

RESEARCH FINGERPRINT

IDENTIFIER

LJRM-226190

PEER REVIEW

Double Blind

SIMILARITY CHECK

Perplexity AI and iThenticate

ACCESS

Open Access

LANGUAGE

English

PRINT ISSN

2633-2299

ONLINE ISSN

2633-2302

EDITION

ABBREVIATION

LJRM

VOLUME

26

ISSUE

2

YEAR

2026

KEY DATES

RECEIVED

2026-03-04

ACCEPTED

2026-03-11

ONLINE PUBLISHED

2026-05-28

PUBLISHED

2026-07-06

CATALOGING

CROSSMARK DOI

10.34257/LJRM226190UK

LCC CLASS

HF1106, HF1131

Article Record

Globalizing Indian Management Education: A Qualitative Study of Stakeholder Perspectives on the Integration of Global Business Practices

CORRESPONDENCE



AUTHORS & AFFILIATIONS

Dr. Suresh C. Joshi ¶||*

¶ GLA University, Mathura, Uttar Pradesh, India, 281406 (OA)

|| Educational Psychology, Texas A&M University, College Station, TX, USA

ABSTRACT

Globalization has significantly influenced the evolution of management education worldwide, requiring business schools to integrate international business practices while maintaining relevance to local socio-economic contexts. In India, this transformation has created both opportunities and challenges for business schools attempting to balance global competencies with domestic institutional realities. This study examines how global business practices are perceived and incorporated within Indian management education from the perspectives of key stakeholders. A qualitative interpretive research design was adopted, and data were collected through semi-structured interviews conducted during the Spring and Autumn semesters of 2024. The study involved 44 participants, including 12 subject matter experts engaged in curriculum development, 19 management students enrolled in globally oriented...

Full abstract continues on the metadata continuation sheet.

Index Terms: Global Business Practices • Management Education • Curriculum Reform • Industry–Academia Collaboration • Experiential Learning • Digital Transformation

FUNDING

No external funding was declared for this work.

CONFLICTS

The authors declare no conflict of interest.

AI USAGE

No generative AI was used for analysis or results.

HOW TO CITE

Joshi (2026). Globalizing Indian Management Education: A Qualitative Study of Stakeholder Perspectives on the Integration of Global Business Practices. *London Journal of Research in Management and Business*, 26(2), 34-44.
DOI: 10.34257/LJRM226190UK

ACCESS
ONLINE

METADATA CONTINUATION

AUTHOR CONTACT QR LEDGER



FULL ABSTRACT

Globalization has significantly influenced the evolution of management education worldwide, requiring business schools to integrate international business practices while maintaining relevance to local socio-economic contexts. In India, this transformation has created both opportunities and challenges for business schools attempting to balance global competencies with domestic institutional realities. This study examines how global business practices are perceived and incorporated within Indian management education from the perspectives of key stakeholders. A qualitative interpretive research design was adopted, and data were collected through semi-structured interviews conducted during the Spring and Autumn semesters of 2024. The study involved 44 participants, including 12 subject matter experts engaged in curriculum development, 19 management students enrolled in globally oriented programs, and 13 industry professionals working in internationally active organizations. Participants were selected using purposive sampling to ensure relevant expertise and contextual knowledge. Interview data were transcribed and analyzed using thematic analysis, and methodological triangulation across stakeholder groups was employed to enhance the credibility of the findings. The results indicate an increasing emphasis on experiential learning, industry collaboration, and digital competencies in management education. However, participants also highlighted persistent challenges, including overly theoretical curricula, limited global exposure for students, and structural constraints such as rigid regulatory frameworks and infrastructural limitations. The study suggests that strengthening industry-academia collaboration, updating curricula to reflect evolving global business practices, and incorporating technology-enabled learning tools such as AI-driven business simulations can enhance the global competitiveness of Indian management education. These findings provide insights for policymakers, educators, and institutional leaders seeking to better align management education with the demands of an increasingly globalized business environment.

ARCHIVAL RECORD

LJRMB · Vol 26 · Issue 2 · 2026

Article ID LJRMB-226190 · DOI 10.34257/LJRMB226190UK

Print ISSN 2633-2299 · Online ISSN 2633-2302

RESEARCH ARTICLE

Globalizing Indian Management Education: A Qualitative Study of Stakeholder Perspectives on the Integration of Global Business Practices

Dr. Suresh C. Joshi^{¶||*}

AFFILIATIONS

¶ GLA University, Mathura, Uttar Pradesh, India, 281406 (OA)

|| Educational Psychology, Texas A&M University, College Station, TX, USA (OA)

Abstract

Globalization has significantly influenced the evolution of management education worldwide, requiring business schools to integrate international business practices while maintaining relevance to local socio-economic contexts. In India, this transformation has created both opportunities and challenges for business schools attempting to balance global competencies with domestic institutional realities. This study examines how global business practices are perceived and incorporated within Indian management education from the perspectives of key stakeholders. A qualitative interpretive research design was adopted, and data were collected through semi-structured interviews conducted during the Spring and Autumn semesters of 2024. The study involved 44 participants, including 12 subject matter experts engaged in curriculum development, 19 management students enrolled in globally oriented programs, and 13 industry professionals working in internationally active organizations. Participants were selected using purposive sampling to ensure relevant expertise and contextual knowledge. Interview data were transcribed and analyzed using thematic analysis, and methodological triangulation across stakeholder groups was employed to enhance the credibility of the findings. The results indicate an increasing emphasis on experiential learning, industry collaboration, and digital competencies in management education. However, participants also highlighted persistent challenges, including overly theoretical curricula, limited global exposure for students, and structural constraints such as rigid regulatory frameworks and infrastructural limitations. The study suggests that strengthening industry-academia collaboration, updating curricula to reflect evolving global business practices, and incorporating technology-enabled learning tools such as AI-driven business simulations can enhance the global competitiveness of Indian management education. These findings provide insights for policymakers, educators, and institutional leaders seeking to better align management education with the demands of an increasingly globalized business environment.

Keywords: *Global Business Practices, Management Education, Curriculum Reform, Industry-Academia Collaboration, Experiential Learning, Digital Transformation*

Correspondence: Dr. Suresh C. Joshi

1 Background and Introduction

India's industries and markets have been evolving rapidly, bringing significant changes to global trade. With breakthroughs in communication and technology, the world has become more tightly connected—linking educators, businesses, and organizations across countries in complex systems of collaboration and dependence (Bhatia & Panneer, 2019). The economic liberalization policies introduced in the early 1990s opened India's doors to unprecedented levels of foreign direct investment. This shift allowed international companies to establish their presence in the country and created a strong need for professionals capable of adapting to the complexities of a global business environment (Ranjan, 2008). As a result, management education in India experienced a major transformation. Educational institutions had to redesign their curricula to align with global standards while staying relevant to India's social, cultural, and economic context (Bhatia & Panneer, 2019). Since

then, management education in the country has continued to evolve, striving to balance international business practices with the unique values and perspectives that define India's identity in a globalized world.

