

# AMBER

Acharya Management Business and Entrepreneurship Review

Volume: 15

Issue: 1


Oct. 2023 - Mar. 2024

ISSN: 0976-3341



**Acharya** Bangalore B-School

**AUTONOMOUS** Affiliated to Bangalore University

A Bi-Annual Journal from  **ABBS**<sup>®</sup>  
AUTONOMOUS Affiliated to  
Bangalore University

# AMBER

## **Acharya Management Business and Entrepreneurship Review**

### **Acharya Bangalore B School (ABBS)**

No part of this publication should be reproduced, stored in a retrieval system, or transmitted in any form or by any means - Electronic, Mechanical, Photocopying, Recording and/or otherwise without the prior written permission of the author and the publisher. The Editorial Board or the institution will bear no responsibility for the publication or contents of the paper and the authors of such paper will bear full responsibility.

Published by :  
**Acharya Bangalore B School**  
Autonomous  
Affiliated to Bangalore University  
Andhrhalli Main Road,  
Off Magadi Road, Bengaluru-560 091.

Designed & Printed at :  
**Pragathi Graphics**  
Mr. Pramoda R.  
Mob.: 9845169184.  
email: r.pramoda@gmail.com

## AMBER EDITORIAL BOARD

<b>Patrons</b>		
<b>Dr. B. Vijay Pal Reddy</b> Chairman, ABBS		
<b>Mrs. Poornima Reddy</b> Managing Director, ABBS	<b>Mr. Ajitesh Reddy Basani</b> Executive Director-Admin., ABBS	<b>Mr. Nakul Basani</b> Executive Director-Operations, ABBS
<b>AMBER Editorial Advisory Board- National</b>		
<b>Dr. H.R. Venkatesha</b> Chief Editor and Director, Acharya Bangalore B School, Bengaluru	<b>Dr. R. Jayanthi</b> Director, ABBS IQAC, Bengaluru	<b>Dr. Vigneswara Illavarasan</b> Professor, School of Management Studies, IIT Delhi
<b>Dr. C. Ganesh Kumar</b> Associate Professor, IIFT, New Delhi	<b>Dr. Nilam Panchal</b> Associate Professor, B.K.School of Business Management Gujarat University, Ahmadabad	<b>Dr. Mohd. Naved Khan</b> Professor, Department of Business Administration Aligarh Muslim University, Aligarh, UP, India.
<b>Dr. Mita Mehta</b> Research Professor, Symbiosis Institute of Health Science Symbiosis International (Deemed University), Pune	<b>Dr. Sunitha S</b> Associate Professor, School of Management Studies NIT, Calicut	<b>Dr. K.N. Rekha</b> Assistant Professor, GITAM Deemed to be University, Hyderabad
<b>Dr. Rupa Gunaseelan</b> Professor and Director, BSMED, Bharathiar University, Coimbatore	<b>Dr. Raman Gujral</b> Director, Southern Region, EDII, Bengaluru	<b>Dr. C. Sengottuvelu</b> Professor and Head-Research, ABBS Research Centre, ABBS, Bengaluru
<b>AMBER Editorial Advisory Board- International</b>		
<b>Dr. Renuka P Herath</b> Professor, Faculty of Commerce and Management University of Kelaniya, Sri Lanka	<b>Dr. Md. Wahidul Habib</b> Assistant Professor, ASA University Bangladesh, Dhaka, Bangladesh	<b>Dr. David Petrie</b> Professor, School of Management, Concordia University Portland, Chicago, USA
<b>Dr. M.Senthil Kumar</b> Associate Professor, Slippery Rock University Pennsylvania, USA	<b>Dr. Chowdhury Golam Hossan</b> Assistant Professor, Charles Stuart University, Melbourne Campus, Australia	<b>Dr. Saju V Jose</b> Associate Professor of Marketing, College of Business, Abu Dhabi University, UAE
<b>Research Papers Review Committee</b>		
<b>Dr. H.R. Venkatesha</b> Chief Editor and Director, ABBS, Bengaluru	<b>Dr. Dhanalakshmi A</b> Professor, ABBS, Bengaluru	<b>Dr. V.P. Sriram</b> Professor, ABBS, Bengaluru
<b>Dr. Geevarathna</b> Professor, ABBS, Bengaluru	<b>Dr. H.S. Shalini</b> Associate Professor, ABBS, Bengaluru	<b>Dr. R.K. Prema</b> Associate Professor, ABBS, Bengaluru
<b>Executive Editor</b>		
<b>Dr. R.K. Prema</b> Associate Professor, ABBS, Bengaluru		

# Editorial

## Dear Readers,

I am very happy to place before you Volume 15 and Issue 1 of AMBER on the theme 'Education and Ethics'. In this fast changing materialistic world, the importance of Ethics has become more important than ever before. This is more so in Education sector. Education institutions have to be ethical. They have to teach ethics to students and there has to be research on ethics in higher educational institutions. Keeping this in mind, the AMBER has chosen 'Education and Ethics' as the theme of this issue.

The issue contains Empirical articles, Review Papers, Student paper, Case Study and Book Review. The article 'An Empirical Study on the Process and the Consequences of Women Education and Empowerment Through Informal Sector' authored by Dr. K. Veilatchi and Dr.V.Darling Selvi focuses on women empowerment and education. The article 'Spirituality of Academia: Education Focused Dimension of University and Industry Collaboration' authored by Dr.V.Lourden Selvamani and others focuses on Spirituality through academia and industry collaboration. The article titled 'Assessing the Interest of Students with Respect to Online, Offline and Blended learning' authored by Dr.B.N.Sivakumar and others focuses on students preference for different learning methods. 'Aligning Education for Sustainable Development: An analysis through the lens of SDGS', authored by Prof. J.Made Gowda and Dr. Inchara P.M.Gowda analyses role of SDGs in offering quality education and lifelong learning. 'Effective Managers to Responsible Leaders: Using Spirituality to Drive Value Based Education in Indian Business Schools' authored by Mr.G.Venkatesha and Mr. R.Girish analyses integration of spirituality in B-Schools curriculum to deliver value based education. The review paper on 'Digital Competition in an Era of Higher Education - Emerging Organizational Models' authored by Dr.Lakshmi Narahari and Jawahar Babu focuses on different organizational models and its significance in Education. 'Application of Digital Technologies in Higher Education', an Empirical paper authored by students focuses on ways and means of embracing digital technology in Education.

The Case study in this issue is on 'Research Ethics in Academic pursuits' by Dr.K.Sadashva Naik. Book review is on the book 'The Ethics of Cultural Competence in Higher Education', authored by Beverly A. Burnell and Heidil.Schnackenberg and ably reviewed by Dr. Jayanthi makes this issue rich and useful to all, who are interested in the theme.

I congratulate my colleague, Dr.R.K.Prema who has painstakingly edited this issue. I profusely thank Professor.

Next issue of AMBER would be the thirtieth one (Volume 15 Issue 2) on the theme '**Agile HR Practices**'. I welcome articles on sub themes 'Implementing Agile Methodologies in HR', 'Agile Talent Acquisition and Recruitment', 'Employee Engagement and Experience in Agile HR', 'Learning and Development in an Agile Framework', 'Agile Change Management and Organizational Development', 'HR Analytics and Data-Driven Decision Making', 'Legal and Ethical Considerations in Agile HR', 'Future Trends and Innovations in Agile HR' and on any other relevant topic.

**Dr. H.R.Venkatesha,**  
Chief Editor-AMBER,

Director, Acharya Bangalore B School, Bengaluru.

## Contents

### Issue Theme: Education and Ethics

Research Articles	Page Nos.
An Empirical Study on the Causes and Consequences of Women Education and Empowerment Through Informal Sector Dr. K. Veilatchi, Dr. V. Darling Selvi	06
Spirituality of Academia: Education Focused Dimension of University and Industry Collaboration Dr. V. Lourden Selvamani, Mr. Manajari Pandey, Dr. A. Dhanalakshmi	15
Assessing the Interest of Students with Respect to Online, Offline and Blended Learning Dr. B.N. Sivakumar, Dr. R.K. Prema, Ms. Shraddha P Menon, Mr. K. Haridev	25
Aligning Education for Sustainable Development: An Analysis Through the Lens of SDGs Dr. J. Madegowda, Dr. Inchara P M Gowda	30
Effective Managers to Responsible Leaders: Using Spirituality to Drive Value-based Education in Indian Business Schools- A Conceptual Paper Mr. G. Venkatesh, Mr. R. Girish	42
Digital Competition in an Era of Higher Education - Emerging Organizational Models: A Critical Review Dr. Lakshmi Narahari Ch, Mr. J. Jawahar Babu	50
Applications of Digital Technologies in Higher Education Students: An Empirical Study Ms. G. Sandhya, Ms. R. Pooja, Ms. Pooja Thakur	59
<b>CASE STUDY</b> Research Ethics in Academic Pursuits Dr. K.S. Naik	64
<b>BOOK REVIEW</b> Book Title: The Ethics of Cultural Competence in Higher Education Edited by: Beverly A Burnell, Heidi Schnackenberg Publishers: Apple Academic Press, USA, (2015) Dr. R. Jayanthi	69
Guidelines for Paper Submission	72
Guidelines for Review Process	73
AMBER Journal's Peer Review Process - Flowchart	74
Call for Papers	75

# An Empirical Study on the Causes and Consequences of Women Education and Empowerment Through Informal Sector

Dr. K. Veilatchi,

Assistant Professor of Commerce, Department of Commerce,  
K.R. College of Arts & Science, Kovilpatti.

Dr. V. Darling Selvi,

PG & Research Department of Commerce,  
Rani Anna Government College for Women, Tirunelveli.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224954>

## Abstract

The informal sector plays an important and controversial role. It provides jobs and reduces unemployment and underemployment, but in many cases the jobs are low-paid and they face job insecurity. The aim of present study is to find out the "Causes and Consequences of Women Empowerment through Informal Sector". The investigator collected data of 1085 women informal workers from Tuticorin district. The informal sector is classified under three segments. There are: Primary sector, Secondary sector, and Service sector. Based on reviews, the collected data is arranged properly, analyzed systematically, and interpreted precisely. Respondents are mainly empowered in 'Increase in decision making for family, participation in community activities and increased mobilization/participation.'

**Key Words: Economic Empowerment, Informal Sector, Self-Esteem, Self-Confident, Social Empowerment**

## Introduction

In India, women constitute almost half of the total workforce. However, over 96 per cent of women work in the informal sector. Overall, the informal sector constitutes 93 per cent of the workforce of the population of India. Moreover, these workers contribute 62 per cent to the gross domestic product (GDP), and 50 per cent to the national income. The female labour force constitutes one third of the rural workers in India. Women workers face serious problems and constraints related to work such as lack

of continuity, insecurity, wage discrimination, unhealthy job relationship, absence of medical and accident care etc. Informal sectors play bolsters in entrepreneurial activity, and it is always considered as the detriment of state regulations compliance, particularly regarding tax and labour regulations. The size of the informal labour market varies from the estimated 4- 6% in the high-income countries to over 50% in the low-income countries. It's size and role in the economy increases during economic downturns and periods of economic adjustment and transition.

## Review of Literature

**Nandal Santosh (2004)** explains the study on women construction workers in Haryana. He found that most of the workers came from other states and most of them were females. The main objective of this paper is to focus the socio-economic problems faced by the female construction workers in construction industries. He concluded that women workers are actively involved in the economic activities for their survival and yet bearing and rearing their children is their first responsibility.

**Gaines.et.al., (2006)** result about the working conditions of domestic workers in Maryland. The objective of this research is to determine whether the working conditions of women workers are unfair or not. It also explains about the problems faced by the domestic workers in their working condition. This research stresses the health and human services of domestic workers. It discusses the heavy issues and potential policy solutions. They found that there is a

substantive difference among the different types of domestic workers and the general population in Maryland. They also found that domestic workers are consistently deprived of the health, retirement and leave provisions. They concluded that, there should be an improvement of protection, rights and welfare of the domestic workers for this specific population. The country should decide to take legislative actions which will create mandated work standards.

**Jyoti Bharat (2008)** explains the status of women domestic workers. This is an exploratory study which provides valuable insights into the working and the living conditions of women domestic workers. Two stage random sampling was adopted in this study for selecting the sample women workers. Thirty slums each having five townships were randomly selected for sample. In the second stage individual women workers were selected from the domestic industries. She found that there is such legal protection system for women workers and concluded that improvement should be there in the living and working conditions of women domestic workers.

#### Objectives of the study

1. To analyze the impact of socio-economic condition and the empowerment of women through informal sector.
2. To know the working conditions of women workers in informal sector.

#### Limitations of the study

1. All the segments in informal sector are not covered in this work.
2. All the women workers in informal sector are not taken as respondents

#### Methods

The study is empirical in nature, which includes primary sector, secondary sector and service sector. For collecting primary data, Interview Schedule has been prepared and administered among the respondents. The sample respondents are selected from each main sector such as primary sector consist of agriculture workers and street vendors, secondary sector consists of match industry workers, beedi workers and construction workers, service sector consists of home-based workers and SHG workers. Hence, each sub-sector of 155 each is fixed as sample respondents with the total of 1085 samples. The secondary sources of data have been collected from various books, journals, periodicals, reports of both private and government organizations. ANOVA, Factor analysis and t test used for analysis purposes.

