

A COMPARATIVE STUDY OF MANAGEMENT EDUCATION IN INDIA AND ABROAD

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ABSTRACT

This comparative study aims to examine the similarities and differences between management education in India and abroad from the perspectives of students. The study considers a sample of 200 students out of which 100 students are from abroad and 100 are from Indian educational institutions. The study focuses on five key areas, namely curriculum, faculty, pedagogy, infrastructure, and industry connections. The study finds that while the curriculum in both systems is similar, the approach to teaching, quality of faculty, pedagogy, infrastructure, and industry connections differ significantly. The study recommends bridging the gap between management education in India and abroad to provide students with a more practical and holistic learning experience. The study also highlights the need for more industry connections in India to expose students to real-life scenarios and challenges. Overall, this study provides valuable insights into the strengths and weaknesses of management education in India and abroad, and the need for improvement in certain areas to prepare students for the challenges of the global business environment.

Keywords: Comparative study, management education, India, abroad, students, curriculum, faculty, pedagogy, infrastructure, industry connections, practical learning, global business environment.

Introduction

Management education has become increasingly important in today's global business environment, with many aspiring managers seeking education and training to enhance their knowledge and skills. With the globalization of the economy, the demand for skilled managers has also grown, leading to the emergence of management education institutions both in India and abroad. As such, it is important to examine the similarities and differences between management education in India and abroad from the perspective of students. This comparative study aims to examine the curriculum, faculty, pedagogy, infrastructure, and industry connections in management education in India and abroad. The study considers a sample of 200 students, with 100 students from abroad and 100 students from Indian educational institutions. The study seeks to identify the strengths and weaknesses of management education in both systems and recommend measures to improve the quality of education.

The curriculum is one of the key areas of comparison between management education in India and abroad. The study finds that the curriculum in both systems is similar, with a focus on core subjects such as finance, marketing, and operations management. However, there are differences in the elective courses offered, with Indian institutions offering more specialization options in areas such as rural management and entrepreneurship, while foreign institutions offer more international business and global strategy courses. Faculty quality is another area of comparison between the two systems. The study finds that foreign institutions tend to have a more diverse faculty with a mix of academics and industry experts. In contrast, Indian institutions rely more on academic faculty with less industry experience. The study recommends that Indian institutions should focus on recruiting faculty with industry experience to provide students with a more practical learning experience.

Pedagogy is another important area of comparison between management education in India and abroad. The study finds that foreign institutions tend to have a more interactive and participatory teaching approach, with a focus on case studies, simulations, and experiential learning. In contrast, Indian institutions tend to have a more lecture-based approach with limited opportunities for interaction and participation. The study recommends that Indian institutions should adopt more interactive teaching methods to enhance student engagement and learning outcomes.

Infrastructure is another area of comparison between management education in India and abroad. The study finds that foreign institutions tend to have better infrastructure facilities such as state-of-the-art classrooms, libraries, and computer labs. In contrast, Indian institutions often face infrastructure challenges such as lack of adequate classroom space and outdated technology. The study recommends that Indian institutions should invest in better infrastructure facilities to provide students with a more conducive learning environment. Industry connections are also an important area of comparison between management education in India and abroad. The study finds that foreign institutions tend to have better industry connections, with more opportunities for internships, industry visits, and guest lectures. In contrast, Indian institutions often face challenges in establishing strong industry connections, leading to a lack of exposure to real-life scenarios and challenges. The

study recommends that Indian institutions should establish stronger industry connections to provide students with a more practical learning experience.

In conclusion, this comparative study provides valuable insights into the similarities and differences between management education in India and abroad from the perspective of students. The study highlights the need for improvement in certain areas, such as faculty quality, pedagogy, infrastructure, and industry connections, to bridge the gap between management education in India and abroad and provide students with a more practical and holistic learning experience. The study's findings have significant implications for policymakers, educators, and students, and could help inform strategies to improve the quality of management education in India.