The global practices have relevance for management schools in India. Increased importance is given to global business practices, including digital transformation, sustainable business practices, and cross-cultural leadership, in turn necessitating social competencies on the part of the students and compelling business educational institutions to very urgently revise their business curricula. Explicitly, therefore, significant efforts have been made by many eminent Indian business schools, including the Indian Institutes of Management (IIMs), in putting these global trends in the curricula (Joshi, 2024; Ranjan, 2008). Furthermore, the entry of global business schools into the Indian market, particularly with UK universities establishing campuses in India, will only increase the pressures on the local Indian institutions to upgrade their standards of teaching in a competent manner and to work alongside the globalized

market. The University of Southampton, UK, has now emerged as a first-of-its-kind foreign university to launch an offshore campus in India under the newly framed National Education Policy, aiming to start its programs in July 2025 (The Guardian, 2025). Now, with such developments, the challenges still do persist. Indian management institutions, really all the management institutions, are constricted by human and material resources, fixed curriculum, and the impasse between theoretical learning and its practical implementation in real-world global business settings (Joshi, 2024; Balancing Theory and Application in Business School Research, 2024).

There is another vast discourse on how much of the global business methods should be fused into existing practice while remaining within the confines of Indian cultural and organisational frameworks (Joshi, 2024; Bhatia & Panneer, 2019). Due to increasing global business activities in India, management education has been influenced to a sizable extent in our country. India's growing role in the world economy makes it important to understand just how much the country contributes globally. As India becomes more connected through international trade, its educational institutions need to adapt to these global shifts in business and commerce. This means reworking management programs to include up-to-date business practices, refreshing teaching methods to keep students engaged and informed, and adopting internationally accepted learning approaches that prepare students with practical, real-world skills for global trade.

India's emergence as a key global trade hub makes it essential for the country's educational system to grow in step with this new role. As India becomes more deeply connected with international markets, its schools and universities must evolve to equip students with a truly global outlook. This means redesigning their curricula to reflect worldwide business trends, not just those relevant to the Indian context. Teaching methods also need to adapt—moving toward innovative, globally recognized approaches that can attract international learners as well. For management schools in particular, cultivating a global mindset is now indispensable for preparing students to lead in multinational companies, government bodies, and international organizations. By embracing these changes, Indian business schools can help shape future leaders with the knowledge, adaptability, and digital competence required to thrive in an increasingly interconnected world.

Globalization has encouraged management schools in India to redesign their programs by including more international examples, global leadership principles, and technology-driven business strategies as part of their teaching methods (Joshi et al., 2023). This development could also be reflected in the greater emphasis laid on international exchange programs and collaborations with foreign universities, as well as on global benchmarking to evaluate quality in education. A clear discrepancy is experienced among various business schools concerning their ability to integrate global business principles in their curricula (Bhatia & Panneer, 2019) despite the considerable development of many world-renowned business schools. There lies the need to unify these standards and also globalize business education so that students acquire appropriate skills and knowledge deemed acceptable in the international marketplace.

In recent years, there has been growing interest in how international universities are establishing their presence in India. This development has intensified competition for Indian management schools, pushing them to strengthen their academic foundations to stay relevant and competitive (The Guardian, 2025). As business education becomes increasingly global, schools around the world now recognise the importance of ensuring that students develop a genuinely international outlook. Yet, they also face the challenge of maintaining programs that

remain valuable and responsive to local realities. To remain ahead, universities must find the right balance between global integration and local relevance. Consequently, business curricula should equip graduates with strong knowledge of international business practices while fostering a deep understanding of their domestic markets.

2 Problem Statement and Research Questions

Management education in India is experiencing a significant shift as globalization reshapes the way businesses operate worldwide. To help students succeed in an increasingly international environment, colleges must focus on developing a global outlook and preparing learners for cross-border challenges. While a few forward-thinking institutions have already adapted to this new reality, many others are still in the process of realigning their programs to meet global standards. Many of them are still stuck with problems of an under-resourced and rigid curriculum with that constant gap between theory and world of practice, thereby greatly slowing down the pace of change. Indeed, we know very little about how these changes are being perceived by stakeholders (faculty, administration, students, industry representatives), and whether they consider these changes to be productive. This qualitative study intends to look into the factors driving global business practices in Indian management education.

Keeping in view various global business practices being imposed on the Indian management education system and the attendant challenges that management institutions face with the incorporation of such practices, the following research questions are laid down:

“

RQ1. Have contemporary business practices been incorporated into management education in India, and do educators and students perceive that the changing environment impacts teaching and learning?

RQ2. What are the obstacles faced by Indian management schools in integrating global business practices, and how do these challenges hinder the program's efficacy in management education?

3 Literature Review

Certain past investigations emphasized how globalization affected customs in business, instructing management, and creating global skills. The studies also put forward how multinational companies have been increasingly altered in their methods due to changing levels of complexities found in international markets and have turned to knowledge flows and digital business strategies as competing advantages (Gupta & Govindarajan, 2000; Uzunbacak et al., 2024). During the 1980s, management development programs began transforming as businesses grew more global, relying on practical, hands-on training methods and fostering cooperation across countries. These changes became especially relevant when management education started expanding into developing nations such as India (Bhatia & Panneer, 2019; Thakur & Babu, 2016). In recent years, many academic institutions have responded to this shift by updating their curricula to include elements like cultural sensitivity, cross-cultural communication skills, and opportunities for international learning experiences. Students are thus provided with the mindset and pragmatic skills necessary to carry on a business internationally with increasing interconnectivity (Boix Mansilla & Jackson, 2011; Jiaxin et al., 2024). All of these studies basically show and track how globalization is the nucleus for corporate orientations and, hence, changed management

education with the very skills that companies sought to succeed in this revolving global economy.

3.1 Globalization and Business Practices

Multinational companies are normally established to optimize production potential, make markets wider for a wider scope, and allow for a smoother transit of new ideas across borders. According to Gupta and Govindarajan (2000), the transfer of knowledge across multinational organizations is of vital importance in maintaining competitiveness. They argued that the sharing of knowledge inside a firm depends on many variables, including the type of experience the person sharing it might have, the presence or absence of formal motivation or reward systems, channels of communication, and possibly their effectiveness. Multinational companies usually look to exploit their production resources to the fullest, attain larger markets, and finance the transmission of new ideas across national borders. According to Gupta and Govindarajan (2000), the transfer of knowledge in multinational organizations is the essence for keeping a competitive status. They commented that knowledge sharing inside a company depends on and varies with several factors—the expertise level of the individual sharing the knowledge, the presence of the motivation or reward systems that reasonably interpret the value of such sharing, and the communication channels that convey the knowledge.

Globalization has heavily influenced how MNCs operate, much more so with respect to growth and innovation. Castellani and Zanfei (2006) looked into the strategic decisions that such firms make with regard to their R&D activities in different countries. In today's interdependent world, the real issues for these organizations concern the application of knowledge-sharing to increase innovative work and long-term survival (Gupta & Govindarajan, 2000; Castellani & Zanfei, 2006). Hence, globalization stands as the biggest factor that drives MNCs to modify their strategies and hence their decisions to promote innovation and better management of knowledge. When businesses look to interact across borders, there are realities which must be weighed concerning new-market entry, and among them is how much adaptation should be done for local needs vis-à-vis keeping what the product is worldwide. Global strategy development, as Gandhi et al. (2024) explain, comes down to making thoughtful choices that balance creativity, local needs, and long-term sustainability. Companies like Apple, Unilever, and Toyota show how crucial it is for global brands to genuinely understand and respect what customers in different regions expect. Their success highlights that staying in tune with local markets remains a key ingredient for effective international growth.

