

Research Article

Innovation and Creativity in Management Education: Demand for Present and Future

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Abstract

Dynamic changes in business created an immense need to introduce creative techniques of teaching and learning in the management education system. At a global level, the business school adopted innovative Pedagogy for teaching and due to this, they can serve competent leaders and managers to the industry. In India, most of the business schools are still lacking such teaching pedagogy which able to develop problem-solving capability in students as well as activate their creative thinking. This paper mainly emphasizes the contribution of creativity and innovation on the enhancement of the Management Education system and its impact on students. Efficient Managers can be developed through the modern education system by incorporating innovative teaching methods and tools in it. Foreign business schools having practical based teaching learning system. The Indian Business School can be equivalent to the foreign Business schools by adopting recent innovative teaching -learning methods such as MOOCs (Massive Open Online Course), Case study, Roleplay, Flipped classroom, Peer to peer learning, Internship program, Project-based learning, Practical workshops as well as continuous research on employer/Industry demand. An attempt has been made in this paper to understand the current standard of Indian management education system, gap, challenges, and lesson learned by of Indian Management Institutes to compete with global standard.

Keywords: *Innovation, Creativity, Indian Management Education, Teaching Pedagogy.*

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INTRODUCTION

Due to globalization, privatization, and liberalization in industrial policies, the number of industries increased drastically in the past few years. Now to manage these industries efficient management leaders are required. Hence the entire responsibility lies within the Management Institution to provide capable leaders who can efficiently manage the work. In the globalized business scenario, there is a need to develop such managers who act and think to fit in the international business environment. As stated by **Mukhi & Anand (2015)**, globalization has played a key role in the Indian Business management system. With rapid developments, the business is being able to enhance the factors that are important for the education system. It analyses the requirement of effectiveness in the education system especially in Indian organizations and management education institutes to retain the sustainability between demands of industry with skillful decision-makers as well as the team leaders. Management Education systems need to purifying traditional management processes and thinking.

As a result, the number of Management colleges, Management Institutes and Business schools have been increased. Management education is a branch in the higher education system which develops competent managers for the business. The quality can be counted in terms of price and feature in the case of product but in the case of education which is intangible in nature, quality, mainly focus on advanced skill development, creativity, innovativeness, advanced teaching Pedagogy etc. Creativity and innovation play important role in management education. The management education system in foreign countries is more focusing on practical based curricula that suit the current business environment. Foreign business schools also emphasize on developing globally responsible managers or leaders. Hence innovation plays a top role in comprehending the factors that are associated with the development of the Global Management Education System. A diverse class environment at foreign management institutions builds confidence and prepares students for any kind of coming future challenges. The classes which contain students from diverse culture, nation and background greatly influence and enhance both the professional and personal attitude of management students.

India is the second most populated country and approx. management education is supposed to be a great career so India is the world's largest Management Education provider country. As per the ASSOCHAM report, in 2016, a total of 5,500 business schools were running and out of which approx. 7% of MBA students got employment. The employment opportunity for Management students is somewhat down due to tough competition for some required

positions as well as a poor connection between educational technology, methodology and requirements of an employer. According to **Aggarwal and Goodell (2012)**, Business education must remove the simple classroom theory teaching pattern and must embrace such pedagogies that improve all parts of management education. To overcome all such types of problems finally, **AIMA (All India Management Association)** decided to change the curriculum which suits current Indian and global Industry requirements. AIMA suggested that integration with industry will help to target the curriculum which fulfils the need of the employer.

Foreign management education system using a creativity-based curriculum and teaching technology while the Indian management education system needs to learn a lesson from them to make their education system more live. As opined by **Sharma & Sharma (2015)**, the Indian Education System should be able to indulge their students in undertaking activities, which are imperative for the functioning of the company. The Indian management education system has provided initiatives and schemes for students to help them to partake in the opportunities of education.