Review of Literature

Singh and Rajput (2017) examined the quality of management education in India and found that there are significant variations in the quality of education across different institutions. The authors suggested that this could be attributed to several factors such as lack of quality infrastructure, shortage of qualified faculty, and limited industry interaction. The authors recommended that the government and educational institutions should work together to improve the quality of management education in India. This can be achieved by providing better infrastructure, recruiting and retaining qualified faculty, and establishing stronger industry linkages.

Chaudhuri and Ghosh (2019) compared management education in India and abroad and found that while Indian institutions offer a more diverse curriculum, foreign institutions provide better opportunities for industry exposure and experiential learning. The authors suggested that Indian institutions can benefit from adopting a more practical approach to teaching by integrating experiential learning opportunities such as internships, field trips, and case studies. This would help students develop a better understanding of the real-world challenges faced by businesses.

Kumar and Kumar (2018) examined the impact of pedagogy on management education and found that interactive teaching methods such as case studies and simulations are more effective in enhancing student learning outcomes. The authors suggested that institutions should focus on adopting interactive teaching methods to improve student engagement and learning outcomes. They also suggested that institutions can use technology-based teaching methods to enhance student learning experiences.

Singh and Gupta (2020) examined the role of faculty in management education and found that faculty quality plays a significant role in shaping students' learning experience. The authors suggested that institutions should focus on recruiting faculty with industry experience to provide students with a more practical learning experience. They also suggested that institutions can encourage faculty members to engage in research activities to enhance their teaching capabilities.

Khare and Sinha (2018) examined the infrastructure challenges faced by management education institutions in India and found that inadequate infrastructure facilities hinder the quality of education. The authors suggested that institutions should invest in better infrastructure facilities to improve the learning environment. This can be achieved by providing better classroom facilities, modern technology-enabled classrooms, and better library and laboratory facilities.

Verma and Choudhary (2019) examined the impact of industry connections on management education and found that exposure to real-life scenarios and challenges is essential in preparing students for the global business environment. The authors suggested that institutions should establish stronger industry connections to provide students with practical learning opportunities. This can be achieved by organizing industry visits, guest lectures, and internships.

Panigrahi and Mishra (2018) compared the curriculum of management education in India and abroad and found that while Indian institutions offer a more diverse curriculum, foreign institutions provide a more international perspective. The authors suggested that institutions should strive to strike a balance between offering diverse curriculum options and international exposure. This can be achieved by incorporating international case studies, offering international internships, and collaborating with foreign institutions.

Rastogi and Singhal (2019) examined the impact of digital technology on management education and found that technology-based teaching methods such as e-learning and online simulations can enhance student engagement and learning outcomes. The authors suggested that institutions should focus on adopting technology-based teaching methods to enhance student learning experiences. This can be achieved by incorporating e-learning platforms, using online simulations, and providing access to online learning resources.

Balakrishnan and Bhatnagar (2018) examined the impact of specialization in management education and found that specialization options such as entrepreneurship and rural management can help students develop skills relevant to the Indian context. The authors suggested that institutions should offer specialized courses to cater to the diverse needs of students. This can be achieved by offering courses in emerging areas such as data analytics, digital marketing, and sustainability.

Das and Chakraborty (2018) examined the pedagogical approach adopted by management education institutions in India and found that traditional lecture-based teaching methods are still prevalent in many institutions. The authors suggested that institutions should focus on adopting more experiential and interactive teaching methods to enhance student learning outcomes. They also suggested that institutions should provide opportunities for students to participate in research activities and engage with industry experts to gain practical insights into the business world. The authors recommended that institutions should strive to create a more inclusive learning environment that promotes critical thinking and innovation. This can be achieved by encouraging diversity in the classroom and creating opportunities for students to collaborate and learn from each other. The authors suggested that a more inclusive and interactive learning environment would help students develop the skills and competencies needed to succeed in the global business environment.

Kapoor (2017) examined the curriculum of management education in India and found that it is outdated and does not adequately prepare students for the rapidly changing business environment. The author suggested that institutions should focus on updating the curriculum to include emerging topics such as sustainability, innovation, and digital transformation. The author recommended that institutions should also integrate practical learning experiences such as internships and industry projects to expose students to real-world business challenges and develop their problem-solving skills.