In today's digital age, many new challenges have emerged as businesses increasingly focus on building digital strategies that support their global growth objectives. As Uzunbacak and colleagues (2024) point out, digital business practices are strongly linked with efforts to expand internationally, and these strategies need to be thoughtfully tailored to the unique context and conditions of each country. Marketing ideas often need to be refreshed and reimagined to keep up with shifting social environments and emerging trends. Businesses must continuously adapt their strategies to stay relevant and connect with people's changing preferences and lifestyles. When an environment is considered, the company remains fluid and maintains its international relevance and competitiveness (Uzunbacak et al., 2024). International markets are changing every day faster as the changing market does, so companies must remain flexible and adequately ready to adjust their approaches if they must signal and survive in such an ever-changing environment.

3.2 The Evolution of Management Education

The basis of the growth of management education in India was that a foreign economic and business influence accounts. It had scant exposure

to international business practices and rather largely focused on local industrial needs and governmental objectives. However, the paradigmatic shifts were massive during the 1990s due to the liberalization of the Indian Economy. Bhatia and Panneer maintain that globalization has chiefly created pressure on the evolution of management experts capable of working through markets operating on a global scale. The Indian Institutes of Management (IIMs) were formed as distinguished business schools with the incorporation of international business concepts into their curriculum. Later research, such as Sawhney, Kumar, and Gupta (2019), supported the idea that Indian business education had incorporated global management methodologies, particularly those related to strategic management, marketing, and finance, reflecting the Western paradigm. It was an example of international business concepts being brought into management education through the use of case studies, global market simulations, and international internships, as detailed by Thakur and Babu (2016). Other than this, which widened the field of management education in India, it also helped Indian institutions compete internationally while preparing students for an interconnected world of trade and business.

While globalization appears to be the factor that leads to breakthroughs in management education, internal barriers in institutions, such as workplace politics and exclusionary practices, continue to obstruct faculty development and curriculum-related innovations (Joshi, 2025).

Continuing to grow its share in the global economy, India further expanded the scope and nature of management education. According to Thakur and Babu (2016), the focus shifted gradually from being purely academic to being more on experience-based learning with international best practices. Indian management education began embracing a more global outlook through dual-degree programs and international collaborations, giving students opportunities to experience business environments around the world. Such partnerships significantly boosted the global competitiveness of Indian management graduates (Philip, 1992). At the same time, the growing presence of foreign universities and multinational companies in India greatly influenced how management education evolved. These organizations emphasized the need for managers who could understand local markets while also navigating the complexities of global business operations. As Sriramulu (2018) highlights, management education needs to continually adapt to changing global business contexts by equipping students with the necessary skills, insights, and adaptability to succeed in an interconnected world. This ongoing transformation underscores the importance of integrating global perspectives into Indian management programs, ensuring that Indian professionals develop competencies aligned with international standards.

3.3 Global Competency in Management Education

In today's highly interconnected global economy, management training must prepare students with a diverse set of abilities for navigating complex international business situations. Key among these are cultural awareness, effective cross-cultural communication, adaptability, and the capacity to work collaboratively. Cultural awareness involves recognising, respecting, and valuing different cultural traditions and perspectives—an essential element in engaging successfully in global markets. Strong intercultural communication skills ensure that ideas, proposals, and negotiations are conveyed clearly across cultural boundaries, fostering mutual understanding and consent. Adaptability enables professionals to remain flexible and responsive to the demands of a constantly evolving marketplace. Likewise, teamwork depends on the ability to contribute productively within groups made up of individuals with varied backgrounds and viewpoints, all working toward shared

objectives. These capabilities are widely recognised as critical for achieving success in international business (Boix Mansilla & Jackson, 2011). Beyond simply mastering these skills, future business leaders can turn cultural challenges into opportunities that drive creativity, synergy, and innovative competitive strategies in a global environment that is always changing. Recent crises have underscored the importance of flexibility and resilience in leadership, highlighting that management education should place greater emphasis on training for crisis situations (Joshi et al., 2023). By developing expertise in decision-making under uncertainty, practicing good governance, and cultivating strategic foresight, tomorrow's global leaders will be better equipped to anticipate and respond to the dynamic shifts that shape the world economy.

Educational institutions are increasingly recognizing the importance of preparing students for a connected world. To meet the needs of a global population, they aim to weave international perspectives into their teaching. This means introducing courses that explore worldwide issues, encouraging students to take part in study trips abroad, and forming collaborative partnerships with institutions from different regions. For example, according to a systematic literature review by Jiaxin, Huijuan, and Hasan (2024), there is a huge need to understand global competence within the umbrella of higher education and how the understanding and implementation of this would mold both learners and instructors. As a consequence of the conducted analyses, it has been clarified that longitudinal studies are to be carried out next, and a global competency measurement instrument for students and faculty must be built. It is important to note that some academic institutions offered virtual exchanges to give students global exposure without the need for travel (Singmaster & Ugalde, 2024). Such endeavors attempt to prepare students to become leaders who will be already equipped with a global competency: understanding and being able to respond to the complexity of international business environments.

4 Methodology

4.1 Research Design

This study employed a qualitative, interpretive research design to examine how globalization is perceived and operationalized within Indian management education. A qualitative approach was considered appropriate because the research sought to explore stakeholder interpretations, institutional practices, and experiential insights related to the integration of global business practices into management curricula. Data were collected through semi-structured interviews conducted during the Spring and Autumn semesters of 2024 with key stakeholders across the Indian management education ecosystem.

4.2 Participants and Sampling

The study incorporated perspectives from three stakeholder groups to capture the multidimensional dynamics of globalization in management education. The sample included 12 subject matter experts (SMEs), comprising professors, lecturers, and academic administrators involved in curriculum design and program development in business schools. Additionally, 19 management students enrolled in programs incorporating global business perspectives were interviewed to understand learner experiences and perceptions. The third group consisted of 13 industry professionals employed in globally oriented organizations who provided insights into the international readiness of management graduates.

Participants were selected using purposive sampling to ensure the inclusion of individuals with direct experience and relevant expertise. Academics were drawn from established Indian management institutions, students were selected from programs emphasizing global

management competencies, and industry professionals represented sectors actively engaged in international business operations.

4.3 Data Collection

Data were collected through semi-structured interviews lasting approximately 45–60 minutes. Interviews were conducted via Zoom to facilitate participation from geographically dispersed respondents. An interview protocol (Appendix A) guided the discussions while allowing flexibility for participants to elaborate on their experiences and viewpoints. The questions explored three core areas: (1) the incorporation of global business practices in curriculum design and pedagogy, (2) students' engagement with internationally oriented learning components, and (3) industry perspectives on the global readiness of management graduates.

The interview format relied primarily on open-ended questions to encourage participants to reflect on their experiences and institutional contexts. Specific areas of inquiry included international academic collaborations, the use of global case studies, pedagogical approaches to international management education, and employer expectations regarding globally competent graduates.