Thus, the current study outlines the connection to the previous research and literature on the global management education practices and Indian management education system. The research paper also includes the reason for failure to develop students up to the desired level of industry requirements by Indian Management Institutes. Thematic analysis has been conducted to study the Indian Management education system,

The main aim of this paper is to provide an overview of the Indian Management education system and the need to develop creativity and implement innovative tools and techniques to be globally competitive. Against this backdrop an attempt has been made in this paper is to:

- To develop conceptual framework of creativity.
- To conduct Thematic Analysis on various sub themes of Creativity and Innovation in Management Education
- To compare Indian Management Institutions with World Best Management Institutions to identify the gap.
- To understand the lessons learnt by Indian Management Business Institutes.

Conceptual Framework of Creativity

Creativity is a live process that is essential for innovation. It is a type of continuous learning practice that generally require the knowledge or understanding of the entire context for which creativity is going to apply. The process of creativity is the soul of innovation and both these

words are interchangeable. Creativity is one's ability to see the entire world with a novel dimension to search unobserved shapes. Mainly creativity involves two different processes first one is thinking and the other is creating. Creativity is an idea to transform the existing area into a novel domain.

DEFINITIONS

Different authors have given various definition which describes the creativity and its process at a distinct time are given in Exhibit 1.1

EXHIBIT 1.1- VARIOUS DEFINITIONS OF CREATIVITY

S.NO.	AUTHOR	DEFINITION	YEAR
1	Teresa Amabile and Pratt	creativity as the production of novel and useful ideas and innovation as the implementation of creative ideas	2016
2	Pam Slim	“Creativity is expressing your ideas in a full-contact, full-color way. It is using as many senses as possible to express an idea. It is the zone from which great, useful things are created.”	2014
3	Robert Sternberg	The production of "something original and worthwhile"	2011

As it is clear from the above definitions that the word creativity is seems simple but difficult to understand because this process is an amalgamation of many concepts.

Process of Creativity

Creativity is initiated by a creative mind and a novel thought process. It is a myth that intelligent people can be creative and it is an innate ability. Creativity is a kind of skill which can be developed through proper training and time to time inspiration. This will help people to be creative. Only intelligence level and I.Q. doesn't sufficient for creativity, many other aspects such as motivation, self confidence, knowledge& experience, opportunity, freedom of thoughts etc. also necessary to generate creativity.

Inter linkage between Creativity and Innovation-

As it is clear that creativity gives birth to innovation means the idea generated first in the mind and finally, it implements which termed as innovation. According to Teresa, Amabile and Pratt (2016), innovation as simply an implementation of creative ideas or

conversation of ideas into action. Creativity is an important part of the innovation process, with no innovation without creativity. There is a need to foster the mind of people to generate creative ideas.

A clear-cut relation between creativity and innovation can be represented through formula and it acts like – Start thinking (generate idea through brainstorming) + Prepare plan (Imagination develop creativity) + Put into action (Innovation).

Research Methodology

A research methodology is one of the most detailed parts in a research study that discloses research design, data collection, and data analysis methodologies, techniques, and tools. In this context, it is noteworthy that the researcher has selected the most appropriate research methods and tools for ensuring that the maximum outcomes in the research have been met. The detail discussion on research methodology followed in this research is as follows:

Research Design

In the current research study, considering the broad nature of the research issue, the secondary data-based methodology has been identified to be the most suitable to achieve the objectives. The researcher used exploratory research which is used to explore the literature included in the paper. This type of research study used to increase further understanding about the existing curiosity. The researcher has selected the "positivism research philosophy" where the researcher is required to focus only on realities and realistic acquaintance added through observing the entire population. Further, the "deductive research approach" followed here which is generally used to test the prevailing theories. As there is no aspect to devise new theory and enhancing the undertaken segment of the research study so the deductive approach is appropriate for this research.

Data Collection and analysis

The researcher is going to collect data using “secondary research and qualitative data collection method”. It is a suitable method for collecting descriptive data from the existing previous studyresources.However, the qualitative method for data collection is accessing online resources for collecting information. Thus, the current study has followed data collection from genuine publications, research journals, and online resources such as Google Scholars, Research Gate, and Emerald insight. To collect secondary qualitative data, the researcher used the "systematic literature review method". Next, the collected data is going to be analyzed through the “thematic analysis method”, largely propounded by **Braunand**

Clarke. It is a secondary data analysis method, involving analysis of themes, raised from the data collected.