**Table 1: Reliability Statistics for Women Choosing Informal Sector**

Cronbach's Alpha	Standardized Cronbach's Alpha	N of Items
.907	.908	20

Source: Derived

The reliability statistics for women respondents choosing informal sector is tested through Cronbach Alpha test. It is noted from the analysis that the overall value of Cronbach's Alpha .907 and the individual value of Cronbach's alpha are more than .70 which is a good measure of reliability.

**H<sub>0</sub>: There is no significant difference between Reason for women choosing informal sector and their income**

**Table 2: ANOVA test for Women Choosing Informal Sector**

Reasons		Sum of Squares	Mean Square	F	Sig.	Remarks
Poverty	Between Groups	40.657	13.552	10.482	.000	<b>Significant</b>
	Within Groups	1397.697	1.293			
	<b>Total</b>	<b>1438.354</b>				
Income	Between Groups	6.881	2.294	2.331	.073	<b>Significant</b>
	Within Groups	1063.713	.984			
	<b>Total</b>	<b>1070.594</b>				
Family situation	Between Groups	.314	.105	.104	.958	<b>Not Significant</b>
	Within Groups	1082.853	1.002			
	<b>Total</b>	<b>1083.167</b>				
Traditional work	Between Groups	.045	.015	.015	.998	<b>Not Significant</b>
	Within Groups	1109.650	1.027			
	<b>Total</b>	<b>1109.696</b>				
Easy job	Between Groups	38.533	12.844	12.757	.000	<b>Significant</b>
	Within Groups	1088.356	1.007			
	<b>Total</b>	<b>1126.888</b>				
Unemployment	Between Groups	16.768	5.589	6.342	.000	<b>Significant</b>
	Within Groups	952.701	.881			
	<b>Total</b>	<b>969.469</b>				
To be economically independent	Between Groups	71.649	23.883	24.164	.000	<b>Significant</b>
	Within Groups	1068.401	.988			
	<b>Total</b>	<b>1140.050</b>				
Flexible working time	Between Groups	18.353	6.118	6.876	.000	<b>Significant</b>
	Within Groups	961.748	.890			
	<b>Total</b>	<b>980.101</b>				
Low level of literacy	Between Groups	40.099	13.366	14.334	.000	<b>Significant</b>
	Within Groups	1008.015	.932			
	<b>Total</b>	<b>1048.114</b>				
To be my own boss	Between Groups	36.487	12.162	16.452	.000	<b>Significant</b>
	Within Groups	799.144	.739			
	<b>Total</b>	<b>835.631</b>				



To support the family	Between Groups	36.401	12.134	15.805	.000	<b>Significant</b>
	Within Groups	829.927	.768			
	<b>Total</b>	<b>866.328</b>				
Self interest	Between Groups	15.715	5.238	5.223	.001	<b>Significant</b>
	Within Groups	1084.272	1.003			
	<b>Total</b>	<b>1099.987</b>				
Dowry problem	Between Groups	36.578	12.193	12.457	.000	<b>Significant</b>
	Within Groups	1058.016	.979			
	<b>Total</b>	<b>1094.594</b>				
Needed less investment	Between Groups	2.258	.753	.818	.484	<b>Significant</b>
	Within Groups	994.676	.920			
	<b>Total</b>	<b>996.935</b>				
Absence of earning in the family	Between Groups	18.466	6.155	5.980	.000	<b>Significant</b>
	Within Groups	1112.772	1.029			
	<b>Total</b>	<b>1131.239</b>				
To earn additional income for family	Between Groups	10.303	3.434	3.865	.009	<b>Significant</b>
	Within Groups	960.609	.889			
	<b>Total</b>	<b>970.912</b>				
Easy to learn	Between Groups	52.683	17.561	19.148	.000	<b>Significant</b>
	Within Groups	991.431	.917			
	<b>Total</b>	<b>1044.114</b>				
No alternate source	Between Groups	13.205	4.402	4.410	.004	<b>Significant</b>
	Within Groups	1078.872	.998			
	<b>Total</b>	<b>1092.077</b>				
Manageable with household work	Between Groups	66.505	22.168	22.920	.000	<b>Significant</b>
	Within Groups	1045.545	.967			
	<b>Total</b>	<b>1112.050</b>				
Easy source of livelihood	Between Groups	46.898	15.633	17.002	.000	<b>Significant</b>
	Within Groups	993.946	.919			
	<b>Total</b>	<b>1040.844</b>				

Source: Derived

The above table presents the opinion of the sample respondents on the association of reason for women choosing informal sector. Their opinions were grouped into five categories, such as "Strongly agree", "Agree", "Neutral" "Disagree", and "Strongly disagree". The one-way analysis of variance was employed to test whether there is any significant difference in the reasons of the sample respondents of Informal sector workers. The test reveals that the reason for women choosing informal sector is: Poverty, Income, Family situation, Traditional work, Easy job, Unemployment, economically independent, Flexible working time, Low level of literacy, to be my own boss, to support the family, Self-interest, Dowry problem, needed less investment, Absence of earning in the family, Easy to learn, No alternate source, Manageable with house and work, easy source of livelihood. Hence there is significant difference in reasons for choosing the Informal Sector among women workers. It has a positive impact. Income and less investment have high impact on women through Informal sector.

**Table 3: Sampling Adequacy Test for Benefits of Women Empowerment**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.836
Bartlett's Test of Sphericity	Approx. Chi-Square	15296.458
	Df	190
	Sig.	.000

The Sampling Adequacy Test is conducted with the help of KMO and Bartlett's Test. As per the test, the value of Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.836 which is sufficient for further analysis. The value of chi square is 15296.458 for degrees of freedom of 190 and the test is statistically significant as the p value is 0.000 which is less than 0.05.

**Table 4: Factor Analysis for Consequences of Women Empowerment**

Rotated Component Matrix				
Variables	Components			
	Self-Actualization	Self Esteem	Safety Needs	Self-confident
Capacity building	.820			
Reputation	.781			
Assertiveness	.750			
Decision maker	.732			
Skill development	.697			
Honor & recognition	.623			
Self Interest		.795		
Regular income		.708		
Self-esteem		.678		
Provide quality education		.670		
Exposure and independence		.621		
Leadership opportunity		.608		
Regular employment			.858	
To meet the household expenses			.737	
Elimination of poverty			.685	
Positive attitudinal changes			.682	
Gender equality			.511	
Economic growth				.752
Empowerment				.717
Self-confident				.620
% of Variance	19.882	17.987	17.303	11.604
Cumulative %	19.882	37.868	55.171	66.775
<b>% to total</b>	<b>30</b>	<b>27</b>	<b>26</b>	<b>17</b>
<b>Extraction Method:</b> Principal Component Analysis. <b>Rotation Method:</b> Varimax with Kaiser Normalization.				

**Self-Actualization:** The Six factors filtered under this component are: Capacity Building (.820), Reputation (.781), Assertiveness (.750), Decision Maker (.732), Skill development (.697), Honor and Recognition (.623). This factor has a variance of 19.88 percent and forms 30 percent out of the total.

**Self Esteem:** The Six components filtered under this component are: Self Interest (.795), Regular Income (.708), Self Esteem (.678), Provide quality education (.670), Exposure and Independence (.621), Leadership opportunity (.608). This factor has a variance of 17.99 percent and forms 27 percent out of the total.

**Safety Needs:** The Five components filtered under this component are: Regular employment (.858), To meet the household expenses (.737), Elimination of Poverty (.685), Positive attitudinal changes (.682), Gender equality (.511) This factor has a variance of 17.30 percent and forms 30.46 percent out of the total.

**Self-Confident:** The Three components filtered under this component are: Economic growth (.752), Empowerment (.717), Self-Confident (.620). This factor has a variance of 11.60 percent and forms 17 percent out of the total.

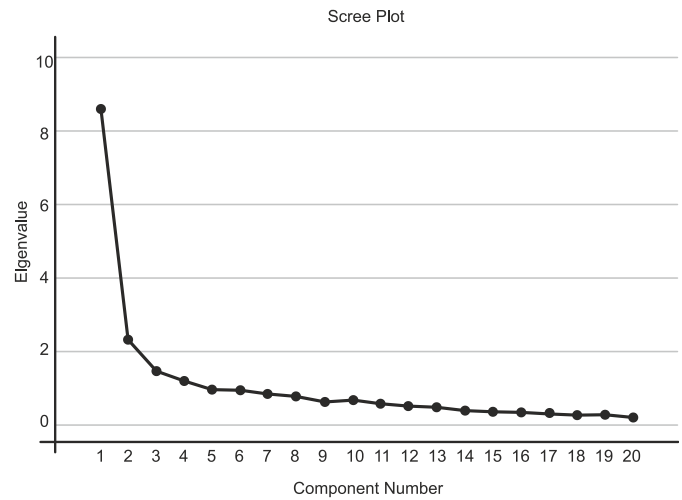


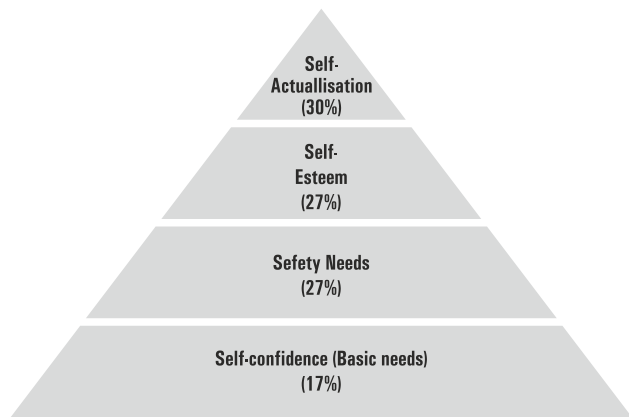
Fig 2: Maslow’s Need Hierarchy Theory

Table 5. t Test for Social Empowerment of Women

Statements	t	p Value	Mean Deviation	Std.	95% Confidence Interval	
					Lower	Upper
Increase in decision making for family	148.777	.000	3.94	.872	3.89	3.99
Participation in community activities	136.035	.000	3.85	.932	3.79	3.90
Increase in self confidence	132.408	.000	3.86	.960	3.80	3.92
Increase in mobilization/ participation	132.151	.000	3.87	.965	3.81	3.93
Value given by family members in crucial decision	129.330	.000	3.87	.985	3.81	3.93
Increased support during social crisis in family	129.147	.000	3.89	.992	3.83	3.95
Increased recognition in community	124.040	.000	3.76	.997	3.70	3.82
Increase in communication skills	122.977	.000	3.90	1.045	3.84	3.97

Source: Derived

Maslow's Need Hierarchy



As per t test, it is noted that Increase in decision making for family has the foremost Social empowerment of women with the t value of 148.777 which is followed by Participation in community activities (136.035) Increase in self-confidence (132.408), Increase mobilization / Participation (132.151), Value given by family members in crucial decision (129.330), Increased support during social crisis in family (129.147), Increased recognition in community (124.040), and Increase in communication skills (122.977). All the statements are statistically significant as the p values are less than 0.05. Hence it is concluded that the sample respondents are mainly empowered in, increase in decision making for family, participation in community activities and increase in mobilization/participation.

**Table 6: Reliability analysis for Economic Empowerment of Women**

Reliability Statistics		
Cronbach's Alpha	Standardized Cronbach's Alpha	N of Items
.869	.869	11

Source: Derived

The reliability statistics for Economic empowerment of the respondents is tested through Cronbach Alpha test. It is noted from the analysis that the overall value of Cronbach's Alpha .869 and the individual values of Cronbach's alpha are more than .70 which is a good measure of reliability.

**H<sub>0</sub>: There is association between Economic empowerment of women workers and Place of residence of the women workers**

**Table 7: Chi Square Test for Economic Empowerment of Women**

Economic empowerment	Chi-Square value	Contingency Coefficient	p Value	Inference
Increases creation of personal assets	131.79	.329	.000	Significant
Increased in ability to support the family	39.20	.187	.000	Significant
Increased in access to micro finance	240.40	.427	.000	Significant
Increase in income	50.47	.211	.000	Significant
Increased support during economic crisis	94.34	.283	.000	Significant
Increase in the expenditure	76.75	.257	.000	Significant
Increased capability of managing bank related Activities	161.69	.360	.000	Significant
Household items	37.99	.184	.000	Significant
Jewels	161.99	.360	.000	Significant
Livestock	106.80	.299	.000	Significant
Debt	98.02	.288	.000	Significant

Source: Derived

The variables for Economic empowerments of women through informal sector and place of the Residence are ranked as per chi square test. The test reveals that the major Empowerment factors are 'Increases creation of

personal assets ( $x^2$ . 131.79,  $p:000$ ), Increased in ability to support the family ( $x^2$ : 39.20,  $p:000$ ), Increase in access to microfinance ( $x^2$ . 240.40,  $p:000$ ) Increase in income ( $x^2$  50.47,  $p: 000$ ) Increased support during economic crisis ( $x^2$  94.34,  $p:000$ ) Increase in the expenditure ( $x^2$  76.75,  $p:000$ ) Increased capability of managing bank related activities ( $x^2$  161.99,  $p:000$ ), Household activities ( $x^2$  37.99,  $p:000$ ), Jewels ( $x^2$  161.99,  $p:000$ ), Livestock ( $x^2$  106.80,  $p:000$ ), Debt ( $x^2$  98.02,  $p:000$ ). They are statically significant as the  $p$  value is less than 0.05. The null hypothesis is rejected. Hence it is concluded that there is association between Economic empowerment of women workers and Place of Residence of the women workers.