4.4 Ethical Considerations

The study adhered to established ethical research standards. All participants were provided with an informed consent document outlining the purpose of the study, the voluntary nature of participation, and the right to withdraw from the study at any stage without penalty. Participants were assured of confidentiality and anonymity, and all responses were used solely for academic research purposes. Data storage and analysis procedures were communicated transparently to participants in accordance with ethical guidelines for research involving human subjects. To minimize disruption to participants' professional or academic commitments, interview sessions were scheduled using the Doodle platform, allowing respondents to select convenient time slots.

4.5 Data Analysis

All interviews were transcribed and analyzed using thematic analysis. The analytical process involved iterative coding of the transcripts to identify recurring patterns, conceptual categories, and emergent themes related to globalization in management education. Coding was conducted systematically to ensure analytical rigor and to achieve thematic saturation.

To support the analysis of qualitative data, YesChat.ai was utilized for preliminary text processing and natural language analysis. The platform applies natural language processing techniques to assist in identifying patterns and thematic structures within textual datasets (YesChat.AI, n.d.). In addition, Mermaid was used to generate visual representations of thematic relationships and analytical structures. Mermaid is a JavaScript-based diagramming tool that converts textual descriptions into structured diagrams such as flowcharts and conceptual maps (Mermaid, n.d.).

4.6 Validity and Triangulation

To enhance the credibility of the findings, methodological triangulation was employed by comparing perspectives across the three stakeholder groups: academics, students, and industry professionals. This comparative analysis enabled the study to identify converging and diverging viewpoints regarding the influence of globalization on Indian management education. Incorporating multiple stakeholder perspectives strengthened the robustness of the analysis and provided a more comprehensive understanding of the institutional and industry dimensions shaping global integration in management education.

5 Results

Table 1. Descriptives of subject matter experts (SMEs), students, and industry experts (IEs)

Category	Gender	Age (Mean \pm SD)	Affiliation Type	Qualification	Years of Experience (Mean \pm SD)
SMEs (N = 12)	41.7% Female	46.3 \pm 6.8 years	Business Schools (7); Universities (5)	PhD (100%)	18.7 \pm 5.4 years (Academic); 6.2 \pm 3.1 years (Industry exposure)
Students (MBA/Postgraduate) (N = 19)	42.1% Female	24.8 \pm 2.1 years	Business Schools (12); Universities (7)	Bachelor's degree (100%)	1.8 \pm 1.2 years (Pre-MBA experience)
IEs (N = 13)	30.8% Female	39.6 \pm 5.9 years	Tech Firms (5); Consulting (4); Corporations (4)	MBA (69%); PhD (8%); Certifications (62%)	14.2 \pm 4.7 years

SMEs = Subject matter experts, IEs = Industry experts.

The study aimed to elicit the perspectives of subject matter experts, management students, and industry professionals regarding the integration of international business practices into Indian management education. Participants were drawn from a diverse range of universities, business schools, and corporate organizations in order to obtain a comprehensive understanding of the issues under examination. Table 1 presents the distribution of academic interviews across participating institutions. Subject matter experts primarily specialized in areas such as international business, organizational behavior, and business analytics. MBA students contributed perspectives shaped by their academic engagement with finance, human resource management, marketing, and strategic management. Industry professionals, in turn, offered practice-oriented insights derived from their work in domains such as digital transformation, consulting, and e-commerce. The diversity of academic, professional, and experiential backgrounds among participants enabled the study to capture a broad spectrum of viewpoints on how effectively management education aligns with the rapidly evolving dynamics of the global business environment.

The subject matter experts represented a wide range of management disciplines, including strategy, organizational behavior and leadership, marketing, human resource management, business analytics, operations management, entrepreneurship, finance, sustainability, and digital strategy. The student cohort encompassed major MBA specializations such as finance, human resources, marketing, strategy, operations, analytics, international business, entrepreneurship, information systems, and sustainability. Industry participants contributed professional expertise across several functional domains, including digital strategy, process consulting, e-commerce, artificial intelligence and machine learning applications, financial technology, data governance, product and innovation management, and environmental, social, and governance (ESG) practices. Geographically, the participants were drawn from prominent academic and industrial hubs across India, including Mumbai, Delhi (NCT), Ahmedabad, Pune, Bengaluru, Hyderabad, Kolkata, Chennai, Gurugram, and Jamshedpur. This distribution ensured representation from the western, northern, southern, and eastern regions of the country, thereby enhancing the regional diversity of the sample. In terms of professional profile, a substantial proportion of subject matter experts held editorial or peer-review roles in indexed academic journals, possessed international publication records, and had experience in funded research as well as curriculum design. Among the student participants, many had previously completed internships in multinational corporations, while a notable segment also reported engagement with entrepreneurial ventures and possessed technical or engineering backgrounds. The majority of industry participants occupied senior managerial positions, with several responsible for leading digital transformation initiatives and overseeing international or cross-functional projects.

Analysis of the interview data revealed several critical considerations concerning the adoption of global business practices within the Indian management education landscape. A strong consensus emerged regard-

ing the importance of experiential and practice-oriented pedagogical approaches. Subject matter experts emphasized the pedagogical value of integrating real-world case studies into teaching, particularly when such approaches are complemented by opportunities for direct engagement with industry practitioners. These experiential learning modalities include internships, consultancy projects, and artificial intelligence-enabled simulation exercises designed to replicate complex managerial decision-making contexts. Participants also acknowledged the growing imperative for curriculum reform, with many institutions attempting to incorporate emerging technologies and contemporary business challenges into their academic offerings. However, multiple constraints were identified in achieving effective alignment between academic curricula and evolving industry requirements. Students highlighted the persistence of overly theoretical instruction and outdated course materials as key limitations in existing programs. Furthermore, the integration of global perspectives with local business realities emerged as a significant challenge, as subject matter experts underscored the necessity of maintaining a balance between international case studies and the contextual relevance of domestic business environments. The findings further indicate that strengthened industry-academic collaborations could significantly enhance the global employability of management graduates. Nevertheless, such collaborations remain uneven due to resource limitations, faculty workload pressures, and regulatory constraints within the higher education system. Stakeholders also emphasized the growing importance of integrating advanced digital technologies into management education, particularly through the use of AI-enabled simulations and interactive e-learning platforms. Collectively, these findings illuminate both the progress achieved and the structural challenges that remain in efforts to reform Indian management education in response to the demands of an increasingly globalized and technologically driven business landscape.