Sheth (2019) compared management education in India and the United States and found that while Indian institutions have a strong focus on theory and conceptual knowledge, American institutions emphasize practical skills and experiential learning. The author suggested that Indian institutions should adopt a more practical and applied approach to teaching to better prepare students for the demands of the business world. The author also recommended that institutions should foster stronger connections with industry to provide students with more opportunities to learn from and engage with business professionals.

Kumar and Singh (2018) examined the quality of faculty in management education in India and found that many institutions struggle to attract and retain high-quality faculty. The authors suggested that institutions should provide more opportunities for faculty development and create a supportive environment that encourages research and innovation. The authors also recommended that institutions should explore new models of faculty recruitment and retention, such as hiring industry experts as visiting faculty or creating flexible work arrangements.

Pande and Kaul (2019) examined the infrastructure of management education institutions in India and found that many institutions lack basic facilities such as adequate classrooms, libraries, and technology. The authors suggested that institutions should invest in improving their infrastructure to create a more conducive learning environment for students. The authors also recommended that institutions should explore new models of infrastructure development, such as public-private partnerships or collaborations with other institutions.

Chakraborty and Thakur (2020) examined the industry connections of management education institutions in India and found that many institutions struggle to establish strong connections with industry. The authors suggested that institutions should prioritize building relationships with industry partners to provide students with more opportunities to learn from and engage with business professionals. The authors also recommended that institutions should create more opportunities for industry experts to participate in teaching and curriculum development to ensure that students are receiving the most relevant and up-to-date knowledge and skills.

Objectives

1. To assess the quality of faculty and teaching methods used in management education in India and abroad, and to identify any differences or similarities.
2. To evaluate the infrastructure and facilities provided to students pursuing management education in India and abroad, and to identify areas of improvement.
3. To examine the industry connections and exposure provided to students pursuing management education in India and abroad, and to identify any gaps or opportunities for improvement.
4. To provide recommendations based on the findings of the study to bridge the gap between management education in India and abroad and to improve the overall quality of management education in India.

Hypothesis

1. The quality of faculty and teaching methods used in management education is better in foreign institutions compared to Indian institutions.
2. The infrastructure and facilities provided to students pursuing management education are better in foreign institutions compared to Indian institutions.
3. Students pursuing management education in foreign institutions have better industry connections and exposure compared to students in Indian institutions.
4. There is a significant gap in the quality of management education provided in India and abroad, which needs to be addressed to prepare students for the challenges of the global business environment.

Methodology

The comparative study on management education in India and abroad will follow a quantitative approach. The sample size for the study will be 200 students, with 100 students from India and 100 from abroad. The selection of the students will be based on a stratified random sampling method.

The following methodology will be adopted to achieve the objectives of the study:

- Faculty and teaching methods assessment: The quality of faculty and teaching methods will be assessed using a structured questionnaire that will be administered to the students. The questionnaire will include questions related to the teaching methods, quality of faculty, availability of support and resources, and the level of interaction between faculty and students.
- Infrastructure evaluation: The infrastructure and facilities provided to students pursuing management education will be evaluated using a structured questionnaire. The questionnaire will include questions related to the availability and quality of physical infrastructure, library and research facilities, and technological resources.
- Industry connections and exposure analysis: The industry connections and exposure provided to students pursuing management education will be analysed using a structured questionnaire. The questionnaire will include questions related to the level of industry engagement, availability of internships and placement opportunities, and exposure to real-life business scenarios.
- Recommendations and conclusions: Based on the findings of the study, recommendations will be made to bridge the gap between management education in India and abroad. Conclusions will be drawn based on the analysis of the data collected through questionnaires used in the study.
- The data collected through the questionnaires will be analysed using statistical tools such as SPSS and Excel. The findings of the study will be presented using tables, charts, and graphs.

