management Education Globally.

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