### Results & Discussion

There is significant difference among the Informal women workers reason for choosing informal sector. It has a positive impact. Family situation and Traditional work have high impact on women in Informal sector. Economic empowerment of women: They are statistically significant as the  $p$  value is less than 0.05. The null hypothesis is rejected. Hence it is concluded that there is association between Economic empowerment of women workers and their Place of Residence. Social empowerment of women: All the statements are statistically significant as the  $p$  values are less than 0.05. Hence it is concluded that the sample respondents are mainly empowered in 'Increase in decision making for family, participation in community activities and Increased mobilization/participation.

### Conclusion

Empowering women is essential to the health and social development of families, communities, and countries. When women are living safe, fulfilled, and productive lives, they can reach their full potential. Contributing their skills to the workforce and can raise happier and healthier children. Regarding the reason for women choosing informal sector there is significant difference in reason among the Informal women workers to going informal sector. It has a positive

impact. Family situation and Traditional work have high impact on women through Informal sector. Consequences of women empowerment variables are classified under three components such as Exposure, Empowerment, and Economic Independence. It is concluded that the sample respondents are mainly empowered in 'Increase in decision making for family, participation in community activities and Increase mobilization/participation. It is concluded that there is association between Economic empowerment of women workers and the place of residence of the women workers. It is concluded that the causes and consequence of women empowerment is make a woman to economic independent, social independent, Decision maker and so on. These develop women community as well as our country.

### References

- Amaratunga, D., Haigh, R., Lee, A., Shanmugam, M., & Levitical, G. (2006). Construction Industry and Women: A Review of the Barriers. Research Institute for the Built and Human Environment Publication, The University of Salford, Salford, M5 4WT.
- Gaur, S. A. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS.
- Kumar, A., Singh, D. K., & Sigh, B. P. (2019). To Study the Socio-Economic Status of Respondents in Relation to Awareness of Rural Development Programmes in Meerut District India. *International Journal of Pure & Applied Bioscience*, 7(1), 92-96.
- Shankar, A. H., & Braj, B. (2016). *Statistics for Social Sciences (With SPSS Applications)*.
- Barnabas, A., Anbarasu, D. J., & Paul, S. C. (2009). A Study on the Empowerment of Women Construction Workers as Masons in Tamil Nadu, India. *Journal of International Women's Studies*, 11(2), 121-141.
- Baruah, B. (2010). Women and Globalization: Challenges and Opportunities Facing Construction Workers in Contemporary India. *Development in Practice*, 20(1), 31-44.

- George, D., & Mallery, P. (2019). IBM SPSS Statistics 26 Step by Step: A Simple Guide and Reference (16th ed.). Routledge.
- Laerd Statistics. (n.d.). One-sample t-test using SPSS Statistics.
- SPSS Tutorials. (n.d.). Independent samples t-test using SPSS.
- Jeyakala, P. R., & Selvi, V. D. (2011). A Scenario of Women Employment in Brick Industries. RAC Journal of Research, 2(3), August.
- Veilatchi, K. (2023). An insight of Informal Workers - A Special Reference to Service Sector in Tirunelveli District. South India Journal of Social Science, 247-253.
- Veilatchi, K. (2021). Sustainable Livelihood of Women in Agriculture. Bengal, Past and Present, 438-443.
- Veilatchi, K. (2020). The Plight of Street Vendors in Kovilpatti City. Test Engineering & Management, January-February, 9383-9388.
- Veilatchi, K. (2020). Economic Viability of Women Workers in Match Industries. Mukta Shabd Journal, 628-639.
- Veilatchi, K. (2019). Problems of Women Construction Workers in Kovilpatti. Think India Journal, 33-45.
- Veilatchi, K. (2021). Structural Modeling for the Problems of Women in the Self-Help Groups. Primax International Journal of Commerce and Management Research, 1-8.

# Spirituality of Academia: Education Focused Dimension of University and Industry Collaboration

**Dr. V. Lourden Selvamani,**

Assistant Professor, Department of Finance, CMS B School, Bangalore.

**Mr. Manajari Pandey,**

Assistant Professor, Department of Commerce, CMR University, Bangalore.

**Dr. A. Dhanalakshmi,**

Professor, Department of Management Studies-PG,  
Acharya Bangalore B School, Bangalore.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224955>

## Abstract

Academic researchers have several factors affecting their research intent, the spiritual dimension of this phenomenon has yet to be formally explored. This research scales down to the spiritual dimension of university- industry collaboration primarily with the education focused outputs. With this objective, this study has resorted to quantitative analysis based on data collected through a survey questionnaire collecting responses from academic researchers at higher educational institution level accounting to 318 samples. The analysis of establishment of relationship between spiritual dimensions of academically engaged faculty towards education focused outputs relies upon structural equation model. The spirituality is measured through interconnections with nature, human beings, and higher power. The results yield a positive impact on dependent variable, the study add value by exploring intrinsic elements that drive university-industry collaborative practices in the backdrop of scare on link between spirituality with education-based outcomes.

**Keywords:** *Education focused outputs, Interconnection, Spirituality, University-industry collaboration.*

## Introduction

University Industry collaborative practices are increasingly being recognized as a critical factor concerning the success of knowledge imparting and knowledge implementation institutions. There have been several factors recognized by researchers

affecting the faculty members in university-industry collaboration. The factors so discovered are categorised as intrinsic and extrinsic factors and it was further explored that the intrinsic factors stand more impactful in comparison to extrinsic factors causing a rise in the attention paid towards the intrinsic factors (Dongen et al., 2017; Franco & Haase, 2015; Huszár et al., 2015; Olaya Escobar et al., 2017). Researchers have also attempted on concerning university third mission and their impact on academic commercialisation, academic engagement and education focused outcomes (Ankrah & Al-Tabbaa, 2015; Orazbayeva et al., 2019). The current focus of the study is on education focused outputs.

Spirituality, has already been recognized as a key intrinsically motivating factor for employees across different industries, as per the previous researches where it has also been recognized as a sign of sacredness in academia. Being all this, spirituality has already been recognised as an interesting area of research in the management field (Balog et al., 2014; Nandram, 2016). Some studies have also contributed in explaining internal factors and teaching-focused outputs in this regard (Borah et al., 2021; Orazbayeva et al., 2019). The literature review explored that besides a few qualitative studies (Babakhan et al., 2020), there is hardly any formal knowledge explored in this area, particularly spiritual dimension there does not exist enough studies to support the relativeness of academic researchers and education centric outcomes of university industry collaboration. Hence, this attempts to fill this gap by acknowledging a rationally



strong connection between spirituality and selected outputs of university-industry collaboration. The paper is drafted into major sections, the second being with theoretical background, discussion about previously published prominent literary texts; the third being the methodology section, followed by results, discussions, and conclusion.

## Theoretical background

### Education-driven outputs

The aspect of 'knowledge-intensive capitalism' has proven that economies are more strongly depending upon knowledge in the present decade and future since knowledge is basis of innovation that the prime ingredient of growth among all sectors. This innovation is driven by universities, and research institutes primarily, who also help transmitting it to the other sectors. Hence, universities are highly expected to nurture industrial innovations through their usual formal teaching learning engagement. Consequently, universities have started on with a third mission along with teaching learning and research objectives by focusing on the social and economic problems. In one of these aspects, have developed university-industry collaboration (Ankrah & Al-Tabbaa, 2015; Rybnicek & Königsgruber, 2019) taking them together in several formal as well as informal platforms (Perkmann & Walsh, 2009). This collaboration has also been identified as academic engagement and commercialisation aspect of universities. Among the all the innovative research and resources attained through university- industry collaboration, the education focused outputs have become an intriguing product. Recent research has focused on education-driven activities, such as curriculum design (Orazbayeva et al., 2019; Plewa et al., 2015) and curriculum delivery (Borah et al., 2021; Orazbayeva et al., 2019; Plewa et al., 2015). Elaboratively, curriculum is custom designed and it again delivered in a more customised manner for students that imparts practically valuable skills and knowledge (Plewa et al., 2015). This helps the employers by contributing to the availability of industrially employable talent pool.

This also benefits the students by developing generic capabilities and domain specific competencies in them (Zlatkin-Troitschanskaia et al., 2015). In this way, students at universities get to develop the competencies like critical thinking, communication, and interpersonal skills at the same time with competencies like technical and problem-solving skills associated with that. Hence, the course they enrol for becomes more specific to their domain of specialization making them more employable post academics (Borah et al., 2021). This is particularly important for courses based on technological knowledge (Borah et al., 2019). While the university is expert at imparting bookish and theoretical knowledge, industrial practical expertise may be involved through guest lecturers, internships, mentors in the subject matter. The collaboration may also explore other forms of on-the-job learning methods in the due course of pursuit (Rossanot et al., 2016; Plewa et al., 2015).

### Spirituality

Spirituality, as a discipline of study is getting popular in a variety of academic disciplines, this is an inherent part of the human behavioural conditioning. The aspect of spirituality is being explored in Theo biology and neuro theology are as too along with the area of management studies and human behaviour (Balog et al., 2014; Nandram, 2016).

At the outset, spirituality is related to the process of acceptance- understanding - consciousness leading to peace. Although, spirituality at work caters to the perception of individuals about their work and develops the sense of connectedness among each other. The spirituality as well have been interestingly subjected to research. In its individualistic sense, spirituality is linked with attainment of certain interests both intrinsic and extrinsic (Kolodinsky et al., 2008). It is also associated with favourable health outcomes (Sprung et al., 2012), positive set up for learning and professional growth (Khari & Sinha, 2017; Shahzadi, 2017) and also greater probability of entrepreneurial success (Hendijani Fard et al., 2018; Tajpour & Salamzadeh, 2019).



There are only a few notable studies performed in the area of university-industry collaboration (Babakhan et al., 2020). Exploring the dimension of spirituality in this both sides advantageous collaboration would bring about more clarity to the factors that affect university industry outcomes.

### **Spirituality and Education driven outputs**

The interpersonal union of an individual is projected with their awareness of themselves which is also a driving force in their pursuit of spirituality. This transforms their behaviour in a manner that they more actively and promptly convinced for helping others. Here, serving the community better is the prime goal of the third mission of university (Orazbayeva et al., 2019). Academic researchers are motivated to transfer research or convert it into entrepreneurship by their love for all creatures (Babakhan et al., 2020), who believe that actions must integrate all living things into themselves to achieve the purpose of life. Research in the field of sharing knowledge (Bock et al., 2005; Akhavan & Mahdi Hosseini, 2016) backs up this claim.

Here industries expect the right manpower for their visionary projects out of the graduates along with regional development, etc. In the broader perspective, university industry collaboration contributes in development of education through its objective of helping students improve the industrial relevance of their education, thereby enhancing their experiences and employment opportunities (Plewa et al., 2015). Graduates can be instilled with fundamental institutional norms and values that are essential for constructing a healthy and inclusive civil society by universities (World Bank, 2002). Collaboration with industry is anticipated to result in participation in third mission activities, which can lead to new teaching methods (Hasanefendic et al., 2006) and an overall improvement in education (Rossano et al., 2016). Based on the arguments the following hypothesis is proposed.

**Hypothesis:** There exists a positive and direct relationship between the spirituality of the academic

researchers and education focused university industry collaboration outputs.

### **Methodology**

This study used convenience sampling to enlist engineering professors (103 Assistant Professors, 62 Associate Professors and 153 Professors) from Indian universities (115 Central Universities and 203 State Universities) who considered themselves spiritual beings and had collaborated with industry in the past decade or currently belonging to Engineering (119), Chemistry (107) and Physics (92) disciplines. The email survey ran from February to June 2022, and respondents engaged voluntarily without knowing the authors. The research instruments defined university collaboration activity on education focused outputs and gave instructions for filling out the e-questionnaire. The study kept responses anonymous. 442 of 1245 mail-in questions were answered (35% response rate); 91 responses were not engaging in collaboration activities; and 33 responses were removed due to inconsistencies. Thus, 318 samples were adequate for research (Black et. al, 2010). 175 academic researchers had industry expertise, 143 did not. Respondents averaged 42.3 years old and produced 11.02 teaching-focused works in the past decade. The education focused output was converted into high and low dichotomous variables based on median split. Spirituality is determined by three elements derived from (Liu and Robertson 2011). Before eliminating inadequately loaded items, a total of 17 items were adopted to measure the spirituality factor. To quantify educationally-focused participation, the highlighted items in table 2 are highlighted. To capture education outputs, the question "To what extent have you engaged in curriculum design/curriculum delivery in the last ten years?" is asked, with the frequency of curriculum design and curriculum delivery captured using Likert scale from 1 to 5.

## Results

The researcher utilised structural equation models with AMOS 22 and SPSS 24 for factor analysis, reliability, and correlation to test the hypothesis. Several parameters, including chi-square goodness of fit statistics such as the GFI (Goodness of Fit Index), the CFI (Comparative Fit Index), and the RMSEA (Root Mean Square Error of Approximation), are considered to evaluate the global fit model. The model is valid if the chi-square static is nonsignificant, GFI and CFI are greater than 0.90, and RMSEA is less than 0.08 (Black et al. 2010).