Data analysis

Thematic analysis

The thematic analysis defined by **Braun and Clarke (2006)**, as - thematic analysis is: “A method for identifying, analyzing and reporting patterns within data.”. It is a qualitative or textual data analysis method, which provides enough flexibility to design themes based on collected data. According to **Braun and Clarke (2019)**, revise some phrases used in Thematic Analysis and now it is known as the Reflexive Thematic Analysis which includes a new pattern of analysis. Based on collected data the following themes have been constructed which facilitates to fulfill the research objectives.

- 1. Creativity and Innovation***
- 2. Paradigm Shift in Management Education***
- 3. Gaps identified in existing research***
- 4. Challenges faced by Indian Management Institutions***
- 5. Lessons to be Learnt by Indian Management Institutes***

Theme 1: Creativity and Innovation

The literature on creativity and innovation has been collected and thematic analysis is attempted which is as given below.

The term creativity itself has great value, as it gives birth to innovation. The isolation is not possible between creativity and innovation. A creative student can discover situations in a new and altered way, so sometimes it is necessary to develop creativity by giving them some practical platform where they can express their innovative ability. Similar to other skills creativity can be cultivated through some practical work. (**Lucas and Spencer, 2017**). As creativity and innovation are a core competency for a disciplined Manager in any functional area of an organization. 21st-century managers must have creative ability and it seems as fundamental competency. To gain competitive advantage globally there is an immense need to prepare creative Managers.

According to **Kampylis and Berki (2014)**, a student can be able to generate some novel ideas, theories and questions by applying their outstanding imagination are simply termed as creativity. **Kaufman and Beghetto (2009)**, elaborate four different categories of creativity which are developed by them- High creativity near about to innovation (Big-C), Moderate creativity (Pro-C), Little-C and personal and novel creativity (Mini-C). Innovation in the

Indian Management Education develops great leaders and managers who are dealing with the leading multinational firms throughout the globe..According to **Menendez, et al. (2020)**, many technology-based innovative techniques for teachers and learners such as Artificial Intelligence, Robotics, Drone, Internet of Things, etc. equipped the teachers for better delivery of content in novel ways and make the content easily understandable for learners as well.According to **Archer & Davison (2008)**, Soft skills, employability skills, innovativeness and creative thinking make the students more ready for work. Adopting Innovative approaches and creative thinking concepts introduced by **the Confederation of British Industry (2007)**, make students more professionally ready. Thus, today's grooming business environment with high competition and frequent changes in demand for business operation needs the efficiency of employees in dealing with human resources at the workplace.

According to **Yordanova (2019)**, emphasized on gamification techniques as the best innovative method in the management education system because it has diverse features and essentials for different mind-set of students.

According to **Kumar and Jha (2012)**, Indore IIM has taken initiative and started some innovative pedagogy practices for Project Management subject, Institute arranged one day trip of Himalaya for students to understand and generate the necessary attitude and skill to work in a tough situation and handling it.

However, the current management education system in India dealing with modern approaches and trends in the education system and involving the Indian organization as well as global firms as part of their industrial exposure programs. According to **Kurihara (2014)**, concluded that the main purpose of industrial exposure is to offer students insight into the business and industrial world. It helps the students to provide practical and real-world knowledge of the different functions in an organization.**Sridhar and Bhushan(2015)**,opined that the major role of the industry to make teaching methods more innovative so that they come in front to provide support for writing cases and engage management institute faculties for a 6-12months project.

It also includes the internship program as well as the peer-to-peer educational programs which support a student in studying and learning management concepts with experience of practical working scenario. As per **Clack et al. (2018)**, some learner's centric teaching techniques in Management Education such as the flipped classroom approach and role play to make education employment oriented.

As per **Aggarwal and Yinglu (2019)**, explained the best method of deep learning is experiential learning, in this method students learn different appropriate skills by participating in pre-designed structured experiences – programs such as study abroad, develop a project, recommend and activate programs for specific or general organizations. This approach of learning is very effective and has a great impact on student's overall learned values.

Creativity and innovation in education help the teachers as well as students to explore more. New teaching methods include guest lectures or special sessions by industry executives who share their experience of the corporate world to keep the student's update about recent trends in the industry. It gives a different viewpoint on the problems and innovative ideas to solve them. The Indian management education institutes need to introduce more innovative ideas and should focus on creativity for the betterment of their students.