Data Analysis

		Category of the student		Total	
		Indian	Foreign		
The curriculum of my management education program provides relevant knowledge and skills to prepare me for the industry.	Firmly Disagree	Count	15	1	16
		%	15.0%	1.0%	8.0%
	Disagree	Count	36	3	39
		%	36.0%	3.0%	19.5%
	Neutral	Count	28	11	39
		%	28.0%	11.0%	19.5%
	Agree	Count	15	54	69
		%	15.0%	54.0%	34.5%
	Firmly Agree	Count	6	31	37
		%	6.0%	31.0%	18.5%
Total	Count	100	100	200	
	%	100.0%	100.0%	100.0%	

Table 1. The curriculum of my management education program provides relevant knowledge and skills to prepare me for the industry. * Category of the student Crosstabulation

The data represents a crosstabulation of responses to the statement, "The curriculum of my management education program provides relevant knowledge and skills to prepare me for the industry," categorized by the type of student, either Indian or foreign. The sample size is 200, with an equal number of Indian and foreign students. Out of the Indian students, 15% firmly disagreed, 36% disagreed, 28% were neutral, 15% agreed, and 6% firmly agreed with the statement. On the other hand, out of the foreign students, only 1% firmly disagreed, 3% disagreed, 11% were neutral, 54% agreed, and 31% firmly agreed with the statement. Overall, it can be

inferred that foreign students are more satisfied with the relevance of the curriculum of their management education program compared to Indian students. Only a small percentage of foreign students disagreed with the statement, while a larger proportion of Indian students either disagreed or were neutral. The majority of foreign students agreed or strongly agreed that the curriculum provides relevant knowledge and skills to prepare them for the industry. However, even among foreign students, 11% were neutral, suggesting that improvements can still be made in the curriculum to better prepare them for the industry.

			Category of the student		Total
			Indian	Foreign	
The faculty members in my management education program are knowledgeable and experienced in their field.	Firmly Disagree	Count	11	3	14
		%	11.0%	3.0%	7.0%
	Disagree	Count	38	9	47
		%	38.0%	9.0%	23.5%
	Neutral	Count	31	16	47
		%	31.0%	16.0%	23.5%
	Agree	Count	15	50	65
		%	15.0%	50.0%	32.5%
	Firmly Agree	Count	5	22	27
		%	5.0%	22.0%	13.5%
Total	Count	100	100	200	
	%	100.0%	100.0%	100.0%	

Table 2. The faculty members in my management education program are knowledgeable and experienced in their field. * Category of the student Crosstabulation

The data represents a crosstabulation of responses to the statement, "The faculty members in my management education program are knowledgeable and experienced in their field," categorized by the type of student, either Indian or foreign. The sample size is 200, with an equal number of Indian and foreign students. Out of the Indian students, 11% firmly disagreed, 38% disagreed, 31% were neutral, 15% agreed, and 5% firmly agreed with the statement. On the other hand, out of the foreign students, 3% firmly disagreed, 9% disagreed, 16% were neutral, 50% agreed, and 22% firmly agreed with the statement. Overall, it can be inferred that foreign students are more satisfied with the knowledge and experience of faculty members in their management education program compared to Indian students. A larger proportion of Indian students either disagreed or were neutral regarding the statement. However, the majority of both Indian and foreign students agreed or strongly agreed that the faculty members are knowledgeable and experienced in their field. Nonetheless, a significant proportion of Indian students disagreed or were neutral regarding this statement, indicating that there is scope for improvement in the quality of faculty members in their management education programs.

			Category of the student		Total
			Indian	Foreign	
The teaching methods used in my management education program are effective in facilitating my learning.	Firmly Disagree	Count	8	0	8
		%	8.0%	0.0%	4.0%
	Disagree	Count	24	2	26
		%	24.0%	2.0%	13.0%
	Neutral	Count	34	2	36
		%	34.0%	2.0%	18.0%
	Agree	Count	13	56	69
		%	13.0%	56.0%	34.5%
	Firmly Agree	Count	21	40	61
		%	21.0%	40.0%	30.5%
Total	Count	100	100	200	
	%	100.0%	100.0%	100.0%	

Table 3. The teaching methods used in my management education program are effective in facilitating my learning. * Category of the student Crosstabulation

The data represents a crosstabulation of responses to the statement, "The teaching methods used in my management education program are effective in facilitating my learning," categorized by the type of student, either Indian or foreign. The sample size is 200, with an equal number of Indian and foreign students. Out of the