**Table 1: Descriptive statistics, reliability, and Correlation of study factors**

Constructs	Mean (SD)	Skewness	Kurtosis	Cronbac Alpha	Inter connection with God (4)	Inter connection with Human(3)	Inter connection with Nature(3)	Education Output (1)
Inter connection with God (4)	3.3813 (1.036)	-0.495	-0.872	0.804	1			
Inter connection with Human (3)	3.2075 (1.017)	-0.751	-0.129	0.782	.281**	1		
Inter connection with Nature (3)	3.5597 (1.086)	-0.659	-0.264	7.95	.272**	.268**	1	
Education focused output (1)	0.6195 (0.486)	-1.599	0.56	-	.209**	.201**	.197**	1

**Note:** \*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed). Numbers in the parenthesis are the items factors

**Source:** Authors own

Table 1 presents descriptive statistics of data captured that includes mean, standard deviation, skewness and kurtosis. The mean score 3.5 (SD=1.086) for interconnection with nature is higher than other interconnection with people and God. The inter correlation indicate all the constructs are significantly correlated, and reliability analysis indicate the values are above the threshold limit (Black et al., 2010). After completing the preliminary outliers test, all construct indicators/items were included in the principal component analysis using a varimax rotation. Table 2 presents the items removed and during the factor analysis, a few items were deleted, including two related to interconnection with higher power were deleted and those are "I believe that death is a doorway to another plane of existence" and "There is an order to the universe that transcends human thinking". Under the interconnection with the human beings two items were deleted such as "humans are mutually responsible to and for one another", "I am easily and deeply touched when I see human misery and suffering." And from interconnection with nature and all living things two of the items were deleted "I love the blooming of flowers in the spring as much as seeing an old friend again", "I have had moments of great joy in which I suddenly had a clear, deep feeling of oneness with all that exists".

**Table 2: Constructs, Items, and scale**

Constructs	Items	Loadings >.50	Likert scale
Interconnection with high power	I believe there is a larger meaning to life	✓	1 = strongly disagree to 5 = strongly agree
	There is a power greater than myself	✓	
	I feel that I have a calling to fulfil in life	✓	
	There is a higher plane of consciousness or spirituality that binds all people	✓	
	I believe that death is a doorway to another plane of existence	×	
	There is an order to the universe that transcends human thinking	×	
Interconnection with nature and all living things	I sometimes feel so connected to nature that everything seems to be part of one living organism	✓	
	I have had moments of great joy in which I suddenly had a clear, deep feelings if oneness with all exists	×	
	All life is interconnected	✓	
	I believe that on some level my life is intimately tied to all of humankind	✓	
	I love the blooming of flowers in the spring as much as seeing an old friend again	×	
Interconnection with human beings	It is important for me to give something back to my community	✓	
	I am concerned about those who will come after me in life	✓	
	Life is most worthwhile when it is lived in service to an important cause	✓	
	Humans are mutually responsible to and for one another	×	
	I am easily and deeply touched when I see human misery and suffering	×	

We checked for multivariate normality of the data, and the critical ratio of multivariate kurtosis, which should be less than 5, was determined to be 9.269, (Byrne, 2009). As a result, it was determined that the data did not follow the normal distribution. To avoid skewed parameter estimates when the data wasn't normal, we used the Bollen-Stine bootstrap estimation technique. Harman's one component test was used to identify common method bias and presented the single-factor test did not account for larger variances. Therefore, bias was not present in this investigation. (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

The factors established the suggested first-and second-order criteria (Blacket al., 2010). CFI = 0.997, TLI = 0.991, and RMSEA = 0.019, along with the appropriate confidence intervals of 95%, indicated an

acceptable model fit. At a significance level of 0.05, the chi-square statistics  $\chi^2 = 23.820$ ,  $df = 32$ , and  $p = 0.851$  were statistically significant. With  $\chi^2/df = 0.744$ , the alternative index analysis of the normed chi-square was greater than the criterion of 0.5, which is what Schumacker and Lomax (2004) recommended. In the end, it was decided that the second-order CFA analysis used to validate the model's fit criteria for the 10 items on the spirituality scale was satisfactory. Figure 1 shows the second-order details of the spirituality measurement model, which makes it possible to move on to the next step.

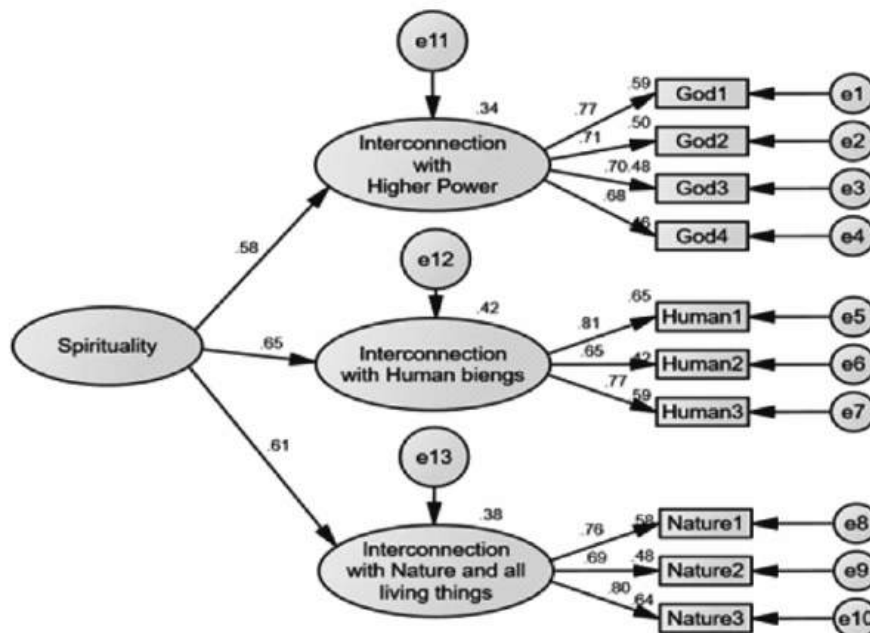
**Table 3: Validity Analysis**

Constructs	CR	AVE	Interconnection with Higher Power	Interconnection with Human Beings	Interconnection with Nature and Living things
Interconnection with Higher Power	0.805 5	0.508	0.713		
Interconnection with Human Beings	0.787 7	0.553	0.380***	0.744	
Interconnection with Nature and Living things	0.797 7	0.568	0.359***	0.400***	0.753

Note: \*\* Correlation is significant at the 0.01 level (2-tailed). \* Correlation is significant at the 0.05 level (2-tailed).

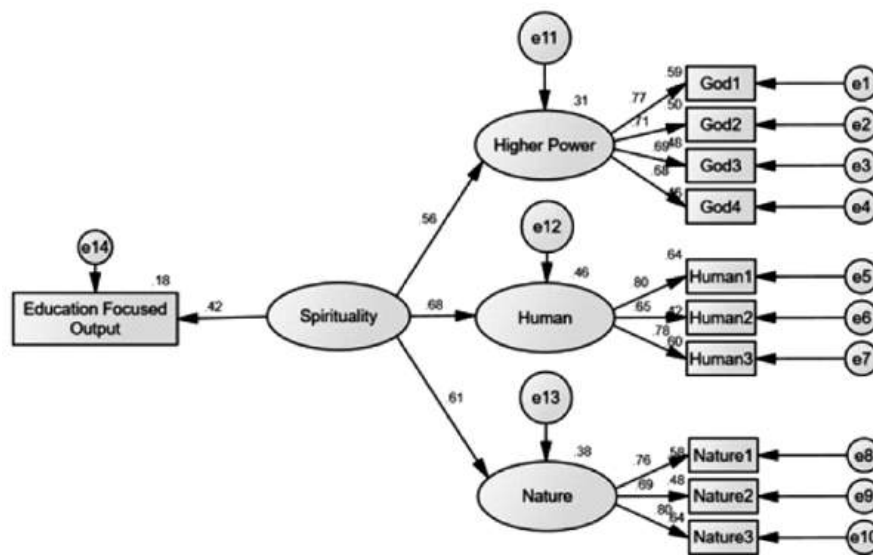
Numbers in the parenthesis are the items factors

Source: Authors own



**Figure 1: Confirmatory factor analysis**

All the Average Variance Extracted (AVE) values for the constructs were greater than the cutoff value of 0.5 when assessing convergent validity (Straub, Boudreau, & Gefen, 2004). Table 3 displays the AVE, composite reliability (CR), and discriminant validity of the first-order constructs, which was determined by comparing the square root of AVE to its respective construct correlation values. None of the construct correlations exceeded the square root of AVE. Thus, each of the constructs utilised in this investigation was unique and theoretically related (Straub et al., 2004; Black et al., 2010). Step two involved testing the structural model with the Bollen-Stine bootstrap estimation technique (Byrne, 2009), which is suitable for estimating the parameter values with the non-normal data. Estimation using this technique is optimal for the proposed model (Black et al., 2010). Direct effects were tested using the boot strapping procedure with 2000 bootstrap samples.



**Figure 2: Structural Equation Model (Education focused output to Spirituality)**

From fig. 2 The model results for spirituality on education focused outputs show that the data fit well. Chi-square significant  $\chi^2 = 30.430$ ,  $df = 41$ ,  $p = .887$ . CMIN /  $df$  is 0.742, GFI = .989 and AGFI = .976 CFI = .997; CFI = .997 is also above .95, and RMSEA = .020 is also suitable because it is below .08.

**Table 4: Unstandardised direct effect with lower and upper bound limits**

Bootstrap method	Bias-corrected percentile method			Percentile method		
	b	CI 95%	p	b	CI 95%	p
Structural paths						
Education ← Spirituality	0.363	[.226, .558]	0	0.363	[.247, .528]	0

CI: confidence interval; b: unstandardized regression Weight,

b-values are computed through boots trapping procedure with 318 cases and 2000 bootstrap samples; The parameter estimates and its unstandardized regression (b) values along with the confidence interval (CI) and p values are given in table 4. If the CI included zero between its upper and lower bound limit, then the direct effect value is considered to be insignificant. It can be concluded that the structural assessment model is declared fit with the data. From the structural models it is evident that spirituality is positively related to education focused output ( $b = 0.363$ ,  $p < 0.05$ ). Thus, the hypotheses are fully honoured.

## Discussion and Conclusion

This study aimed at exploring the relationship between the spirituality of the academic researchers and education focused university industry collaboration outputs. The research explored that third mission of the university more precisely, seeking links with nature, humanity, and gods is supported by education-focused output is a value addition for both parties in this relation.

We have started this study to explore the dimension left open by Gupta's (1996) to identify whether there is a role for spiritual sentiments in the development of academia. Investigating the existence and rationale towards the concern for the spiritual aspect of the faculty, we analysed and validated that individualistic quests for meaningfulness through interconnection with supreme powers, nature, and other human beings translate to university-industry collaboration outputs. This is evident from the fact that values and beliefs are influenced by spirituality of individual which would affect their behaviours. This taken further to academic aspect by impacting the opportunities provided to students and the growth of academic institutions. In this perspective, human beings are viewed as multi-potential spiritual entities, looking for a broader meaning of life and a place in the larger scheme of existence. This perspective takes human beings above the opportunity-seeking perspective. Making it better, it beholds people as resources for the fulfilment of third mission of the university and academic connections as believers in God.

Academics were still able to discover a spiritual path in the realm of university and industry collaboration, according to the findings of this study. This demonstrates that the hypothesis was accurate. It is encouraging to compare the results with those of Babakhan (2020), who discovered that spiritual motivations have a significant impact on academic entrepreneurship and that intrinsic psychological factors strengthen collaborations (Antonioli et al., 2016; Franco & Haase, 2015; Perkmann et al., 2013). The self-identified spiritual academic researchers

contribute to curriculum design and development, which resonates with the faculty behaviour pattern to contribute a student-centric pedagogical approach to enhance students' subject domain and technical expertise, which is conducive to students' efficacies (Lindholm & Astin, 2008).

## Theoretical Contribution

With the analysis of data, the research concludes that spirituality construct governs the behaviour of the faculties in all academic facets (Lindholm & Astin, 2008), including industrial partnership. It finds out that, the best of intended outcomes can be achieved in terms of university industry relationships by aligning the 'spirituality of academic researchers' as a factor since it has got an impactful direct relationship in the scope concerned about here. The results of university industry collaboration are sufficiently convincing towards finding solution of challenges faced by industries and towards the improvement of educational development practices. This research makes a notable contribution to the growing body of literature on university and industry collaboration from the perspective of the spiritual plane.

## Managerial Implication

Spiritual faculties can be appointed as mentors to add more value to the academic pursuit of university students. More focus on university industry seems to more logical, since collaboration would enhance the higher educational institution to address societal challenges and address the industrial requirement of students. This study further leaves the scope of investigation about other intrinsic factors that possibly have an influence upon university industry collaboration outcomes, understand the significance of these factors, and contribute to the growing body of research on the impact of spirituality at both the individual and organisational levels, since organisations will benefit from this. Additionally, other academic institutions and professors from other fields were not included in the investigation, thus the findings cannot be generalised to a wider audience. In addition, the generalizability is impacted by the selection of only



few disciplines. Even though it has certain shortcomings, on a broader scale, further research is required to establish the significance of spirituality in the context of other countries. It would be beneficial to do research on the impact that spirituality has had on the historical foundations of various religions. Adam Grant (2012) offered the viewpoint that when a person's job does not give sustenance, they will begin to search for other elements of life. Does this mean that those collaboration outputs are established at the expense of quality teaching? Nevertheless, there is a clear need for the collaboration ecosystem provided it is developed in a way that brings about innovation and growth along with adding a better the purpose to life of individuals in higher education institutions.