Table 2. Perspectives of subject matter experts (SMEs), students, and industry experts (IEs)

Common Theme	SME Responses	Student Responses	IE Responses
Practical & Experiential Learning	<ul style="list-style-type: none"> • Emphasis on case-based learning with real-world applications • Live consulting projects, internships, virtual exchanges, and cross-cultural workshops 	<ul style="list-style-type: none"> • Effective use of case studies, guest lectures, simulations, international projects, and internships • Concerns over superficial coverage of global concepts 	<ul style="list-style-type: none"> • Integration of global business courses with practical exposure • Support for exchange programs, live business projects, and AI-driven simulations
Curriculum Innovation & Relevance	<ul style="list-style-type: none"> • Incorporation of emerging technologies (AI, digital transformation) and contemporary global issues • Industry-academia collaborative research and dual-degree programs 	<ul style="list-style-type: none"> • Relevance of digital business transformation, global supply chains, and cross-cultural leadership • Problems in synchronizing theoretical know-how with real-life necessities 	<ul style="list-style-type: none"> • Need to update outdated curricula • Emphasis on recruiting faculty with global exposure to bridge theory with industry demands
Global-Local Integration & Contextualization	<ul style="list-style-type: none"> • The reasons leading to the adaptation of international case studies to the Indian context • Integration of local business practices, regulations, and success stories 	<ul style="list-style-type: none"> • The direct transfer of Western business models into an Indian setting is often challenging • Need for content that resonates with local market realities 	<ul style="list-style-type: none"> • Harmonizing global strategies with local market peculiarities • Modifying global strategies for the Indian market and understanding emerging regional markets
Industry-Academia Collaboration	<ul style="list-style-type: none"> • Promotes collaborative research and live projects with industry partners 	<ul style="list-style-type: none"> • Suggests enhanced international internships, mentorship programs, and collaborations with foreign universities 	<ul style="list-style-type: none"> • Advocates for stronger partnerships including guest lectures, live business projects, mentorship, and increased funding for international exchanges
Resource, Structural & Institutional Challenges	<ul style="list-style-type: none"> • Highlights limited financial resources, infrastructure gaps, regulatory complexities, faculty resistance, and scholarship constraints 	<ul style="list-style-type: none"> • Notes limited access to international faculty and global business resources • Challenges in grasping complex global concepts due to resource constraints 	<ul style="list-style-type: none"> • Recognizes persistent challenges such as outdated curricula, inadequate resources, and the gap between academic instruction and industry expectations
Assessment & Continuous Improvement	<ul style="list-style-type: none"> • Recommends comprehensive frameworks tracking career progression, academic performance, and global competition outcomes 	<ul style="list-style-type: none"> • Implied need for deeper, more meaningful assessments to ensure readiness for global careers 	<ul style="list-style-type: none"> • Suggests systematic measurement through student outcomes in multinational companies, industry feedback, and performance in international competitions
Leveraging Technology	<ul style="list-style-type: none"> • Emerging technologies should be integrated into areas of research and teaching 	<ul style="list-style-type: none"> • Calls for induction of various technologies in teaching and research frameworks 	<ul style="list-style-type: none"> • Guides suggest implementing AI-based business simulation and other digital facilitators to uphold and nurture global business education

Table 3. Themes across the stakeholders

Theme	Stakeholder (SMEs, Students, IEs)
Practical & Experiential Learning	SMEs, Students, IEs
Curriculum Innovation & Relevance	SMEs, Students, IEs
Global-Local Integration & Contextualization	SMEs, Students, IEs
Industry-Academia Collaboration	SMEs, IEs
Resource, Structural & Institutional Challenges	SMEs, Students, IEs
Assessment & Continuous Improvement	SMEs, Students
Leveraging Technology	SMEs, Students, IEs

SMEs = Subject matter experts, IEs = Industry experts.

6 Discussion

The inclusion of global business practices in Indian management education has generated diverse opinions from small and medium enterprises, students, and educational institutions. From their point of view, the impact of worldwide trends on teaching styles, course content, and readiness for careers offers a nearly comprehensive understanding of how education is evolving in the country. Putting forth this viewpoint, therefore, the discussion shifts to what has been done and what is still left to do at the distance of reality in management education from the ever-changing field of global business.

There seems to be a strong agreement with practical and experiential learning in the context of stakeholders (see Table 4). SMEs stressed case studies, real-time projects, and cross-cultural workshops; however, students inculcated their doubts toward a superficial treatment of the basic core of global business. Further, the industry panel also ranked simulation with AI integration, live projects, and student exchange programs as methods of real-world exposure (experiential opportunities). This corroborated the finding of Gupta and Govindarajan (2000), who stressed knowledge-and-experience transfer towards training global professionals. Beyond this, the results support the assertion of Castellani and Zanfei (2006) that multinational firms prosper by transferring innovations across borders, hence suggesting that business education should also include practical approaches to prepare students for working across borders. The findings favored experiential learning as it strengthens the linkage between theories and real business practice.

The research study has recognized a gradual shift in leadership. Crisis management challenges should be addressed. Research on the leadership qualities that developed during the COVID-19 pandemic suggests that both transformational and servant leadership are required for organizational stability and resilience (Joshi et al., 2023). Therefore, real-time crisis cases should be taught in business studies, so that students are fully prepared to assume leadership in an ever-changing environment. There arose a demand from stakeholders for the implementation of emerging technologies—these may include AI and digital transformation—promptly into the curriculum (Joshi, 2024). SMEs insist on establishing dual-degree programs and collaborative research between industry and academia, while students regard the theoretical contents as deficient and misaligned with practical needs. More voices from industry stressed on hiring faculty with international experience to close the gap between theory and practice. According to Gandhi et al. (2024), digital transformation and global supply chains deserve more consideration as they are the forces behind contemporary business strategy. Uzunbacak et al. (2024) stress world problems in education since these demand a digital strategy coupling internationalization efforts. Findings from the study suggested that leadership education must integrate crisis management and digital transformation in order to prepare the student for the worldwide business environment changes in globalization. The greatest obstacle was that Western-style businesses could never really be implemented in India. SMEs favored an Indian setting in the outer-workings of international transfer, whereas students and business practitioners leaned towards a middle way between global and local. According to Thakur and Babu (2016), contextual strategies must be needed since Indian management education has, over time, grown on the principles of best international practices vis-à-vis local firm situations. According to Sawhney, Kumar, and Gupta (2019), strategic management should always be practiced keeping in view local and global industry contexts. It is said that there must be a strong synergy between academia and industry to foster business education. SMEs and industry specialists encouraged collaboration research, mentorship initiatives, and an increase in funding for international exchanges. Students, on

the other end, mostly commented on guest lectures, real-life projects, and mentorship programs being included in the curriculum.

Internationalization of management education, and hence, managing graduates, is yet another big doorway to competition. Multinational corporation exposure in industries is increasingly considered to be a major force working on business education; hence, industry must work with academics to impart a global exposure to the student.

According to SMEs, these very systems get in the way of change: One directly impacts the budget; another one is a problem in law; and a third component is the resistance change found among academics. Besides budgetary constraints and legal hindrances to decision-making, internal politics-oriented environments could likewise prevent the appointment of competent faculty members who can earnestly promote modifications to the curriculum that enhance the quality of management education (Joshi, 2025).

This was reported by the students while considering international teachers and business resources to be equally unavailable, with industry practitioners fearfully assessing curricula to be inauthentic and misaligned with industry. Similar results were put forth by Bhatia and Panneer (2019) while trying to paint a brief symptomatology of the problems faced in the transplantation of foreign business models into Indian management education.