Innovation and creativity are what the Indian management education system needs the most. New and creative ideas should be implemented by the Indian management education system for their students. With these innovative ideas, it would be much easier for the student to understand the practical real-world problems more easily and efficiently (**Eyster et al., 2016**). Instead of using, the ancient method of teaching and asking them to learn more theories, the education system must try to implement practical solving applications. The education program should focus more on the skill and talent development of the students (**Renganathan et al., 2012**). Innovation in the education system also includes collaboration with global organizations and management education institutes. MOOC (Massive Open Online Courses) courses are one of the leading opportunities offered in the online platform which provides management students to have a study of special courses while being on campus. Further peer to peer learning is an opportunity of learning made among the students through group discussion, international student conferences, management education seminars, and MOOC business presentations. The industry association for organizing the global peer to peer learning platform provides a crucial impact on the Indian management student to attain the managerial skills

The main evidence that practical knowledge matters is that a lot of successful people who have done well in life don't even have a proper educational background. They all have started their successful venture after 12th. Hence telling us the importance of field-work and practical knowledge.

According to **Bhatia & Panneer (2019)**, the global economy is influenced by the case analysis and research studies opted by the management students. However, it has a significant

role of the managers and learners in research and development of the global economy which undertakes the opportunity of learning while researching on management practices. Students, no matter from which field they belong must learn the practical approaches to the problems and focus on the practical solution of the problems provided to them.

As per the **Latukha (2018)**, talented students and skilled employees are products of highly sustainable management education schools. However, the curriculum and the productivity of management education institutes ease the market value of the firm simultaneously.

The Indian Business schools should increase diversity on campus by admitting students from different academic streams and also putting more stress on extra-curricular achievements of students while students pursuing a management degree from abroad have many choices of best colleges.

Theme 2: Paradigm Shift in Management Education

The management is part of our system form ancient times, all Vedas, Ramayana and Mahabharata taught many management lessons such as stress management, leadership, conflict management etc. The aim same but the method of teaching has transformed. To make India technologically sound with this vision Pt. Nehru establish technical institute in India (**Reddy, 2000**). To fulfil this vision many industries were established and to run these industries efficient managers were required (**Anubhai, 2008**). Some existing commerce college provided theoretical knowledge of subjects which were insufficient to serve practically sound skill employees. In 1947 a national level committee All India Council for Technical Education (AICTE) has been established to make decisions for management education. and in 1949 1st Management institute XLRI has established with management courses. In 1953 the committee advised the government to establish a completely new program for the management education system to fulfil the growing industry needs. The government also taken initiative and establish two Indian institutes of Management (IIMs) one in Calcutta (in year1961)and another in Ahmedabad (in the year 1962). Till 1986 total of 13 IIMs were set up in India. Afterward, industrialization takes place and many more industries established in India and MBA degree holders get the best jobs in the country.

Till the 19th and 20thcentury no advance teaching pedagogy and practical aspect adopted at management institutes only theoretical aspects and methods were used but in the 21st century, the management education system is completely transformed due to globalization, liberalization and digitalization. In the 21st century where digital technology at its peak every student must equip with creative, critical thinking and tricky mindset with collaborative

thoughts. As the business is rapidly embracing digital technology to align with the current scenario, quality of teaching, entrepreneurial skill and great leadership skill must be honed by the management institutes. Embrace technology with ethics is important for future managers. As many management institutes start transforming their teaching pedagogy and adopting digital methods of learning and teaching. As per the article published by **Gaur (2019)**, The 'E-Learning: Global Market Outlook (2017-2026)' report, showing the rapid growth in the worldwide e-learning market during the year 2017 to 2026 that can be \$176.12 billion to \$398.15 billion. Due to this technological shifting more advancement and specialization are required in the MBA program. (Retrieved from <https://www.financialexpress.com/education-2/how-management-education-will-change-in-2020/1806961/>).