### References

- Akhavan, P., & Mahdi Hosseini, S. (2016). Social capital, knowledge sharing, and innovation capability: an empirical study of R&D teams in Iran. *Technology Analysis and Strategic Management*, 28(1), 96-113
- Ankrah, S., & AL-Tabbaa, O. (2015). Universities-industry collaboration: A systematic review. *Scandinavian Journal of Management*, 31(3), 387-408.
- Antonioli, D., Nicolli, F., Ramaciotti, L., & Rizzo, U. (2016). The Effect of Intrinsic and Extrinsic Motivations on Academics' Entrepreneurial Intention. *Administrative Sciences*, 6(4), 15.
- Babakhan, A., Shafia, M. A., Atani, A. A. R., & Aliahmadi, A. (2020). What motivates academics to engage in industry? The role of spiritual and religious urges. *European Research on Management and Business Economics*, 26(3), 164-173.
- Balog, A., Baker, L., management, A. W.-J. of, & 2014, undefined. (2014). Religiosity and spirituality in entrepreneurship: a review and research agenda. *Ingentaconnect.Com*.
- Borah, D., Malik, K., & Massini, S. (2019). Are engineering graduates ready for R&D jobs in emerging countries? Teaching-focused industry-academia collaboration strategies. *Research Policy*, 48(9).
- Borah, D., Malik, K., & Massini, S. (2021). Teaching-focused university-industry collaborations: Determinants and impact on graduates' employability competencies. *Research Policy*, 50(3).
- Braam Rust, A. A., & Gabriels, C. E. C. (2011). Spirituality in the workplace: Awareness of the human resources function. *African Journal of Business Management*, 5(4), 1353-1364.
- Dongen, P., Yegros, A., Tijssen, R., & Claassen, E. (2017). The relationships between university IP regimes, scientists' motivations, and their engagement with research commercialisation in Europe. *European Journal of Law and Technology*, 8(2), 1-22.
- Franco, M., & Haase, H. (2015). University-industry cooperation: Researchers' motivations and interaction channels. *Journal of Engineering and Technology Management - JET-M*, 36, 41-51.
- H. (2019). The contrasting interaction effects of university-industry collaboration motivation with demographic characteristics on university-industry collaboration performance in Taiwan. *Technology Analysis and Strategic Management*, 31(9), 1048-1062.
- Hendijani Fard, M., Seyyed Amiri, N., Oboudi, M., & Ramezani, S. (2018). Spiritual intelligence and social entrepreneurial intentions among students: The mediating role of entrepreneurial passion. *Contributions to Management Science*, 169-191.
- Huang, C. Y., Yang, C. W., & Fang, S. C. (2019). The contrasting interaction effects of university-industry collaboration motivation with demographic characteristics on university-industry collaboration performance in Taiwan. *Technology Analysis and Strategic Management*, 31(9), 1048-1062.
- Lindholm, J. A., & Astin, H. S. (2008). Spirituality and pedagogy: Faculty's spirituality and use of student-centered approaches to undergraduate teaching. *Review of Higher Education*, 31(2), 185-207.

- Nandram, S. S. (2016). How Do Spirituality, Intuition and Entrepreneurship Go Together? *Philosophy of Management, 15*(1), 65-82.
- Olaya Escobar, E. S., Berbegal-Mirabent, J., Alegre, I., & Duarte Velasco, O. G. (2017). Researchers' willingness to engage in knowledge and technology transfer activities: an exploration of the underlying motivations. *R and D Management, 47*(5), 715-726.
- Orazbayeva, B., Davey, T., Plewa, C., & Galán-Muros, V. (2019). Engagement of academics in education-driven university-business cooperation: a motivation-based perspective. *Studies in Higher Education, 0*(0), 1-14.
- Perkmann, M., & Walsh, K. (2009). The two faces of collaboration: Impacts of university-industry relations on public research. *Industrial and Corporate Change, 18*(6),
- Plewa, C., Galán-Muros, V., & Davey, T. (2015). Engaging business in curriculum design and delivery: a higher education institution perspective. *Higher Education, 70*(1), 35-53.
- Rossano, S., Meerman, A., Kesting, T., & Baaken, T. (2016). The Relevance of Problem-based Learning for Policy Development in University-Business Cooperation. *European Journal of Education, 51*(1), 40-55. <https://doi.org/10.1111/EJED.12165>
- Shahzadi, I. (2017). Clan Culture and Spiritual Motivation to devise Academicians' Intention towards Tacit Knowledge Sharing in business schools of Pakistan. *Journal of Managerial Sciences, XI, 3*, 459-484.
- Zlatkin-Troitschanskaia, O., Shavelson, R. J., & Kuhn, C. (2015). *Studies in Higher Education The international state of research on measurement of competency in higher education.*



# Assessing the Interest of Students with Respect to Online, Offline and Blended Learning

**Dr. B.N. Sivakumar,**

Professor, NSB Academy, Department of Management Studies, Bangalore.

**Dr. R.K.Prema,**

Associate Professor, Department of Management Studies-PG, Acharya Bangalore B School, Bangalore.

**Ms. Shraddha P Menon,**

Student, MBA Business Analytics, Acharya Bangalore B School, Bangalore.

**Mr. K.Haridev,**

Student, MBA Business Analytics,

Acharya Bangalore B School, Bangalore.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224956>

## Abstract

The COVID-19 pandemic has forced educational institutions all around the world to close, endangering the academic calendars. To continue academic activities, many educational institutions have switched to online learning platforms. The Ministry of HRD offers online lessons to students during pandemic conditions so they can continue their education without physically attending classes. Students' perceptions indicate that there are both positive and negative effects of online learning. The effects of online learning on students are the main topic of the current study. It was found that although students benefit from taking classes online, they do not finish their other assignments and classwork on their own, which hinders their academic success. Students also do not have enough access to online classrooms. But there are still many unanswered questions regarding the effectiveness, design, and readiness of e-learning, especially for developing nations like India where bandwidth availability and device appropriateness present significant challenges. In addition to the challenges faced by students, the study also sheds light on the broader implications for educational systems in developing nations like India. Questions linger regarding the scalability and sustainability of online learning models, especially in the context of diverse socio-economic backgrounds.

**Keywords:** *Online Learning, Readiness, Blended Learning, Academic Performance, Offline Learning*

## Background & Introduction

In recent years, the landscape of education has undergone a significant transformation with the widespread adoption of online learning platforms and virtual classrooms. This shift, accelerated by technological advancements and further propelled by global events such as the COVID-19 pandemic, has revolutionized the way students engage with academic content. With the convenience and accessibility afforded by online sessions, it is imperative to understand the multifaceted impact they have on the academic performance of students.

Online sessions encompass various forms of digital instruction, including live lectures, pre-recorded videos, interactive discussions, and virtual assignments. These platforms facilitate remote learning, breaking down geographical barriers and accommodating diverse learning styles. However, the transition to virtual classrooms has also introduced a host of challenges and opportunities that can significantly influence students' academic outcomes.

One of the primary factors shaping the impact of online sessions on academic performance is the flexibility they offer. Unlike traditional classroom settings, online sessions allow students to access educational materials at their own pace and convenience. This flexibility empowers learners to tailor their study schedules, accommodating personal obligations and optimizing their learning experience. Additionally, the asynchronous nature of many online platforms enables

students to revisit lectures and review content as needed, fostering deeper understanding and retention of course material.

Furthermore, online sessions promote inclusivity by catering to diverse learning needs. Through adaptive technologies and multimedia resources, educators can employ various instructional strategies to accommodate different learning styles and preferences. Visual learners may benefit from interactive multimedia presentations, while auditory learners may thrive in discussion-based forums. By embracing a range of teaching modalities, online sessions create an inclusive learning environment that fosters student engagement and participation.

However, despite the advantages of online learning, several challenges can impact students' academic performance. One such challenge is the digital divide, which refers to disparities in access to technology and internet connectivity among students. Socioeconomic factors, geographical location, and infrastructure limitations can exacerbate these disparities, hindering students' ability to fully engage in online sessions and access educational resources.

Moreover, the lack of face-to-face interaction in virtual classrooms can diminish social connections and peer collaboration, which are integral components of the learning process. Students may experience feelings of isolation and disengagement, leading to decreased motivation and academic performance. Additionally, issues related to technological glitches, distractions, and information overload can impede students' ability to focus and retain course material effectively.

### Literature Review

A study by **Eric P. Bettinger (2017)** is the first of which they are aware to provide evidence on the mean effects of at-scale online courses and on the distributional consequences of online courses at non selective four-year colleges. In addition, this study uses an instrumental variables strategy for addressing selection that arguably relies on weaker identifying assumptions than do prior studies estimating the effects of online

course-taking in broad-access settings. Finally, their setting provides a clean counterfactual in which the only difference between online and in-person courses is the medium of instructional delivery. There is various form of learnings supported by technology **Benson & Kolsaker (2015)**.

Over the past 15 years there is a growth in the technology integrated learning **Hart et al., (2019)**. Today's environment appreciates digital competence **Sheehy, (2012)** a supportive platform could be virtual learning and its resources. Ritika **Anand, (2003)** From this study, it has been found that online learning assists students in identifying the significance of their personal responsibility and improves academic performance. It can be noticed that a maximum number of the participants strongly agree on the fact that virtual learning offers a platform where students can create their own customized learning environment. It can be stated that a maximum number of the respondents agreed that students face a lack of motivation in the virtual learning process.

The findings of **Alaa Zuhir & Al Rawashdeh (2021)** revealed that there were commonalities among the students' response, which links to common attributes of effective learners while each student is unique in their approach to online learning. It is observed that perceptions of students toward the advantages and disadvantages of the e-learning in university education. The findings have emphasized the aspects of the e-learning courses that potential online learners should consider when realizing their individual preference. Based on these findings, it is essential for potential e-learners to understand the differences between an e-learning classroom setting and a conventional classroom setting as there are both advantages and disadvantages of e-learning to both environments that can probably influence their overall performance as a student.

### Methodology

The research follows both descriptive and exploratory study. Data were collected from the respondents those

who are pursuing their management education in Bangalore city, Karnataka. For this study both primary and secondary data was used to give proper justification. The primary data is collected with a structured questionnaire and the secondary data is collected from different sources and Statistic website and other government websites. The objective of the study is to measure the student’s inclination towards online and offline education and supportive factors for the problem studies. It also extends to measure the impact of online education on their academic performance. The data collected from the google form is preprocessed and cleaned for further analysis. MS excel is used to analyses the data gathered and interpret the results. Descriptive statistics and correlation is used to measure the proposed objectives. The below chapter discuss about the findings, interpretation, discuss and future implications.

**Results & Discussion**

The global E-learning market was valued at USD 214.26 billion in 2021 and is expected to grow at a CAGR of 20.5% during the forecast period. Increasing adoption of e-learning software to manage learning content, a necessity in the engaging and interactive learning environment, enterprises emphasizing more on human capital development, and growing interest of young population towards online e-learning modules. AI and machine learning have grown tremendously in e-learning services since it enables customized content depending on each student’s requirement.

The recent outbreak of the COVID-19 pandemic at the global level has tremendously boosted the industry growth due to the restriction of visits to educational institutes to manage the COVID-19 widespread is a critical concern. While at the same time, online and e-learning solutions play a commendable role in countering the spread of novel corona virus. Thus, the pandemic has led to the commercialization of e-learning is expected to drive the E-learning market growth on a large scale.



Source: Secondary

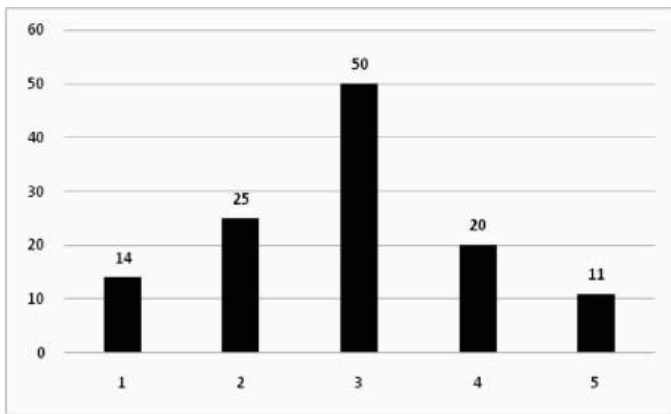
**Chart 1: E Learning Market**



Source: Primary

**Chart 2: Interest of students towards Online Vs Offline and Blended Learning**

The above chart is generated with MS Excel, and it is interpreted that if given an opportunity what would be students choice for any course. The results projects that 26% of the students are inclined for offline course, 55% of the students are pertained to blended mode and 19% of the students will go for only online. In the 21<sup>st</sup> century digital era where technology rule every domain of business, education industry is not an exceptional. To adapt our learning in the ever-changing competitive environment blended learning really add new flavour in the curriculum by self -paced personalized learnin



**Chart 3: Benefits gained through Blended Learning**

The above chart represents the benefits that the students gained with respect to blended learning practices. Out of 120 students surveyed. Close to 75% of the students agreed that they gained benefits through blended learning. This supports that students are getting benefit by shifting from online or offline learning and teaching methodology to blended learning.