The ongoing shortage of resources has made many people agree with Thakur and Babu (2016), who suggested that India's education system needs structural changes to help its business schools gain greater recognition on the global stage. Many stakeholders also believe that it is important to create effective performance evaluation systems that can track and assess how well students grow in their careers, using measurable indicators and international competency standards. Small and medium-sized enterprises suggested putting in place a structured system to regularly track students' academic progress and gather feedback from industry partners. Meanwhile, the students emphasized the need for more meaningful and practical assessments to better gauge how well they are prepared for global career opportunities. Industry representatives also highlighted the importance of comparing students' performance with international standards and results from global business contests to ensure competitiveness.

The findings closely align with those of Castellani and Zanfei (2006), who highlighted how crucial performance evaluation is for maintaining a competitive edge in international business settings. In recent discussions, there has been a strong push to integrate technology into business education. Small and medium-sized enterprises expressed that AI-driven business simulations and digital learning tools should be incorporated into the curriculum. Similarly, students voiced interest in using real-time AI analytics to better understand global market dynamics. Meanwhile, professionals from the business sector stressed the value of computer-based simulations in teaching global operations, as these tools can effectively demonstrate how international business processes function in practice.

Digital strategies have become increasingly central to global business growth, a trend highlighted by Uzunbacak et al. (2024), who point out how technology now plays a stronger role than ever before in expanding markets worldwide. Similarly, Gandhi et al. (2024) argue that incorporating technology into business education enhances both teaching quality and innovation. Their research also emphasizes the urgency of offering more practical learning experiences, revising curricula regularly, strengthening ties between academia and industry, and embedding technology deeply within modern business education.

Globalization has reshaped the way businesses operate, driving them to constantly adapt and transform. However, this transformation often encounters significant challenges caused by structural barriers within

Table 4. Perspectives of subject matter experts (SMEs), students, and industry experts (IEs)

Common Theme	SME Responses	Student Responses	IE Responses
Practical & Experiential Learning	<ul style="list-style-type: none"> Emphasis on case-based learning with real-world applications Live consulting projects, internships, virtual exchanges, and cross-cultural workshops 	<ul style="list-style-type: none"> Effective use of case studies, guest lectures, simulations, international projects, and internships Concerns over superficial coverage of global concepts 	<ul style="list-style-type: none"> Integration of global business courses with practical exposure Support for exchange programs, live business projects, and AI-driven simulations
Curriculum Innovation & Relevance	<ul style="list-style-type: none"> Incorporation of emerging technologies (AI, digital transformation) and contemporary global issues Industry-academia collaborative research and dual-degree programs 	<ul style="list-style-type: none"> Relevance of digital business transformation, global supply chains, and cross-cultural leadership Problems in synchronizing theoretical know-how with real-life necessities 	<ul style="list-style-type: none"> Need to update outdated curricula Emphasis on recruiting faculty with global exposure to bridge theory with industry demands
Global-Local Integration & Contextualization	<ul style="list-style-type: none"> The reasons leading to the adaptation of international case studies to the Indian context Integration of local business practices, regulations, and success stories 	<ul style="list-style-type: none"> The direct transfer of Western business models into an Indian setting is often challenging Need for content that resonates with local market realities 	<ul style="list-style-type: none"> Harmonizing global strategies with local market peculiarities Modifying global strategies for the Indian market and understanding emerging regional markets
Industry-Academia Collaboration	<ul style="list-style-type: none"> Promotes collaborative research and live projects with industry partners 	<ul style="list-style-type: none"> Suggests enhanced international internships, mentorship programs, and collaborations with foreign universities 	<ul style="list-style-type: none"> Advocates for stronger partnerships including guest lectures, live business projects, mentorship, and increased funding for international exchanges
Resource, Structural & Institutional Challenges	<ul style="list-style-type: none"> Highlights limited financial resources, infrastructure gaps, regulatory complexities, faculty resistance, and scholarship constraints 	<ul style="list-style-type: none"> Notes limited access to international faculty and global business resources Challenges in grasping complex global concepts due to resource constraints 	<ul style="list-style-type: none"> Recognizes persistent challenges such as outdated curricula, inadequate resources, and the gap between academic instruction and industry expectations
Assessment & Continuous Improvement	<ul style="list-style-type: none"> Recommends comprehensive frameworks tracking career progression, academic performance, and global competition outcomes 	<ul style="list-style-type: none"> Implied need for deeper, more meaningful assessments to ensure readiness for global careers 	<ul style="list-style-type: none"> Suggests systematic measurement through student outcomes in multinational companies, industry feedback, and performance in international competitions
Leveraging Technology	<ul style="list-style-type: none"> Emerging technologies should be integrated into areas of research and teaching 	<ul style="list-style-type: none"> Calls for induction of various technologies in teaching and research frameworks 	<ul style="list-style-type: none"> Guides suggest implementing AI-based business simulation and other digital facilitators to uphold and nurture global business education

the system. In response to these obstacles, educational institutions play a vital role by equipping learners with the skills and knowledge needed to navigate the complex realities of the global economy. Through this preparation, learners are encouraged to develop an entrepreneurial mindset and acquire the essential abilities required to succeed in today's interconnected and competitive business environment. Many authors mentioned a set of terms that identified certain themes common to some SMEs, students, or IEs. Thus, this study identified some umbrella concepts related to global business education, presenting varying views from SMEs, students, and the IE perspective (see Table 5). Regarding these topics, some seemed to have concerned all stakeholders, others concerned themselves only. And this ever-changing business world of business education is a testimony to it.

All groups came to a limited consensus on the need for engaging learning experiences. SMEs spoke of simulation, internship, or actual cases being essential for preparation of students with problem-solving skills that are workable in the international market. Students regarded interaction between universities and international projects as ways to share applicable cross-border business experience. One of the most important issues was emphasized, especially on the development of curricula related to the business environment. Changing curricula are

linked to the everyday changing of the business curriculum. Argument experts agreed that a hands-on learning approach is needed for materials that would prepare the graduates to face workplace difficulties, especially within the multinational environment. These findings thus reiterate certain studies stressing applied or action learning as a process to bridge the gap that exists between knowledge acquired from theory and knowledge pertaining to industry requirements (Gupta & Govindarajan, 2000). Another example is provided by the SMEs while lobbying for the integration of AI, digital transformation, and sustainability topics into the business programs. Students have come to identify some contradictions between classroom learning and the global business realities. From the perspective of industrial development, in terms of business education, there exists a time paradox, or an opposite movement with industrial development. Hence, there is a requirement for more industrial interaction with academia. They have been viewed as, by earlier researchers who said curricula be made dynamic and altered according to the needs of industry for global marketing systems (Uzunbacak et al., 2024).

Though this problem of global business strategies meeting the ground-level actuality captivates groups of different natures, SME would have liked the continuation of some Indian cases with international

Table 5. Themes across the stakeholders

Theme	Stakeholder (SMEs, Students, IEs)
Practical & Experiential Learning	SMEs, Students, IEs
Curriculum Innovation & Relevance	SMEs, Students, IEs
Global–Local Integration & Contextualization	SMEs, Students, IEs
Industry–Academia Collaboration	SMEs, IEs
Resource, Structural & Institutional Challenges	SMEs, Students, IEs
Assessment & Continuous Improvement	SMEs, Students
Leveraging Technology	SMEs, Students, IEs

SMEs = Subject matter experts, IEs = Industry experts.

frameworks to benefit students with a dual perspective; meanwhile, students would see difficulty in applying global theories to the Indian market. Industry experts stressed that graduates must be conversant with both the local and international business sessions and should work much in line with the studies that emphasize balancing global best practices with regional models (Thakur & Babu, 2016). Another important theme that emerged was the deepening of industry-academia integration; SMEs preferred joint research and mentoring programs while students preferred guest lecturers from within the industry and consulting assignments for career development.