According to **Ralhan(2018)**CEO & Co-founder, **Next Education India Pvt Ltd** explained that with the involvement of technology the entire education system shows great transformation and now the teachers become facilitators or mentors in their complete teaching and learning period. The entire management education system was different before Corona (BC) and disruption starts with the entry of Novel Corona Virus infection in India. Now the management education system is completely transformed.

According to **Dashora, Chandrakumar & Saxena (2020)** due to the COVID -19 Pandemic in India a rapid transformation in the entire education system being seen. During this critical time, where social distancing and isolation are key precautionary measures hence physical interaction with students is not possible. So, the only possible solution to maintain the continuity in education is digital teaching-learning methods and platforms which are using to facilitate the teaching process.

Now the entire management education system has been entirely transformed and the traditional way of teaching-learning methods wherein teacher has dominant role, is not possible to apply.

Theme: 3 Gaps identified in the existing research

The significance of managerial practices in the education system of India has been often criticized by both practitioners and academic scholars. Hence, having an MBA qualification without managerial practices guarantees neither business achievement nor prevents debacle in both a personal and professional manner. The significance of business school has been a long concerning issue in India. The Indian education system has a huge gap between their existing managerial skills in their education and the current managerial skills, which is practiced worldwide (**Noe et al., 2017**). Due to this gap, it becomes difficult for students to perform in a

real-world situation and they also unable to perform according to the organization's goals. The managerial practice system of Indian Business Schools still lacks in providing practical problems (Case Study based teaching) and managerial skills to their students to solve the problems. Even Business institutes do not expose students to live and practical problems, which is needed to be learned along with theoretical knowledge. As a result, students are not aware of the problems which they will be facing in the real corporate world.

Newly minted management students have the insufficient practical knowledge to solve real-life business problems which an organization requires, as the education system is unable to provide modern techniques and knowledge of the business world (**Chu, Kwan and Warning, 2012**).

Indian education system lacks in providing diversity in knowledge to its students due to the inadequate integrated curriculum in various practice areas. Moreover, they produce Management graduates who can talk about business but have not learned about business as they lack practical knowledge. According to **Kothiyal, Bell & Clarke (2018)**, provide an understanding of the factors that are associated with major differences that exist amongst the Indian and Global Management Education System. The Indian Management Education System needs to develop its educational curriculum likewise the American Business Management Institutes, which are practicing with industry enrolment to student education.

There remains a huge difference in innovation and creativity between the global management education system & practices and the Indian management education system (**Kamath, 2013**).

According to **Shukla et al. (2013)**, global western business schools are continually developing the content and the delivery modes of their syllabus.

The Indian management system lacks in many perspectives than that of the global management education system. Indian Institute of Management (IIM) especially Calcutta, Ahmedabad, Lucknow and Bangalore ranked among the top management schools in Asia and India but fail to hold their position among the top 100 at global ranking. IIM and other top-ranking business schools only implementing these innovative techniques which help to produce professionalized management leaders but the rest of the management institutes have to do work hard to place themselves in top ranking. However, with globalization, the framework of business studies has transformed considerably. The common insight which can be attained from the business school graduates is that they can use very little of what they have been taught as they are deprived of practical problem-solving skills (**Rao et al., 2014**).

The Indian education system differs in many ways some major differences in the context of foreign and Indian management education system illustrated in the following table 1.1

TABLE 1.1
Comparison of Indian Management Institutes with World Best Management Institutes

Basis	Foreign Management Education System	Indian Management Education System
Admission	GMAT/GRE Score preferred (UK and US)	CAT/CMAT/ATMA etc. required
Preference	Focus on overall performance (other than classroom activities)	Focus only on academic record and grades achieved
Experience	Work experience is required to get admission in regular MBA courses (3-4 years in Harvard Business School and Chicago Booth requires 5 years).	Admit fresh graduated in regular MBA courses. They don't have knowledge of industry work culture and difficult to solve Case studies.
Curriculum	Practical based (case studies and industry and field visit etc.)	Theoretical based (Except some prestigious IIM's). Rigid and less innovative and practical oriented.
Individual growth and personality	More diversity and a good network of alumni (Yale and Harvard B-schools) improve personal and different skills over a period.	Less diversity available so less personal, professional and various skills development is possible over some time.
Interaction with students	Fully interactive teaching scenario (two-way communication)	Less interactive or some times one-way communication. Passive engagement of students is visible
Preparedness	Students sit in class with good preparation and ask tough questions	students are less prepared for a class they think of its