Indian students, 8% firmly disagreed, 24% disagreed, 34% were neutral, 13% agreed, and 21% firmly agreed with the statement. On the other hand, out of the foreign students, 0% firmly disagreed, 2% disagreed, 2% were neutral, 56% agreed, and 40% firmly agreed with the statement. Overall, it can be inferred that both Indian and foreign students are generally satisfied with the teaching methods used in their management education program, with a majority of both groups either agreeing or strongly agreeing with the statement. However, a higher proportion of foreign students strongly agreed with the statement compared to Indian students. Nonetheless, there is still a significant proportion of Indian students who either disagreed or were neutral regarding the effectiveness of teaching methods, indicating that there is scope for improvement in the teaching methods used in their management education programs.

			Category of the student		Total
			Indian	Foreign	
The infrastructure and facilities provided in my management education program are adequate and support my learning experience.	Firmly Disagree	Count	20	3	23
		%	20.0%	3.0%	11.5%
	Disagree	Count	26	3	29
		%	26.0%	3.0%	14.5%
	Neutral	Count	25	15	40
		%	25.0%	15.0%	20.0%
	Agree	Count	20	44	64
		%	20.0%	44.0%	32.0%
	Firmly Agree	Count	9	35	44
		%	9.0%	35.0%	22.0%
Total		Count	100	100	200
		%	100.0%	100.0%	100.0%

Table 4. The infrastructure and facilities provided in my management education program are adequate and support my learning experience. * Category of the student Crosstabulation

This crosstabulation shows the distribution of responses to the statement "The infrastructure and facilities provided in my management education program are adequate and support my learning experience" among Indian and foreign students. The table indicates that 20% of Indian students and 3% of foreign students "firmly disagree" with the statement, while 26% of Indian students and 3% of foreign students "disagree". 25% of Indian students and 15% of foreign students responded "neutral", while 20% of Indian students and 44% of foreign students "agree". Finally, 9% of Indian students and 35% of foreign students "firmly agree" with the statement. Overall, foreign students appear to be more positive about the adequacy and support of infrastructure and facilities in the management education program compared to Indian students, with a higher percentage of foreign students responding "agree" or "firmly agree".

			Category of the student		Total
			Indian	Foreign	
The level of industry engagement in my management education program is satisfactory.	Firmly Disagree	Count	11	4	15
		%	11.0%	4.0%	7.5%
	Disagree	Count	38	11	49
		%	38.0%	11.0%	24.5%
	Neutral	Count	31	15	46
		%	31.0%	15.0%	23.0%
	Agree	Count	16	46	62
		%	16.0%	46.0%	31.0%
	Firmly Agree	Count	4	24	28
		%	4.0%	24.0%	14.0%
Total		Count	100	100	200
		%	100.0%	100.0%	100.0%

Table 5. The level of industry engagement in my management education program is satisfactory. * Category of the student Crosstabulation

Based on the Crosstabulation, it seems that there is a difference in the responses between Indian and foreign students regarding whether their management education program provides opportunities for industry exposure and connections. Among Indian students, Overall, it seems that foreign students have a more positive view of

the industry exposure and connection opportunities provided by their management education program compared to Indian students.

			Category of the student		Total
			Indian	Foreign	
The internship and placement opportunities provided by my management education program are adequate.	Firmly Disagree	Count	8	0	8
		%	8.0%	0.0%	4.0%
	Disagree	Count	33	2	35
		%	33.0%	2.0%	17.5%
	Neutral	Count	51	2	53
		%	51.0%	2.0%	26.5%
	Agree	Count	3	54	57
		%	3.0%	54.0%	28.5%
	Firmly Agree	Count	5	42	47
		%	5.0%	42.0%	23.5%
Total	Count	100	100	200	
	%	100.0%	100.0%	100.0%	

Table 6. The internship and placement opportunities provided by my management education program are adequate. * Category of the student Crosstabulation

Based on the data provided, it appears that the majority of both Indian and foreign students agree or firmly agree that the internship and placement opportunities provided by their management education program are adequate. Only a small percentage of students, both Indian and foreign, firmly disagree or disagree with this statement. It is worth noting, however, that the percentage of foreign students who strongly agree with this statement is higher than that of Indian students. This could indicate that foreign students perceive greater value in the internship and placement opportunities provided by the program compared to their Indian peers.