Many professionals in the field believe that tighter collaboration between industry and academia is crucial for shaping curricula that equip students with skills that are truly relevant in the workplace. Research, such as Philip (1992), supports the idea that building strong industry partnerships can greatly enhance the quality of business education. However, a number of challenges stand in the way. Small and medium enterprises often point to financial constraints and regulatory hurdles, while students express frustration over the limited opportunities to learn from international faculty or gain access to global industry resources. Industry experts, on the other hand, highlight a persistent gap between what is taught in classrooms and how it is applied in real business settings. These concerns echo earlier findings by Bhatia and Panneer (2019), which stress the importance of institutional support in advancing international business education. If management education in India is to stay globally relevant and competitive, these issues cannot be ignored.

The need for a comprehensive way to evaluate how well students are prepared for global careers has become increasingly clear. Small and medium-sized enterprises (SMEs) recommended creating a framework that carefully measures graduates' international competencies. However, they also questioned whether traditional preparation for the job market was enough, suggesting instead the need for more effective and meaningful evaluation methods. Businesses, particularly in the commercial sector, supported performance-based assessments guided by clear expectations from multinational organizations. This aligns with earlier research emphasizing the value of structured and systematic assessment processes to keep education dynamic and relevant (Castellani & Zanfei, 2006). There was also a shared understanding that technology plays a transformative role in management education. SMEs highlighted the benefits of integrating AI-powered simulations and virtual collaboration platforms to give students more global exposure. Meanwhile, students expressed enthusiasm for technology-centered learning environments that include real-time market analytics and digital business platforms. Overall, industry professionals are emphasizing the importance of embedding these digital strategies into education to align with the fast-evolving nature of work and its global demands (Gandhi et al., 2024).

The SME, students, and industry-based experts shared a common vision of the global business education landscape and the opportunities and challenges that confront it; experiential learning utilizing relevant curricula and industry-based collaborations were prioritized, whereas an

administrative burden and a lack of resources were cited as barriers. In providing greater business education and training to graduating students who are ready to face the challenges of a globalized economy, there could be adaptive curricula, strategic partnership agreements, and a technology system.

7 Conclusion

The study was aimed at investigating, on one hand, the integration of global business practices into Indian management education; and on the other hand, to understand those perceptions toward this integration concerning teaching and learning, concerning teachers, students, and industry people. Mainly, two research questions shaped the investigation: RQ1) How have global business practices been integrated into management education in India, and what are the perceptions of educators and students toward their implication in teaching and learning? RQ2) What type of challenges does an Indian management school face in integrating global business practices, and what implications do these challenges have on the effectiveness of management education?

The integration of global business perspectives into Indian management education has evolved steadily, shaped by the forces of globalization and the growing interconnectedness of world markets. Prestigious institutions, such as the IIMs, actively adapt to international trends by updating their curriculum to include areas like digital transformation, global supply chain management, and cross-cultural leadership (Bhatia & Panneer, 2019). Faculty members believe that these additions give students valuable exposure to global market scenarios, helping them develop the adaptability and flexible thinking needed in multinational work environments. These schools also tap into collaborations with foreign universities, industry leaders, and student exchange programs, allowing learners to gain direct experience in international business settings (Ranjan, 2008). However, opinions on the effectiveness of these changes vary among stakeholders. While many students appreciate case-based learning and practical applications, some feel that theoretical content does not align closely with the realities of global business practices. Others point out that certain international case studies are applied without enough adaptation to suit the Indian business context. On a more positive note, new curriculum elements like AI-driven business simulations and live consulting projects are making management education more relevant, helping graduates meet the rapidly shifting demands of the global business landscape.

Indian management education has the potential to benefit greatly from global business perspectives, but a range of challenges continues to hold back its full growth. Many institutions struggle to secure the necessary resources, such as adequate funding, well-trained research faculty, and access to quality international business research materials. These gaps make it difficult to integrate seamlessly with global knowledge and practices. In addition, complicated regulations often slow down the process of collaborating with foreign institutions, which further

delays much-needed updates to outdated curricula. In addition, the rigid structures of the traditional business programs set an impediment to the introduction of newer versions of dynamic and interdisciplinary courses, actually in new operational systems created worldwide by authentic global business trends (Bhatia & Panneer, 2019). Therefore, it is the common thought among those students that theoretical knowledge concerning international business toward global aspects is really not enough, especially when it comes to localizing their global strategies on the Indian economic backdrop (The Guardian, 2025). Consequently, although some experts felt that since most graduates lacked experience in international work environments, they remained unemployed with multinational firms, such challenges reaffirmed the urgent need for management institutes to adopt a more industry-linked approach, monitor faculty development programs, and implement more useful industry-academia linkages so that, in the long run, business education in India might compete internationally.

8 Significance of the Study

Such a study would result in conclusive input to world discourse on how integration of international business practices into Indian management education is looked at by educators, students, and industry practitioners. Hence, more attention ought to be paid to the challenges and opportunities in international business integration, as Indian business schools try to remain relevant in a steady transformation of the global economy. The research explores how well management education today integrates global standards, digital transformation practices, and cross-cultural capabilities—and how these influence the success or limits of current education reforms. It also considers how collaboration between academic institutions and industries, especially through partnerships with multinational companies, overseas universities, and policymakers, could help further globalize management education. The study holds practical importance for policymakers and the corporate sector alike, as it suggests ways to align educational programs with real-world industry needs while ensuring strong theoretical foundations. Additionally, with more foreign universities establishing international campuses, the research emphasizes the need for domestic institutions to prepare for rising competition and to strengthen the relevance of Indian management education in an increasingly globalized economy.

8.1 Limitations of the Study

While a few limitations of this study may still remain, as only certain aspects or key insights of its broad scope were addressed, the composition of the sample deserves note. It included subject matter experts, students, and independent entrepreneurs. However, this group might not have fully captured the diversity of perspectives that could come from participants across all Indian Institutes of Management. A larger sample—covering more institutions, regions, and academic levels—might have offered a broader and more balanced understanding. Moreover, although the interviews were qualitative and semi-structured, and thus provided rich and detailed insights, their findings may have limited generalizability compared to those derived from quantitative research. The views expressed represent the opinions of stakeholders at a specific point in time; these could evolve as the business world and institutional landscapes continue to change. Financial constraints also prevented the study from adopting a longitudinal approach, which might have offered a clearer picture of how management education evolves alongside global trends over time. Finally, although the research aimed to capture institutional efforts to integrate global business perspectives into their teaching frameworks, it did not examine the career paths of graduates after completing their studies—an area that could have provided deeper validation for the observed educational reforms.