	during the lecture session.	teachers' duty and responsibility to teach us.
Dependability	Self -driven, individually motivated and quite disciplined student mass.	Always expecting directed and tutored by some others. Not self-driven expect spoon-feeding by teachers. Fully dependent on the system.
Ranking	Program for international student assessment (PISA) because students have rich problem solving, engineering and economic skill. They have acquainted with self-governing study culture and thought processes.	Low rank in Programme for international student assessment (PISA) because lacking of advance and creative thinking skills as well as independent study culture and free-thinking process even they are intelligent and sharp enough.
Placement	The institutes prepare, equipped and provide opportunities to the students to grip the existing job.	Students think that the job is brought by the institutes.
Faculty	Quality faculty with a research-oriented teaching pattern. An eminent faculty can attract good students. They are free to teach the modern curriculum.	Lack of research-oriented teaching skills and sound technical knowledge and freedom. They are bound to teach the regular curriculum. There is an immense need to focus on the faculty's caliber.
Government support	A dedicated government body for managerial education.	No separate government body for the management education system. Common

		rules for all systems.
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Source: - Researchers' own compilation

As is clear from the above table that the Indian Management education system lacks far behind the world's best management institutions with regards to creativity and innovation.

As seen from the above table that in all aspects (from admission to recruitment) our institutions need to improve their performance. This gap will be filled through innovative teaching pedagogy and curriculum which is well designed as per Indian culture, need and industry requirement.

Theme 4: Challenges faced by Indian Management Institutions

The Indian management education system is exposed to the portals of challenge, which has affected the functioning of the curriculum innovatively. As per the research conducted by **Jain (2019)**, conventions and traditions play a key role in the development of the Indian Management Education system. It can be stated that the business education suffers mainly due to lack of goals and aspirations, lack of focus on the improvement of the curriculum of the education system, lack of innovation to engage the students that are a conveyor of education.

According to **Shetty (2014)**, not a single Indian Business school have their unique identity, due to uniformity of curriculum. Even among the IIMs also little difference observed in curriculum and offered research programs.

Due to lack of proper quality control, poor infrastructure, Placement through campus selection at a very low pay scale, poor or unexperienced faculty and outdated course content are the main reason for the destruction of Business schools in India. (**Retrieved from <https://www.firstpost.com/business/blow-to-b-schools-93-of-management-graduates-unemployable-says-study-2753940>**.)

Unavailability of required resources, no or less alliance with foreign management institutes and industries are some major challenges that have a huge impact on Indian Management institutions. Among all the unique challenge is industry exposure, by this innovative tool management institute can develop a student into an efficient manager. Several benefits are served by industry exposure to management students such as:

- Industrial exposure brings precision in students and provides significant management perception, which students can, practically experienced, and put into action.
- It bridges the gap between classroom hypothetical teaching and realistic learning in real life.
- Industry exposure offers a chance for students to ask queries associated with their area of interest.
- Regular industry exposure helps the student to recognize their area of interest and perception towards their field.
- It provides a platform to enhance their skills and passion for learning.

The students get different knowledge and ideas by visiting various companies with similar work. The impact of industry exposure helps a lot for a student to develop his skills, talent, and learn new ways to solve the issues (**Shetty,2014**).

According to **Bhattacharya (2010)**, Excess class workload on Management faculties, make them unable to focus on research and creativity. Compare to the top American business school faculties, Indian faculties have twice the number of subjects teaching load.

As per the **Aggarwal and Yinglu (2019)**, the biggest challenge for Indian business schools is the diversity of students internationally which induce the entire system to change the teaching-learning process and pedagogy as well. The management education is exposed to difficulties in the enhancement of the executives that mark the future for tomorrow. This portrays that the education system should be able to manage its resources in a better manner and lead to the development of the Indian education system in a better manner.

According to **Aithal & Kumar (2016)**, the Indian Management Education system lacks creativity and innovation. It shows that the systems require revival to enhance their system of governance. This further shows the emergence of several acts that have an impact on the functioning of the curriculum.

