

Inverted Classrooms and Students' Academic Performance: A Case of Higher Education in Management

Prateek Maheshwari

Indian Institute of Foreign Trade, New Delhi, India

Abstract. Despite significant socio-economic growth over the past decade, Indian higher education is still facing several problems and challenges, and management education is no exception. Reconsidering the objective and model of Indian management education is of utmost importance in order to prepare management graduates for today's highly competitive and dynamic business environment. The purpose of this study is to evaluate the effectiveness of inverted classrooms and students' experience towards inverted pedagogy in a *Strategic Management* course at a premier management education institute of North India. An investigational research design and survey research is employed to assess the inverted classroom effectiveness and students' experience. The research provides several valuable insights for research scholars, academicians and institutes. While inverted pedagogy leads to a mutual learning environment and prepares students for self-learning, it also offers educationalists to remodel their teaching pedagogy as per students' learning and understanding needs.

Keywords: active learning strategies, decision making skills, higher education in management, inverted / flipped classroom pedagogy, problem solving skills.

1. Introduction

The Indian higher education sector holds an important position across the globe. Approximately 900 universities and 39,050 colleges cater to about 37 million students across India and these figures are growing annually. The increasing appetite for education amongst the Indian college-going population has put the Indian higher education segment under tremendous pressure to expand (*Education and Training, India Brand Equity Foundation, 2018*). India has become the second largest market for e-learning after the US. It is expected to reach US\$ 1.96 billion by 2021, with approximately 9.5 million users. Furthermore, the higher education sector is expected to see exponential growth in the coming years. India will have the world's largest tertiary education age population and the second largest graduate talent pipeline globally by 2020 (*Education and Training, India Brand Equity Foundation 2018*). Even though it

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has advanced significantly over the last decade, higher education in India is still have several challenges such as:

- Gaps in supply and demand
- Low quality teaching and learning
- Uneven access to opportunities and,
- Limited research facility and originality (Sheikh, 2017)

The gross enrolment ratio (GER) of higher education is only 25%. It is far below countries like, China with a GER of 44% and the US with 86%. The government of India is expecting to reach a GER of 30% by the year 2020. It is only possible with a radical increase in the number of universities and colleges (*The Shape of Global Higher Education, British Council 2016*). Access to Indian higher education is limited due to social, economical and geographical disparity. Additionally, lack of qualified faculty, outdated teaching pedagogy and curriculum, minimal academia - business interaction and non-existence of a quality control mechanism are the most general problems faced by the Indian higher education sector (Sheikh 2017). Finally, the lack of early stage research exposure and innovation in the Indian education system has resulted in substandard research quality when compared at the global level. It is apparent that the higher education sector is facing multiple issues and within it, the Indian management and business education field is no exception.

The top Indian management institutes every time fail to become visible at global platform. And, mid-level institutions are often under pressure for their sustained existence (*IX Indian Management Conclave, Bangalore, India 2018*). India has skid to the 53rd position in the global competitiveness of management programs in 2018. It was ranked at 26th position in the year 2007 (*IMD World Talent Report, Institute for Management Development, Switzerland 2018*). The employability of graduates, which was 45% in the year 2016, has come down to 36% in 2018. Indian management graduates lack handy exposure, problem solving and decision making capabilities. It has resulted in unmet corporate needs and expectations (*India Skills Report 2018*).

India needs an education revamp to align with and address the changing needs of the job market. The education system will have to respond with a completely unique model to provide enduring skills to youth. It is high time to review the purpose of management education in India. A shift in focus from conventional teaching methods to an alternate teaching pedagogy is a must. We need to infuse problem solving and decision making skills among management students to prepare them better for the modern business environment. Recently some advances are being made in the field of novel teaching methodologies, such as