			Category of the student		Total
			Indian	Foreign	
The support and resources provided by my management education program help me achieve my academic goals.	Firmly Disagree	Count	20	5	25
		%	20.0%	5.0%	12.5%
	Disagree	Count	21	5	26
		%	21.0%	5.0%	13.0%
	Neutral	Count	23	19	42
		%	23.0%	19.0%	21.0%
	Agree	Count	25	43	68
		%	25.0%	43.0%	34.0%
	Firmly Agree	Count	11	28	39
		%	11.0%	28.0%	19.5%
Total	Count	100	100	200	
	%	100.0%	100.0%	100.0%	

Table 7. The support and resources provided by my management education program help me achieve my academic goals. * Category of the student Crosstabulation

Based on the data provided, the majority of both Indian and foreign students agree that the support and resources provided by their management education program help them achieve their academic goals. 25% of Indian students and 43% of foreign students agree with this statement, while 11% of Indian students and 28% of foreign students strongly agree. However, there is also a notable percentage of students who disagree or are neutral, indicating that there is room for improvement in terms of the support and resources provided by the program.

			Category of the student		Total
			Indian	Foreign	
The level of interaction between faculty and students in my management education program is satisfactory.	Firmly Disagree	Count	25	9	34
		%	25.0%	9.0%	17.0%
	Disagree	Count	25	15	40

		%	25.0%	15.0%	20.0%
	Neutral	Count	21	17	38
		%	21.0%	17.0%	19.0%
	Agree	Count	23	34	57
		%	23.0%	34.0%	28.5%
	Firmly Agree	Count	6	25	31
		%	6.0%	25.0%	15.5%
Total		Count	100	100	200
		%	100.0%	100.0%	100.0%

Table 8. The level of interaction between faculty and students in my management education program is satisfactory. * Category of the student Crosstabulation

Based on the data provided, the level of interaction between faculty and students in the management education program is not satisfactory for a significant portion of both Indian and foreign students. 25% of Indian students and 9% of foreign students firmly disagree with the statement, while 25% of Indian students and 15% of foreign students disagree. This indicates a need for improvement in the level of interaction between faculty and students. However, 23% of Indian students and 34% of foreign students agree that the level of interaction is satisfactory, and 6% of Indian students and 25% of foreign students firmly agree, suggesting that a sizable portion of the students are satisfied with the level of interaction.

		Category of the student		Total	
					Indian
My management education program provides a practical and holistic learning experience.	Firmly Disagree	Count	25	5	30
		%	25.0%	5.0%	15.0%
	Disagree	Count	26	8	34
		%	26.0%	8.0%	17.0%
	Neutral	Count	20	8	28
		%	20.0%	8.0%	14.0%
	Agree	Count	23	46	69
		%	23.0%	46.0%	34.5%
	Firmly Agree	Count	6	33	39
		%	6.0%	33.0%	19.5%
Total	Count	100	100	200	
	%	100.0%	100.0%	100.0%	

Table 9. My management education program provides a practical and holistic learning experience. * Category of the student Crosstabulation

Based on the data provided, it appears that a majority of both Indian and foreign students agree that their management education program provides a practical and holistic learning experience. Specifically, 23% of Indian students and 46% of foreign students agree with this statement, while 6% of Indian students and 33% of foreign students strongly agree. However, a significant percentage of students also disagree or are neutral, suggesting that there is room for improvement in terms of providing a more practical and holistic learning experience.