**Table 1: Correlation Matrix of the variables**

	Offline	Online	Blended Learning	Comp Learning	Potential Benefits
Offline	1.00				
Online	0.22	1.00			
Blended Learning	0.59	0.67	1.00		
Comp Learning	0.06	0.32	0.32	1.00	
Potential Benefits	0.10	0.38	0.30	0.46	1.00

The output of the correlation table using excel for the study variables online learning, offline learning, blended learning, comparative learning, and potential benefits is explored. The correlation analyses is used to explore the relationship among the variables chosen for the study. It is observed that there is a positive significant association with respect to students' inclination towards online and off line learning with r value; 0.67 and 0.59 respectively with blended learning. From the study it can be interpreted that

student's inclination toward blended learning is higher in comparison with offline and online learning methodology alone. The findings of the study are in connection with the findings of (Mariam et al., 2023), explains that online education act as a vital platform to address the future challenges in virtual world. Blended learning helps students to achieve self-paced learning to be much competitive in the 21<sup>st</sup> century. It is also observed that blended learning has a very significant positive impact on the academic performance of students.

**Conclusion & Future Implications**

Floating in the turbulent times really paves way for innovation. One such Pandemic is COVID 19, does not leave any sector as such. When it comes to education sector, the industry observed a great shift, transformation, changes in the learning patter, usage of tools and techniques in the teaching learning process, a pinch of glitch which we could feel is the "lack of real time experiences." It is projected in the report by Facts & Factors that down the line seven years the E-Learning market is expected to touch 848 billion US dollars. Learning depends on one's own intention, interest and potential. Online and offline education has its own concerns and issues. The facilities which a student gets in online education is comparatively less than in offline. The personal attention that a student gets in offline education is comparatively more than online education. But to get wisdom one cannot necessarily go abroad or move around to learn things. All the possibilities are there with the provision of online learning. No boundaries when it comes to online education and students lack motivation and interest in it.

The result from the study with the help of different analysis depicts that students are interested to prefer a course in blended mode, in comparison with offline and online. The sample is not necessarily representative of other courses, or other student population. The findings of the study cannot be generalised to all the different domains of the learning population. There can be of variation exist

with respect to the nature of the course. Additional research is needed with a variety of samples. This study can help students to make strategic choices with respect to the teaching learning process and facilitate their students to take realistic career choices. Further the study can be carried out to explore the factors which induces the students to go for blended learning and the benefits can also be measured. However, the results cannot be generalized to other disciplines as because the teaching methodologies and learning strategies changes, researcher can further explore this. Henceforth the study concludes that online courses is consider as the potential choices of teaching methods to upskill themselves at par with the industry expectations. Numerous educational establishments practice the education with the uses of both online and off line learning techniques for the knowledge development of students and sending to organizations. Given this, the educational universities must make use the dual learning procedures to provide students with a better opportunity for placements. Preliminary interviews reveal that while e-learning awareness is relatively high inside educational institutions, investment in developing an e-learning application is very low. Instead of using online learning platforms for actual learning, many of them utilize them purely for fun. Most Institutes are following the trend of developing a website. Additional research reveals that these institutes have developed web pages for student transactions in addition to employing email and the Internet as part of online and off line learning.

### References

- Benson, V., & Kolsaker, A. (2015). Instructor approaches to blended learning: A tale of two business schools. *The International Journal of Management Education*, 13(3), 316-325.
- Mariam, S., Khawaja, K. F., Qaisar, M. N., & Ahmad, F. (2023). Blended learning sustainability in business schools: Role of quality of online teaching and immersive learning experience. *The International Journal of Management Education*, 21(2), 100776.
- N. Littlestone & M. K. Warmuth, (1994). The Weighted Majority Algorithm, *Information and Computation*, Vol. 108, pp. 212-261. (Also, Proceedings of FOCS89, pp. 256-261, 1989.)
- Pei, L., & Wu, H. (2019). Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical education online*, 24(1), 1666538.
- Ben-David, S., Kushilevitz, E., & Mansour, Y. (1997). Online learning versus offline learning. *Machine Learning*, 29, 45-63.
- S. A. Goldman, R. L. Rivest, & R. E. Schapire, (1993). "Learning Binary Relations and Total Orders", *SIAM Journal on Computing*, Vol. 22, No. 5, pp. 1006-1034. S. A.
- Goldman, & R. H. Sloan, (1994). "The Power of Self-Directed Learning", *Machine Learning*, Vol. 14, pp. 271-294.
- Sheehy, K. (2012, October 24). States, districts require online ed for high school graduation.
- Singh, S., Rylander, D., & Mims, T. C. (2012). Efficiency of online vs. offline learning: A comparison of inputs and outcomes.
- Singh, S., Rylander, D., & Mims, T. C. (2012). Efficiency of online vs. offline learning: A comparison of inputs and outcomes.
- Valentino, V. H., Setiawan, H. S., Habibie, M. T., Ningsih, R., Katrina, D., & Putra, A. S. (2021). Online And Offline Learning Comparison In The New Normal Era. *International Journal of Educational Research and Social Sciences (IJERSC)*, 2(2), 449-455.

# Aligning Education for Sustainable Development: An Analysis Through the Lens of SDGs

**Dr. J. Madegowda,**

Professor, Department of Business Administration,  
Vidyavardhaka College of Engineering, Mysuru.

**Dr. Inchara P M Gowda,**

ICSSR Post-Doctoral Fellow,  
Sahyadri Commerce and Management College, Shivamogga.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224957>

Sahyadri Commerce and Management College, Shivamogga.

## Abstract

Built on the experience with the Millennium Development Goals (MDGs), the Sustainable Development Goals (SDGs) signify a worldwide dedication to tackling crucial issues like poverty, education, gender equality, health, and environmental sustainability, all while aiming for economic prosperity. The 17 SDGs stand out in their inclusive scope, urging collaborative actions from all nations, regardless of their developmental stage, to promote well-being while preserving the earth.

SDG 4 is dedicated to the goal of providing inclusive, equitable, and quality education for all, with a focus on promoting lifelong learning opportunities. It aims to achieve several ambitious targets by 2030, recognizing the crucial role of education in fostering sustainable development and empowering individuals and communities. In this context, this paper evaluates the performance of the country and its States and Union Territories with a specific focus on SDG 4. The assessment reveals a mixed picture of progress, showing both satisfactory and unsatisfactory aspects. While the country has attained a score of 58 out of 100 on SDG 4, signifying some level of success, there is a clear need for improvement to achieve the target score of 100 by 2030.

**Key-words:** *Sustainable Development, SDGs, SDG 4, Quality Education, Gender Equity*

## Foundations of Learning: An Introduction to Education

It is widely acknowledged that education plays a pivotal role in human resource development, contributing significantly to advancements across all sectors of the economy and the country. It serves as a catalyst for sustainable development and acquiring key competencies for transformational learning, in addition to other generic and context-specific competencies (Giangrande et al., 2019). Education is, therefore, an integral part of the global education agenda outlined in the UN Sustainable Development Goals (Chung & Park, 2016). This holds true for India as well, prompting both the central and state governments to undertake initiatives to establish educational institutions - from primary and secondary schools to colleges, universities, and research centres.

The collective impact of these efforts of governments has led to a notable increase in the number of educational institutions, students, and teachers in India since gaining Independence. For example, the number of universities increased from about 30 in 1950-51 to 1,043 by 2019-20, while the number of colleges increased from 695 to 42,343 during the same period. Additionally, there were 11,779 stand alone institutions. The student enrolment for higher education increased from 3.97 lakhs to 385 lakhs, and the number of teachers in higher educational institutions (HEIs) increased from 23,549 to 15,03,156 during the same period. However, the Student-Teacher Ratio (STR) in universities and colleges is still higher at 28 (regular mode). The increase in the



number of educational institutions and student enrolment suggests a growing demand for higher education in India. However, the high STR indicates a need for more teachers to ensure quality education (Madegowda & Gowda, Inchara P M, 2022). This factual analysis provides valuable insights into the growth and challenges of higher education in India, and the concerns of students regarding the quality of education.

### Exploring the Quality of Education

In the discourse surrounding the provision of 'quality education', stakeholders within the education sector hold varying perspectives, ranging from assessments of 'very poor' to 'very good'. These viewpoints are influenced by factors such as the specific discipline of education (commerce, engineering, etc), the level of education (primary, tertiary, etc), geographical distinctions (urban and rural settings), and the ownership structure of educational institutions (private and government).

But it is widely acknowledged that there is a need for further enhancements in the quality of education across the country. For instance, a regulatory body in primary education conducted a survey some years ago, and two of its findings are highly relevant:

- (a) The percentage of students in the fifth standard who can read a textbook of the second standard has decreased from 56.70% to 42.20% in government schools, and in private schools, it decreased from 69% to 62.50%.
- (b) Similarly, the percentage of students in the fifth standard who can do 'division' has decreased from 41% to 20.70% in government schools, and in private schools, it has decreased from 49.40% to 39.30%.

Defining, measuring, and quantifying the quality of education, however, present significant challenges due to the inherent ambiguity of the term 'quality'. The concept of 'quality' is open to diverse interpretations, with stakeholders viewing it through different lenses

such as superiority, fitness for purpose, non-inferiority, etc., among others. This variability in the interpretation is attributed to the perceptual, conditional, and subjective nature of quality as an attribute.

### Agencies dedicated to quality assessment

In the realm of educational institutions, various agencies and authorities have been striving to assess the quality of education despite the challenges in quantifying it accurately. These efforts are integral to conducting comprehensive evaluations of educational institutions and the programs of studies they are offering. Notable agencies/authorities like NAAC, NBA, NIRF, etc., are involved in the pursuit of assessment and accreditation of higher educational institutions (HEIs) such as colleges, universities, and departments of colleges.

- NAAC focuses on evaluating and accrediting HEIs based on predefined criteria (college/university as a whole).
- NBA primarily assesses and accredits the departments of studies of engineering colleges, including Department of Business Administration etc.
- NIRF ranks HEIs of various categories, including universities, departments of business administration (Management Institutes), engineering colleges, medical colleges, Law colleges, etc., based on assessments using a variety of parameters.

The assessments conducted by these agencies primarily focus on institutional evaluation, accreditation, and ranking, covering colleges, universities, and specific departments within them.

### Sustainable Development Goals

The world leaders acknowledged the unequal distribution of growth benefits and the disparity between economic welfare improvement and income growth, as well as the negative impacts of growth such as environmental degradation. The '2030 Agenda for

Sustainable Development', comprising 17 SDGs and 169 targets, was adopted by the UN General Assembly in September 2015 and took effect on January 1, 2016. This agenda aims to address various global challenges, including poverty eradication and environmental conservation (Table 1).

**Table 1: SDGs of UN (United Nations Department of Economic and Social Affairs, 2015)**

No.	SDG	No.	SDG
(1)	No Poverty	(10)	Reduced Inequality
(2)	Zero Hunger	(11)	Sustainable Cities and Communities
(3)	Good Health and Well-Being	(12)	Responsible Consumption and Production
(4)	Quality Education	(13)	Climate Action
(5)	Gender Equality	(14)	Life below Water
(6)	Clean Water and Sanitation	(15)	Life on Land
(7)	Affordable and Clean Energy	(16)	Peace, Justice, and Strong Institutions
(8)	Decent Work and Economic Growth	(17)	Partnership for the Goals
(9)	Industry, Innovation and Infrastructure		

**Source: (United Nations Department of Economic and Social Affairs, 2015)**

This agenda is a holistic framework for advancing peace, prosperity, and sustainability for both humanity and the planet. At its core are the 17 SDGs, a universal mandate for all nations, irrespective of their development status. These goals highlight the interdependence of tackling poverty, enhancing health and education, lessening inequality, promoting economic progress, addressing climate change, and protecting the environment, encompassing oceans and forests.

#### **SDG 4: Quality Education for Empowering Minds**

The significance of education in sustainable development has been acknowledged and underscored in multiple international forums and agreements. However, Education for Sustainable Development (ESD) has gained international recognition as an integral element of quality education and a key enabler for sustainable development. The Global Education for All Meeting in 2014 adopted the Muscat Agreement, and the Open Working Group of the UN General Assembly proposed SDGs for the post-2015 agenda, both of which incorporate ESD as a target. SDG 4: Quality Education states, 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and encompasses a set of associated targets.

#### **Alignment of SDGs into Education - Global Experience**

An overview of the literature provides insight into the various dimensions of the SDGs and quality education, as well as research on the subject from various regions worldwide. This review helps us understand the significance of quality education in accomplishing the other SDGs. Therefore, we will now delve into a review of some studies on this topic.

With the aim of exploring the potential impact of higher education leadership on sustainable development, a study focused on UN developments and university involvement in sustainability, emphasizing the significance of sustainability-oriented universities. The study identified a strong engagement of higher education with sustainability and underscored the untapped potential of universities as living labs for sustainability (Kohl et al., 2022). There is a growing need for proactive social goals to shift away from a 'do nothing today to compromise tomorrow's generation' mindset. This transition is crucial to advocate for a regenerative approach to sustainability that encompasses human-centric attributes in addition to resources and energy. The study highlights the importance of incorporating human factors into



sustainability initiatives. Consequently, academics have a vital role to play in advancing education as a catalyst for regenerative paradigms in the 'integrative humanities' science (Sonetti et al., 2019). When considering the significance of competence-oriented teaching for sustainable transformation in individuals and society, it is essential to adopt a balanced approach that addresses both personal (such as values, attitudes, lived experiences, etc) and systemic dimensions of competencies (cognitive processes) in higher education to effectively foster sustainable transformation (Dlouhá et al., 2019).

