Faculty of Business and Economics at Macquarie University introduced the MGMT 330 International Study Tour-India course to introduce to its students the issues related to doing business in India.

It recognised the need to study India in context - considering the country is now the fastest growing economy in the world, home of the world's largest start-up ecosystem, base for 1000+MNC R&D labs, and a hotbed of disruptive technologies and social enterprise. Furthermore, Australian students recognised that several of their future co-workers were likely to be Indians.

The MGMT 330 International study tour to India program was therefore designed as a course component to compliment and contextualise classroom lecture sessions so students can successfully approach business in India as well as in other foreign markets.

The Business in India Program guided participants in an exploration of what makes India a truly unique place to live, work and do business. Cultures and markets (both local and global) reflect and influence one another as they continually evolve; thus, a holistic approach was taken in creating this program. Activities and events highlighted ways India’s lived cultures and Political expressions influence consumer choices, employment preferences, business communications, approaches to innovation and more in the face of ever increasing technological advancement and global connectivity. MGMT330 International study tour (India) was designed to offer the following unique components:

INTERACTIONS: Meeting locals; corporate and government administrators; faculty from prestigious institutions; religious leaders; Australian expatriates in India and subject experts.

ACCESS: The program offers special access to educational institutions, corporate offices, Bollywood film studios, government institutions, subject experts and more.

LEARNINGS: The many learning’s of the program are related to ways India’s lived cultures and political expressions influence consumer choices, employment preferences, business communications, approaches to innovation and more in the face of ever increasing
technological advancement and global connectivity. Learning’s are specified in the objectives for each activity.

EXPERIENCES: Unique experiences bring participants closer to people and culture in India and included shadowing local workers, exploring unique neighbourhoods, and taking part in religious services and ceremonies.

Student response:

“I used to think of India as being a low-cost destination for textile manufacturing. But India surely doesn’t see itself this way, it is focusing on having the largest and best IT industry in the world and on higher cost services”.

“India has made me feel small”.

“Overall, I came to India expecting chaos but instead I was greeted with vibrancy. India is the most diverse place I have ever been too, and we only saw the tip of the iceberg. I learnt that the people of India are more ‘collective’ then ‘individual’ when compared to Australians. They value family and community, religion and tradition. I saw extreme poverty, I saw slums, but I saw happiness and integrity within the inhabitants.”

“I believe India has a very bright future and Australia is started to realize this. As a near graduate hoping to be an employable person, having awareness and exposure to India will be a highly valued skill to my future employers, but also it has given deeper richness to my life in general”.

“My final remark goes back to Socrates, who believed philosophy was the most important pursuit in life, quite like the people of India. “I know that I know nothing”. And that is the greatest lesson I will take away from my time in India.”