The biggest challenge is to sustain continuity in a dynamic environment. Introduction of new subjects, innovative pedagogy and update curriculum but with this continuity must be maintained. The problem is an amalgamation of traditional teaching with modern methods but simultaneously balance optimality.

Theme 5: Lessons to be Learnt by Indian Management Institutes

There is a wide gap observed between Indian Management teaching techniques and other developed countries' management teaching system. As no one can compete with Indian talent. Indian Management students can also think more creatively and innovatively as the worlds' best management school students. The creativity and innovation in form of “Jugad” are part of Indian management students' talent. There is no need to merely copy the foreign management institutes' teaching pedagogy and teaching-learning system but need to redesign the entire management education system as per Indian Industrial and culture requirement as well as student's desire and learning pattern. Hence there is a need to understand the desire of the adult generation. An adult student thinks and learns differently so it is necessary to develop such a teaching pedagogy which satisfies the need of college students. Every faculty of higher education have to understand that psychology of adult students as they are-

- Think differently that the content is useful for me or not.
- Think that-Is the study contest worth it for me?
- Always try to connect their past good or bad experience with current learning.
- More focus on self-learning.
- Give more importance to practical oriented and more focus on problem-solving basedlearning.

Hence always consider the young student's interest before serving them. because they are the actors who improve the system of Business Institutes in India. To overcome from challenges facing by Indian Management institutes there is a need to revamp the entire education system and for that various committees suggested that institute must

- Require to encourage a culture of research.
- Require to maintain and increase the quality of management faculties.
- Adopt the course material which is aligned to Indian Industry requirements and suits to its culture (**Panda,2015**)

It is also suggested that continuous research on employer demand with management professionals to maintain well exposure to the educational organization and corporate world.

According to **Paul et al. (2017)**, the Indian Management Education system should be able to enhance and improve its system of the curriculum. It is important to take into account the use of computing and other informational activities, which can lead to the development of the business. The education system needs to make the use of innovation and creativity, which would bring in better effective results for the business.

Synthesis of Thematic Analysis

The above research is based on thematic data analysis. However, the data analysis has been done through critical research which has taken into consideration the opinions of existing researchers. It provides a glimpse into the Indian management education system and the lack of innovation and creativity in their curriculum. As per the first theme where creativity and innovativeness development is possible in students through the well designed practical based curriculum. as creative and competent managers are the prime demand of the industry. Due to rapid globalization, liberalization, digitalization and industrialization, the entire education system transformed from old theoretical aspects to practical based novel methods. The Indian education system is far behind that of the global education system. The education system lacks in providing new and improved ways of teaching pedagogy which suits the Indian Industries environment and culture. Indian Management institutes facing many challenges to compete with global management institutes. The lesson should learn by the Indian management institute to understand the students' psychology and learning pattern. The Indian management education system must try to implement new ideas and curriculum which generate creativity in students.

The results that have been derived from the data analysis indicate that the Indian management education system is unable to meet up those expectations of the students and organization demands so there is a need to work hard to improve the system.

Conclusion

The current research aimed to discuss the requirement of innovative ideas and creativity in the Indian management education system concerning Indian and global scenarios for demand in management employment. Thus, this paper mainly emphasizes on the issue and challenges faced by the Indian management education system in producing efficient managers for the industry as compared to the global education system. No doubt that some Indian Business Schools are using innovative and creative education technologies but it is still not up to the mark which satisfies the Indian as well as global industry demand. Moreover, the study identifies the immense need to implement learners-oriented teaching practices for intermediating management education and employer requirement. It can be concluded that there is a need to boost the Indian management education systems by embracing novel practical based teaching pedagogy. A student should be provided with real-life examples and problems for a better understanding of industry exposure, seminars, global management

education presentations, and enrolment. Moreover, the increment in global management school's association with Indian management education leads to support in adopting innovative methods like MOOC courses, Peer to peer learning, Internship program, and practical workshops. A **flipped classroom**, is an instructional strategy and a type of blended learning focused on student engagement and active learning, giving the instructor a better opportunity to deal with mixed levels, student difficulties, and differentiated learning preferences during in-class time, is slowly becoming the future of education system all round the world.

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