Another study underscores the essential role of teaching staff involvement, motivation, leadership, and support from school authorities for program success, with stable staffing and project identity being key factors. Despite limited awareness of SDGs, they are seen as a promising framework for multi disciplinary education (Agirreazkuenaga, 2019). Adoption of teaching methods to digital platforms during the COVID-19 pandemic enabled the students to understand and appreciate the importance of SDGs and corporate social responsibility (CSR), and how the companies can contribute towards societal welfare through specific actions aligned with SDG perspective (López, 2022). Emphasizing the significance of 'quality education', a study traces the evolution of sustainable development and ESD to delineate crucial content for future teaching. The issues are derived from international projects, and feedback from conferences (Glaviè, 2020). The University Jaume I of Castellon in Spain initiated the 'ImpSDGup' course in 2017 with the primary objective of enhancing professional ESD skills among teachers of HEIs.

### **Objective of the Study**

The primary objective of the present study is to examine SDG - 4 and the targets set to be achieved by

India by 2030. In the process, the study also intends to examine the performance of different states and union territories (UTs) of India. For the purpose of examining and evaluating the performance of the country and its states/UTs, the study uses secondary data collected from the reports of NITI Aayog of the Government of India (GoI) for 2020-21 (the latest year for which relevant data are available) and other sources such as journals, websites, etc. The nature of the study is purely analytical/descriptive.

### **Alignment of UN SDG 4 with India's SDG 4 - Indicators, Targets, and Justification**

Education is recognized as a cornerstone for national development and economic growth (Friedman et al., 2020). Education plays a pivotal role in enhancing individuals' skills, creating lucrative opportunities for sustainable livelihoods, and empowering people to lead dignified lives. SDG 4, one of the 17 SDGs, specifically focuses on 'quality education' and has been a fundamental aspect of the UN's SDGs. Additionally, this goal aims to evaluate how well countries are establishing and enhancing educational facilities that cater to the needs of children, individuals with disabilities, and different genders. Adequate infrastructural support is crucial for creating an environment conducive to learning and for fostering sustainable development.

It may be noted here that all SDGs are interrelated - each SDG influences others and vice versa. India played a significant role in shaping the SDGs, aligning them with its National Development Agenda. In this backdrop, the relevant details of 11 Indicators set by India (aligned with UN SDG - 4), the Target for each of the Indicators, and the justification are provided below (Table 2).

**Table 2: SDG 4 - Indicators, Targets and Justification (NITI Aayog, 2023)**

Indicator Number	Indicator	Target	Justification
(1)	Adjusted Net Enrolment Ratio (ANER) in Elementary Education, Class 1 - 8	100	This target corresponds to the global SDG Target 4.1 which aims at ensuring complete free, equitable and quality primary and secondary education to all girls and boys. Even the National Education Policy (NEP), 2020 aims at ensuring universal access and afford opportunity to all children to obtain quality holistic education (including vocational education) from pre-school to Grade 12.
(2)	Average Annual Dropout Rate at Secondary Level, Class 9-10	8.8	This target corresponds to the global SDG Target 4.1 and the NEP, 2020 which aim at reducing the drop-out rates and to achieve 100% GER in pre-school to secondary level by 2030.
(3)	Gross Enrolment Ratio (GER) in Higher Secondary, Class 11-12	100	The NEP, 2020 aims at ensuring that all students have universal, free and compulsory access to high-quality and equitable schooling from early child-hood care and education (age 3 onwards) through higher secondary education until Class 12.
(4)	Percentage of students in Grade - VIII achieving at least a minimum proficiency level in terms of nationally defined learning outcomes to be attained by the pupils at the end of the Grade	100	This target corresponds to the global SDG Target 4.1 which aims to ensure that all girls and boys complete free, equitable and quality primary and secondary education with relevant and effective learning outcomes.
(5)	GER in Higher Education (18 - 23 years)	50	The NEP, 2020 aims for GER in higher education to reach 50 per cent by 2035.
(6)	Percentage of persons with Disability who have completed at least Secondary Education (15 years and above)	100	This target corresponds to the global SDG Target 4.5 which aims at ensuring equal access to all levels of education for the vulnerable including persons with disabilities by 2030.
(7)	Gender Parity Index (GPI) for Higher Education (18-23 yrs.)	1	This target is aligned with the global SDG Target 4.5 which aims at eliminating gender disparities in education.

(8)	Percentage of persons who are Literate (15 years and above)	100	This target is aligned with the global SDG Target 4.6 aiming at ensuring that all youths and a substantial proportion of adults, both men and women, achieve literacy and numeracy by 2030.
(9)	Percentage of Schools with access to basic Infrastructure (electricity and drinking water)	100	The NEP, 2020 requires the provision of effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. It aims to take special care to ensure that no school remains deficient on infrastructure support.
(10)	Percentage of Trained Teachers at Secondary Level, Class 9 - 10	100	This target is aligned with the global SDG 4, which aims at substantially increasing the supply of qualified teachers.
(11)	Pupil-Teacher Ratio (PTR) at Secondary Level, Class 9 -10 )	30	The NEP, 2020 proposes to ensure a pupil-teacher ratio of under 30:1 at each level of school education.

Source: (NITI Aayog, 2023)

It is evident from the above that the country has established targets to be achieved by 2030 (as outlined in the '2030 Agenda for Sustainable Development'). In this context, we aim to assess the country's progress, as well as that of States and Union Territories (UTs), in providing inclusive and high-quality education, including technical and vocational training, to make substantial improvements in adult literacy and numeracy.

#### **SDG - 4, SDG India Index and Performance of States/UTs**

NITI Aayog has innovatively started assessing and ranking states/UTs on their achievement of specific goals, including quality education, marking a notable advancement. This shift from assessing educational institutions to evaluating regions marks a strategic move towards a broader perspective on educational quality and performance at a regional level.

The country introduced the 'SDG India Index' in December 2018. This index serves as a key tool for supervising progress towards achieving the SDGs. It promotes healthy competition among states/UTs by ranking their performance on these goals and targets.

The third edition of the SDG India Index, released on June 3, 2021, tracks the progress of states and UTs towards SDG achievement for 2020-21. This edition is more comprehensive than its predecessors, covering a wider range of indicators (115) and targets (70), closely aligned with the National Indicator Framework (NIF). The assessment criteria include poverty eradication, food security, health, gender equality, economic growth, among others.

In response to the challenges posed by the COVID-19 pandemic in 2020-21, NITI Aayog introduced modifications to the indicators used for evaluating educational performance. Despite these changes, NITI Aayog utilized 11

indicators in 2020-21 to assess the performance of states and UTs in terms of 'Quality Education'. These indicators serve as essential metrics for measuring progress towards achieving the objectives and targets outlined within SDG 4.

However, it is important to note that the SDG 4 Index Score is calculated based on the performance of States and UTs across 11 indicators. This score serves as the foundation for categorizing States and UTs into four distinct categories (Table 3).

**Table 3: Categorisation of States**

Sl. No.	Index Score	Category
(1)	0 - 49	Aspirant
(2)	50 - 64	Performer
(3)	65 - 99	Front Runner
(4)	100	Achiever

Source: (Madegowda, 2021)

The above categorization is determined by the SDG 4 Index Score, reflecting the varying levels of progress towards SDG 4.

#### SDG 4: Comparative Analysis of State/UT Performance: Evaluation and Ranking

Performance of all states and UTs is evaluated against 11 indicators to assess the country's overall performance and that of States/UTs. An Index Score is calculated to represent the performance. In this context, detailed statistics on indicator-wise and state/UT-wise performance are presented below, focusing on quality education indicators and their achievements against set targets (Table 4).

**Table 4: Performance Comparison of States and UTs on SDG 4 Indicators (NITI Aayog, 2023)**

Sl. No.	States/UTs	Indicators (Description for each Indicator Number is presented in Table 2 e.g., Indicator - 1: Adjusted Net Enrolment Ratio in Elementary Education, and so on)											SDG 4 Index Score
		1	2	3	4	5	6	7	8	9	10	11	
1	Andhra Pradesh	87.98	16.37	46.84	80.2	32.4	15.4	0.81	65.6	91.26	75.18	16	50
2	Arunachal Pradesh	80.98	35.98	38.48	60.0	29.7	10.3	0.99	79.9	50.94	79.04	14	41
3	Assam	96.36	31.47	30.94	79.6	18.7	16.8	0.95	84.9	59.51	29.29	11	43
4	Bihar	86.54	28.46	26.39	78.3	13.6	18.5	0.79	64.7	88.66	78.44	58	29
5	Chhattisgarh	89.25	18.29	52.08	68.9	18.6	17.2	1.06	74.1	90.04	78.03	18	55
6	Goa	88.26	9.40	71.95	71.7	30.1	32.4	1.33	88.9	99.97	85.70	11	71
7	Gujarat	85.38	23.84	41.20	81.1	20.4	22.8	0.85	80.7	99.95	91.80	33	52
8	Haryana	89.31	14.79	56.05	71.6	29.2	25.1	1.23	77.3	98.82	89.10	15	64
9	Himachal Pradesh	97.82	7.81	81.79	72.8	39.6	25.6	1.30	84.2	97.59	79.55	9	74

10	Jharkhand	89.15	22.26	38.89	84.0	19.1	16.9	0.96	67.3	84.75	80.12	51	45
11	Karnataka	100.00	23.43	44.40	83.5	28.8	20.9	1.04	75.7	93.80	92.13	15	64
12	Kerala	92.07	9.14	80.26	86.8	37.0	24.3	1.40	94.6	99.24	94.53	16	80
13	Madhya Pradesh	81.19	24.85	43.73	70.5	21.5	17.2	0.97	70.5	75.34	81.19	36	45
14	Maharashtra	90.92	13.29	68.93	76.3	32.0	25.7	0.90	80.3	92.74	93.82	22	64
15	Manipur	100.00	13.03	54.82	72.3	33.7	28.9	1.01	85.6	68.92	55.50	10	63
16	Meghalaya	97.43	19.47	41.64	64.5	25.8	12.3	1.17	91.4	28.39	43.63	12	48
17	Mizoram	90.08	10.64	51.87	68.3	25.7	17.4	0.94	98.5	83.76	61.33	10	60
18	Nagaland	67.38	24.08	33.92	61.0	18.7	11.9	1.11	93.8	63.26	36.03	11	39
19	Odisha	71.57	9.52	65.86	71.9	22.1	13.8	0.82	72.5	68.71	75.82	22	45
20	Punjab	71.50	11.52	68.14	61.6	29.5	23.4	1.35	79.4	99.93	86.85	13	60
21	Rajasthan	83.29	12.69	56.51	88.1	23.0	14.9	1.00	67.1	83.23	92.23	12	60
22	Sikkim	72.91	23.67	58.22	64.4	53.9	20.4	1.00	86.2	99.15	63.92	13	58
23	Tamil Nadu	85.49	13.02	72.32	71.3	49.0	19.1	0.97	80.7	96.08	93.31	18	69
24	Telangana	93.69	13.47	56.49	69.8	36.2	20.8	1.02	67.4	91.52	90.96	11	63
25	Tripura	100.00	29.55	38.62	71.3	19.2	13.4	0.83	89.9	57.12	45.80	18	42
26	Uttar Pradesh	84.54	15.51	46.12	67.4	25.8	17.8	1.14	68.2	81.48	73.86	34	51
27	Uttarakhand	96.38	10.95	66.20	75.0	39.1	24.7	1.00	79.0	87.72	89.78	15	70
28	West Bengal	93.21	19.49	51.73	70.6	19.3	16.6	0.94	79.0	92.62	81.14	36	54
29	Andaman & Nicobar Islands	74.10	22.22	56.44	65.5	23.2	28.5	1.29	88.3	96.01	85.05	10	57
30	Chandigarh	85.78	4.52	83.43	81.6	50.6	37.4	1.54	89.1	100.00	89.49	12	79
31	Dadra and Nagar Haveli	88.75	20.52	53.46	79.2	9.3	12.2	1.70	77.7	100.00	89.34	28	56
32	Daman and Diu	79.13	21.66	33.21	65.5	5.5	37.4	2.34	88.3	100.00	83.84	15	
33	Delhi	100.00	14.93	70.07	67.4	46.3	41.0	1.16	86.4	100.00	89.33	29	75
34	J&K	67.88	17.81	42.31	59.8	30.9	19.7	1.09	76.4	80.14	80.09	12	49
35	Ladakh	67.88	17.81	42.31	59.8	30.9	19.7	1.09	76.4	80.14	80.09	12	49
36	Lakshadweep	75.27	4.56	73.50	65.3	7.4	18.0	3.40	95.7	100.00	86.21	7	62
37	Puducherry	84.15	12.73	69.78	61.3	46.4	28.6	1.24	89.5	99.93	92.57	11	70
	India	87.26	17.87	50.14	71.9	26.3	19.3	1	74.6	84.76	82.62	21	57
	Target	100	8.8	100	100	50	100	1	100	100	100	30	100

Source: (NITI Aayog, 2023)

A comprehensive analysis of the information in Table 4 provides valuable insights into the performance of various regions based on each indicator and the overall SDG 4 Index Score. However, the key aspects are discussed here.

The country has already achieved the targets in respect of two out of 11 indicators. They are: (i) Indicator 7: Gender Parity Index (GPI) for Higher Education (18 – 23 years) with a GPI of '1' against the target of '1', and (ii) Indicator 11: Pupil-Teacher Ratio at the Secondary Level with a ratio of 21:1 as against the target of 30:1.

Out of the remaining nine indicators, in the case of five indicators (viz., Indicators – 1, 4, 8, 9, and 10), the country's performance is very close to the target, with scores exceeding 70. For the remaining four indicators (Indicators – 2, 3, 5, and 6), the country's performance falls significantly below the set targets. While there is time until 2030 to achieve these targets, early progress is essential.