8.2 Future Research Directions

To gain a more well-rounded understanding that draws on both qualitative insights and quantitative evidence, future researchers may find it valuable to adopt a mixed-methods approach. This could help to deepen and broaden the current findings. It would also be worth examining how internal institutional politics influence the way faculty-led curriculum changes and global initiatives to integrate management education are put into practice. Expanding the study beyond the limited sample of a few bachelor-level schools to include institutions from different categories could allow for richer comparisons, particularly in relation to the worldwide integration of business schools and their collaboration with international bodies. In addition, conducting longitudinal research that follows graduates over time—tracking their employability, skills development, and career success—could offer important insights into the long-term impact and effectiveness of these educational reforms. Thus, more attention must be dedicated in research to the notion of crisis leadership in management education, especially in the areas of cultivating resilience, strategic thinking, and ethical governance.

Another very high-urgency topic in this research pertains to the emerging technologies in management education. AI and digital business simulation applications to management education can be one such topic of study. The Indian B-schools may be compared with international institutions to single out the good practices in the internationalization of business standards while retaining local relevance. Hence, certain studies are required to investigate policy measures that can drive stronger industry-academia cooperation against the backdrop of resource constraints, making Indian management graduates globally competitive.

ACKNOWLEDGEMENT OF AI USE

The authors used ChatGPT v.4, a language model developed by OpenAI. These tools did not influence the study design, analysis, interpretation, results, or conclusions. The authors take full responsibility for the manuscript's content.

REFERENCES

- [1] Balancing theory and application in business school research. (2024, November 15). *Financial Times*. Retrieved from <https://www.ft.com/content/8a354695-0ed9-44eb-bd22-b017a4f1cbb6>.
- [2] Bhatia, S. M., & Panneer, S. (2019). *Globalization and its impact on business education in emerging economies: A case of India*. *Journal of Management and Organization*, 25(1), 1–16.
- [3] Boix Mansilla, V., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. Council of Chief State School Officers & Asia Society Partnership for Global Learning. Retrieved from <https://asiasociety.org/files/book-globalconpetence.pdf>.
- [4] Castellani, D., & Zanfei, A. (2006). *Heterogeneity across and within multinational firms*. *Multinational Firms, Innovation and Productivity*. <https://doi.org/10.4337/9781847201591.00013>.
- [5] Gandhi, M. A., Sapkota, S., Chavda, K., Mathur, A., & Ahmad, N. (2024). *The impact of globalization on international business strategies: Case studies from multinational corporations*. *Educational Administration: Theory and Practice*, 24(2), 53–66. <https://doi.org/10.1016/j.adtp.2024.05.003>.

- [6] Gupta, A. K., & Govindarajan, V. (2000). *Knowledge flows within multinational corporations*. *Strategic Management Journal*, 21(4), 473–496. [https://doi.org/10.1002/1097-0266\(200004\)21:4<473::AID-SMJ1044>3.0.CO;2-G](https://doi.org/10.1002/1097-0266(200004)21:4<473::AID-SMJ1044>3.0.CO;2-G).
- [7] Jiabin, G., Huijuan, Z., & Md Hasan, H. (2024). *Global competence in higher education: A ten-year systematic literature review*. *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1404782>.
- [8] Joshi, S. C. (2024). *Global Curriculum Standards and the Indian Education System: Challenges, Adaptation Strategies, and Policy Implications*. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 15(3), 01–21.
- [9] Joshi, S. C. (2025). *The Politics of Exclusion: How Workplace Politics Undermine Skilled Talent in Educational Institutions*. *International Journal of Management and Organizational Research*, 4(1), 11–16. <https://doi.org/10.54660/IJMOR.2025.4.1.11-16>.
- [10] Joshi, S. C., Wang, C., Sainz, A., & Alfred, M. V. (2023). *A Qualitative Case Study Analyzing Leadership Characteristics Emerged During COVID-19: Implications for Management and Governance*. *SCMS Journal of Indian Management*, 21(2), 5–18.
- [11] Kyove, J., Streltsova, K., Odibo, U., & Cirella, G. T. (2024). *Globalization impact on multinational enterprises*. *Journal of International Business and Economics*, 42(1), 34–48. <https://doi.org/10.1016/j.jibe.2024.03.004>.
- [12] Mermaid. (n.d.). *Mermaid: Markdown-inspired diagramming and charting tool*. <https://mermaid-js.github.io/mermaid-live-editor/>.
- [13] Philip, J. (1992). *Management education in India: Past, present, and future*. *Vikalpa*, 17(4), 19–24. <https://doi.org/10.1177/0256090919920404>.
- [14] Ranjan, J. (2008). *Changing context of Indian management education: An academic framework*. *International Journal of Management in Education*, 2(4), 432–444.
- [15] Sawhney, S., Kumar, K., & Gupta, A. (2019). *Adopting strategic management in higher education in India: Need, challenges and ideas*. *International Journal of Management Practice*, 12(2), 246. <https://doi.org/10.1504/ijmp.2019.10018487>.
- [16] Singmaster, H., & Ugalde, V. V. (2024, May 20). *Global competence and the 21st century workforce: A case for virtual exchange*. *Stevens Initiative*. Retrieved February 10, 2025, from <https://www.stevensinitiative.org/global-competence-and-the-workforce/>.
- [17] Sriramulu, V. (2018). *Globalization and its impact on human resource management: An overview*. *International Journal of Trend in Scientific Research and Development*, 2(6), 456–458. <https://doi.org/10.31142/ijtsrd18373>.
- [18] Thakur, M., & Babu, R. R. (2016). *Management education in India: Perspectives and practices*. Springer.
- [19] UK universities look to open campuses in India amid financial woes at home. (2025, February 7). *The Guardian*. Retrieved from <https://www.theguardian.com/education/2025/feb/07/uk-universities-open-campuses-india-financial-woes-at-home>.
- [20] Uzunbacak, H. H., Karagöz, Ş., & Erhan, T. (2024). *A conceptual study on entrepreneurship and digital innovation*. *Advances in Business Strategy and Competitive Advantage*, 1–20. <https://doi.org/10.4018/979-8-3693-3518-5.ch001>.
- [21] YesChat.ai. (n.d.). *YesChat.ai: AI-driven conversational analysis tool*. <https://www.yeschat.ai>.

APPENDIX A: INTERVIEW QUESTIONS

Subject Matter Experts (SMEs)

1. How does your institution include global business practices in its management curriculum?
2. What bottlenecks do you face in teaching global business?
3. How do you bridge the global business perspective and Indian business environment?
4. What types of support or resources would you require to implement globalization into management education?
5. How do you ensure that these global business practices indeed prepare students for an international career?

Students

1. How much relevance is generally given to global business concepts in your management education?
2. Could you name an example of a course that successfully taught international business practices?
3. Do you feel that you are ready to work in a global business environment? Why or why not?
4. What challenges do you face when understanding and applying global business concepts?
5. What specific changes could you advocate to further globally align your management education?

Industry Experts (IEs)

1. Do you perceive that the Indian management graduates are well trained enough to work in the global business environment?
2. What are the gaps you observe in the knowledge or skills they have regarding global business practices?
3. How can management schools further enhance their course content to meet global business expectations?
4. How do you see industry partnerships play a role in enhancing the global relevance of management education?
5. What would be the important competencies you expect from management graduates to have so they can thrive in MNCs?