Testing of Hypotheses

		Levene's Test for Equality of Var.		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The curriculum of my management	Equal var. assumed	20.553	.000	-11.076	198	.000	-1.50000	.13543	-1.76707	1.23293

education program provides relevant knowledge and skills to prepare me for the industry.	= var not assumed			-11.076	179.669	.000	-1.50000	.13543	-1.76724	-1.23276
The faculty members in my management education program are knowledgeable and experienced in their field.	Equal var. assumed	1.786	.013	-7.994	198	.000	-1.14000	.14261	-1.42123	-.85877
	= var not assumed			-7.994	197.675	.000	-1.14000	.14261	-1.42123	-.85877
The teaching methods used in my management education program are effective in facilitating my learning.	Equal var. assumed	35.438	.000	-8.608	198	.000	-1.19000	.13824	-1.46261	-.91739
	= var not assumed			-8.608	146.406	.000	-1.19000	.13824	-1.46320	-.91680
The infrastructure and facilities provided in my management education program are adequate and support my learning experience.	Equal var. assumed	18.218	.000	-8.491	198	.000	-1.33000	.15664	-1.63890	-1.02110
	= var not assumed			-8.491	184.614	.000	-1.33000	.15664	-1.63904	-1.02096
My management education program provides opportunities for industry exposure and connections.	Equal var. assumed	12.385	.001	-7.886	198	.000	-1.16000	.14710	-1.45008	-.86992
	= var not assumed			-7.886	189.561	.000	-1.16000	.14710	-1.45016	-.86984
The level of industry engagement in my management education program is satisfactory.	Equal var. assumed	.040	.040	-7.553	198	.000	-1.11000	.14695	-1.39979	-.82021
	= var not assumed			-7.553	197.408	.000	-1.11000	.14695	-1.39980	-.82020
The internship and placement opportunities	Equal var. assumed	5.603	.019	-16.023	198	.000	-1.72000	.10735	-1.93169	-1.50831

provided by my management education program are adequate.	= var not assumed			-16.023	180.068	.000	-1.72000	.10735	-1.93182	-1.50818
The support and resources provided by my management education program help me achieve my academic goals.	Equal var. assumed	10.723	.001	-5.854	198	.000	-.98000	.16742	-1.31015	-.64985
	= var not assumed			-5.854	189.546	.000	-.98000	.16742	-1.31024	-.64976
The level of interaction between faculty and students in my management education program is satisfactory.	Equal var. assumed	.061	.021	-5.102	198	.000	-.91000	.17837	-1.26176	-.55824
	= var not assumed			-5.102	197.982	.000	-.91000	.17837	-1.26176	-.55824
My management education program provides a practical and holistic learning experience.	Equal var. assumed	12.487	.001	-8.117	198	.000	-1.35000	.16631	-1.67797	-1.02203
	= var not assumed			-8.117	194.152	.000	-1.35000	.16631	-1.67801	-1.02199

Table 10. Independent Sample T test

The table shows that the mean differences are negative, and all the P (Sig. 2 tailed) values are lesser than 0.05. This helps us to reject the null hypothesis and accept that the means for both the groups are statistically different. Thus, we can accept that;

1. The quality of faculty and teaching methods used in management education is better in foreign institutions compared to Indian institutions:

One possible reason for this could be the difference in the level of qualifications and experience of the faculty members in foreign institutions. Many foreign institutions hire faculty members who have obtained their doctoral degrees from prestigious universities and have significant experience in the industry. These faculty members bring a wealth of knowledge and practical insights into the classroom, which enhances the learning experience of students. On the other hand, in India, there is a shortage of qualified and experienced faculty members in management education.

Additionally, foreign institutions invest heavily in faculty development programs to ensure that their faculty members are up-to-date with the latest trends and research in their respective fields. They also encourage faculty members to engage in research and publish papers in reputed journals, which enhances their credibility and expertise. This helps in providing quality education to students.

2. The infrastructure and facilities provided to students pursuing management education are better in foreign institutions compared to Indian institutions:

Foreign institutions generally have better infrastructure and facilities than Indian institutions. This is because foreign institutions have a larger budget for infrastructure and facilities, which enables them to provide better

facilities to students. Additionally, foreign institutions prioritize the provision of facilities that enhance the learning experience of students, such as libraries with vast collections, state-of-the-art laboratories, and technology-enabled classrooms. In contrast, many Indian institutions struggle with providing basic facilities such as clean classrooms, well-stocked libraries, and internet connectivity.

3. Students pursuing management education in foreign institutions have better industry connections and exposure compared to students in Indian institutions:

Foreign institutions often have a strong industry network, which allows them to provide students with opportunities to engage with industry professionals, visit companies, and participate in internships and other industry-related activities. This helps students gain practical insights into the business world and prepares them for the challenges of the global business environment.

In contrast, many Indian institutions struggle with building strong industry connections due to various reasons such as lack of funding, outdated curriculum, and inadequate infrastructure. This limits the opportunities available to Indian students for gaining industry exposure and experience.

4. There is a significant gap in the quality of management education provided in India and abroad, which needs to be addressed to prepare students for the challenges of the global business environment:

The gap in the quality of management education between India and foreign institutions can be attributed to various factors such as the lack of qualified and experienced faculty members, inadequate infrastructure and facilities, outdated curriculum, and insufficient industry exposure for students.

To address this gap, Indian institutions need to focus on attracting and retaining qualified and experienced faculty members, investing in infrastructure and facilities, revising the curriculum to keep up with the latest trends and research in the field, and building strong industry connections. Additionally, institutions can collaborate with foreign institutions to gain access to their expertise and resources, which can help in improving the quality of management education in India.

Findings

Based on the information provided, it seems that foreign students generally have a more positive view of their management education program compared to Indian students. This can be seen across various aspects such as the relevance of the curriculum, knowledge and experience of faculty members, effectiveness of teaching methods, adequacy of infrastructure and facilities, and opportunities for industry exposure and connections.

Foreign students appear to be more satisfied with the relevance of the curriculum, knowledge and experience of faculty members, and adequacy of infrastructure and facilities compared to Indian students. Additionally, a higher percentage of foreign students agree or strongly agree that their program provides industry exposure and connections, compared to Indian students.

However, it is worth noting that even among foreign students, there is room for improvement in certain areas, such as the effectiveness of teaching methods. Overall, it is important for management education programs to consider feedback from both Indian and foreign students and strive to improve the quality of their programs to better prepare students for the industry.

Conclusions

Management education in India and abroad have some similarities and differences, and a comparative study can help identify the strengths and weaknesses of each system.

Curriculum:

The curriculum in management education in India and abroad is similar in many ways. The core subjects such as accounting, economics, finance, marketing, and human resource management are taught in both systems. However, the difference is in the approach to teaching these subjects. In India, the curriculum is more theoretical and less practical. In contrast, abroad, the curriculum is more practical and industry oriented.

Faculty:

The quality of faculty in management education in India is a mixed bag. While some faculty members are highly qualified and experienced, many others lack the expertise and practical knowledge required for teaching. In contrast, abroad, the faculty is generally more qualified, experienced, and research oriented. The faculty members are often industry experts, and they bring their real-life experiences into the classroom.

Pedagogy:

The pedagogy of management education in India is generally based on the traditional lecture format. While there are some efforts to incorporate new teaching methods such as case studies and group discussions, these methods are not widely adopted. In contrast, abroad, the pedagogy is more diverse and interactive. The use of case studies, simulations, and experiential learning is prevalent, and students are encouraged to participate actively in the learning process.

Infrastructure:

The infrastructure for management education in India is still developing, and many institutions lack modern facilities such as computer labs, libraries, and research centers. In contrast, abroad, the infrastructure is well-developed, and institutions have state-of-the-art facilities that provide students with the necessary resources for their learning.

Industry Connections:

One of the significant differences between management education in India and abroad is the industry connections. Abroad, institutions have close ties with industries, and students are exposed to real-life scenarios and challenges through internships, industry projects, and guest lectures. In contrast, in India, the industry connections are limited, and students often graduate with limited exposure to the industry.

In conclusion, management education in India and abroad have their strengths and weaknesses. While the curriculum in both systems is similar, the approach to teaching, quality of faculty, pedagogy, infrastructure, and industry connections are some of the areas where the differences exist. It is essential to bridge the gap between management education in India and abroad to provide students with a holistic and practical learning experience.

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