None of the States/UTs have met the targets for five indicators (Indicators – 3, 4, 6, 8, and 10). Progress varies across the remaining six indicators, with some States/UTs reaching targets (e.g., Indicator 1: Karnataka, Manipur, Tripura, and Delhi) and others making progress towards them. Overall, no State/UT has attained the over arching target for SDG 4, which is an SDG 4 Index Score of 100. However, the performance of States/UTs differs from one indicator to another and also from the perspective of the overall score. This classification assists in understanding the diverse progress levels of States and UTs in aligning with the goals of quality education outlined in SDG 4.

- (a) Achiever Category: No State/UT has achieved a perfect score of 100 in SDG 4.
- (b) Front Runner Category: Eight States/UTs have index scores ranging from 65-99, indicating relatively better performance.
- (c) Performer Category: the majority of the States and UTs (17 out of 18) fall into this category, scoring between 50-64 on the Index Score.

(d) Aspirant Category: 11 States and UTs have Index Scores of 49 or less, indicating room for improvement.

**Table 5: SDG 4 -Performance Metrics and State Rankings (Madegowda, 2021)**

Sl. No.	Category (Range of Score)	Number and Names of States/UTs with SDG 4 Index Score	
1	Aspirant (0 - 49)	11	[Bihar (29), Nagaland (39), Arunachal Pradesh (41), Tripura (42), Assam (43), Jharkhand, Madhya Pradesh and Odisha (45), Meghalaya (48), and Jammu and Kashmir and Ladakh (49)].
2	Performer (50 - 64)	17	[Andhra Pradesh (50), Uttar Pradesh (51), Gujarat (52), West Bengal (54), Chhattisgarh (55), Dadra and Nagar Haveli, and Daman and Diu (56), Andaman and Nicobar Islands (57), Sikkim (58), Mizoram, Punjab and Rajasthan (60), Lakshadweep (62), Manipur and Telangana (63), and Haryana, Karnataka and Maharashtra (64)].
3	Front Runner (65 - 99)	8	[Tamil Nadu (69), Uttarakhand and Puducherry (70), Goa (71), Himachal Pradesh (74), Delhi (75), Chandigarh (79), and Kerala (80)].
4	Achiever (100)	0	-

Source: (Madegowda, 2021)

From the above, it is evident that (a) Kerala leads with an Index Score of 80, followed by Chandigarh (79) and Delhi (75) - Top Performers; and (b) Bihar ranks lowest



with an Index Score of 29, followed by Nagaland (39) and Arunachal Pradesh (41) - Poor Performers. The gap between the Index Score of the top performer (Kerala, 80) and that of the poor performer (Bihar, 29) is significant at 51 points, highlighting wide regional disparities in quality education. However,

- (a) 18 States/UTs have scored higher than the national average of 57.
- (b) Another 17/18 out of the 18 States/UTs have scored below the national average, and
- (c) Andaman and Nicobar Islands scored exactly at the national average of 57.

This data underscores the need for concerted efforts to address regional disparities and improve educational outcomes across all States and UTs in India.

The country's SDG 4 Index Score was 58 in 2018-19 and 2019-20, but decreased slightly to 57 in 2020-21. This decline coincided with the adverse implications of the COVID-19 pandemic, which severely affected all sectors and segments of the country. Notably, the country's achievement in the realm of quality education even during 2020-21 is commendable, considering the uncertainties that surrounded the reopening of physical classes, widespread concerns about the pandemic, and challenges related to online education such as internet connectivity issues.

### **Navigating Category Transitions: Embracing Change**

It is crucial for the States and UTs to consistently maintain, sustain, and enhance their performance year after year to progress from lower performer category to higher ones. An example illustrating this is the case of Delhi, which transitioned from the 'Performer' category in the initial two editions of the SDG India Index (2018-19 and 2019-20) to the 'Front Runner' category in 2020-21 due to improved performance. Conversely, Gujarat started in the 'Front Runner' category in 2018-19 with a score of 67 but regressed to a score of 47 in 2019-20, moving down to the 'Aspirant' category. However, Gujarat managed to

improve its performance in 2020-21, achieving a score of 52 and progressing back up to the 'Performer' category. This dynamic shift in performance highlights the importance of continuous improvement and the potential for States/UTs to move between performance categories based on their efforts. Further details in Table 6 offer additional insights into this progression.

**Table 6: Category-wise Number of States/UTs (Madegowda, 2021)**

Performance Category	Number of States/UTs		
	2018-19	2019-20	2020-21
Aspirant	8	8	11
Performer	11	16	17
Front Runner	17	12	8
Achiever	0	0	0
Total	36	36	36

Source: (Madegowda, 2021)

The analysis of the Performance Grading Index (PGI) for States/UTs reveals significant insights into the educational performance across regions. The data indicates a need for continuous improvement in performance levels. Specifically, the number of States/UTs in lower performer categories (Aspirant and Performer categories) remained constant or increased, leading to a reduction in the number of States/UTs in the 'Front Runner' category on a perennial basis. Notably, States like Karnataka, Maharashtra, Rajasthan, Gujarat, Telangana, Haryana, and Manipur moved down to lower categories over the years, emphasizing the importance of consistent performance enhancement.

Furthermore, the Index Scores of States/UTs fluctuated over the years, highlighting the need for a consistent upward trajectory in performance. For instance, Kerala experienced a decline in Index Score from 87 in 2018-19 to 74 in 2019-20 but improved to 80 in 2020-21. Similarly, Bihar's Index Scores

fluctuated between 36, 19, and 29 during the same period. This underscores the need for States/UTs to focus on enhancing their Index Scores continuously to drive overall improvement in educational outcomes.

### Conclusion

To conclude, it is evident that the country is progressing towards the targets set for SDG 4. Both the States and UTs must continue to strive for improvement and ensure that they maintain or enhance their category standing. Healthy competition among States/UTs is essential to drive performance enhancements, while fostering cooperation and collaboration for overall development. Nonetheless, there are some areas that may benefit from minor modifications or improvements, as outlined below:

As previously mentioned, the mechanism categorizes States/UTs into four groups based on their Index Scores: Aspirants (0-49), Performers (50-64), Front Runners (65-99), and Achievers (100). However, there is a lack of clarity regarding the category assignment for States/UTs with Index Scores falling between the upper limit of the lower category (>e.g., 49) and the lower limit of the higher category (<e.g., 50), such as 49.44, 64.55, 99.54, etc. To address this issue, the following modification/improvement is suggested (Table 7) (Madegowda and Gowda I P. M, 2021):

**Table 7: Revisiting Categorisation of States – Proposed System** (Madegowda, 2021)

Sl. No.	Suggested Index Score	Category
(1)	< 50	Aspirant
(2)	≥ 50 < 65	Performer
(3)	≥ 65 < 100	Front Runner
(4)	100	Achiever

Source: (Madegowda, 2021)

The indicators predominantly emphasize primary and secondary education, with limited attention given to higher education. The existing indicators related to

higher education are Indicator 5: Gross Enrolment Ratio (GER) in Higher Education and Indicator 7: Gender Parity Index for Higher Education. To enhance the assessment of higher education quality, it is recommended to introduce additional parameters/indicators specific to higher education institutions. These could include metrics such as student-teacher ratio, academic progression rates, publications per teacher per annum (especially relevant for universities where research is given equal importance), and adequacy of infrastructure in higher educational institutions, among others. Expanding the indicator framework to encompass a broader range of factors pertinent to higher education would enable a more comprehensive evaluation of educational performance at the state/UT level. This holistic approach aims to motivate states/UTs to consistently enhance their educational standards, thereby fostering improvements not only in educational outcomes but also in areas such as reducing inequalities (SDG 10), promoting decent work and economic growth (SDG 8), advancing gender equality (SDG 5), and other related SDGs.

### References

- Agirreazkuenaga, L. (2019). Embedding sustainable development goals in education. Teachers' perspective about education for sustainability in the Basque Autonomous Community. *Sustainability (Switzerland)*, 11(5). <https://doi.org/10.3390/su11051496>.
- Agirreazkuenaga, L. (2020). Education for agenda 2030: What direction do we want to take going forward? *Sustainability (Switzerland)*, 12(5), 1-13. <https://doi.org/10.3390/su12052035>.
- Balcerzak, A. P. (2020). administrative sciences Projection of SDGs in Codes of Ethics — Case Study about Lost in Translation. *Administrative Science*, 10(95), 1-18.
- Boeren, E. (2019). Understanding Sustainable Development Goal (SDG) 4 on "quality education" from micro, meso and macro perspectives. *International Review of Education*, 65(2), 277-294.



- Caputo, F., Ligorio, L., & Pizzi, S. (2021). The contribution of higher education institutions to the sdgs—an evaluation of sustainability reporting practices. *Administrative Sciences, 11*(3).
- Chung, B. G., & Park, I. (2016). A Review of the Differences between ESD and GCED in SDGs: Focusing on the Concepts of Global Citizenship Education. *Journal of International Cooperation in Education, 18*(2), 17-35.
- Dlouhá, J., Heras, R., Mulà, I., Salgado, F. P., & Henderson, L. (2019). Competences to address SDGs in higher education—a reflection on the equilibrium between systemic and personal approaches to achieve transformative action. *Sustainability (Switzerland), 11*(13).
- Expósito, L. M. C., & Sánchez, J. G. (2020). Implementation of SDGs in university teaching: A course for professional development of teachers in education for sustainability for a transformative action. *Sustainability (Switzerland), 12*(19).
- Flores-Vivar, J. M., & García-Peñalvo, F. J. (2023). Reflections on the ethics, potential, and challenges of artificial intelligence in the framework of quality education (SDG4). *Comunicar, 30*(74), 35-44.
- Friedman, J., York, H., Graetz, N., Woyczynski, L., Whisnant, J., Hay, S. I., & Gakidou, E. (2020). Measuring and forecasting progress towards the education-related SDG targets. *Nature, 580*(7805), 636-639.
- Kioupi, V., & Voulvoulis, N. (2019). Education for sustainable development: A systemic framework for connecting the SDGs to educational outcomes. *Sustainability (Switzerland), 11*(21).
- Kopnina, H. (2020). Education for sustainable development goals (ESDG): What is wrong with esdgs, and what can we do better? *Education Sciences, 10*(10), 1-14.
- López, B. (2022). How Higher Education Promotes the Integration of Sustainable Development Goals—An Experience in the Postgraduate Curricula. *Sustainability (Switzerland), 14*(4).
- Madegowda, J & Gowda, Inchara P. M J. (2021). Sustainable Development Goal 4: Quality Education: A Comparative Study of States/Union Territories. *University News, 59*(29), 15-21.
- Maryanti, R., Rahayu, N. I., Muktiarni, M., Al Husaeni, D. F., Hufad, A., Sunardi, S., & Nandiyanto, A. B. D. (2022). Sustainable Development Goals (Sdgs) in Science Education: Definition, Literature Review, and Bibliometric Analysis. *Journal of Engineering Science and Technology, 17*, 161-181.
- United Nations Department of Economic and Social Affairs. (2015). THE 17 GOALS | Sustainable Development. In *Department of Economic and Social Affairs | Sustainable Development*.
- Wright, C., Ritter, L. J., & Gonzales, C. W. (2022). Cultivating a Collaborative Culture for Ensuring Sustainable Development Goals in Higher Education: An Integrative Case Study. *Sustainability (Switzerland), 14*(3).

# Effective Managers to Responsible Leaders: Using Spirituality to Drive Value-based Education in Indian Business Schools- A Conceptual Paper

Mr. G.Venkatesh,

Research Scholar, School of Management, Presidency University, Bangalore.

Mr. R.Girish,

Assistant Professor, Department of Management Studies,

Acharya Bangalore B School, Bangalore.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224958>

## Abstract

The business ecosystem across the globe has undergone a drastic transformation in the last decade. The Covid-19 pandemic altered ways of working and hybrid working practices have continued even after the pandemic has abated. Today, working hours extend much beyond the 9 to 5 paradigm. The proliferation of digital communication protocols coupled with increased expectations from employers has resulted in huge levels of stress in the workplace. The work-life balance is often skewed with many employees experiencing negative work-life balance. Many youngsters are falling prey to cardiovascular diseases and psychosomatic illnesses. There is an exigent need to transform the way courses are conducted in higher education, particularly business schools. This research has attempted to highlight the benefits of introducing courses on spirituality in business schools with the sole aim of driving the importance of the right values among students who are on the threshold of entering the corporate world. Besides pre-placement training, students must be exposed to the myriad ways in which they can rely on spirituality to develop themselves as better human beings. Integration of spiritual training with traditional business school curriculum can help develop future leaders who can face adversity with courage, fortitude, and self-confidence.

**Keywords:** *Spirituality, Higher Education, NEP, Business Schools, Value-based Education*

## Introduction

Modern India experiences a resurgence of ancient customs, emphasizing value-based education's resurgence. Parents now prioritize comprehensive education for their children, encompassing academics and moral learning. Recognizing the pivotal role of schools, educational institutions integrate value education into their curricula, fostering character and ethical values. Recently, the Karnataka government convened discussions on enhancing moral education, focusing on activity-based approaches. In a fast-paced world, value education gains prominence, necessitating teacher training for effective transmission to future generations. Rooted in historical traditions like the Gurukul system, value education shapes students' attitudes, fostering responsibility, empathy, and collaboration. It cultivates a holistic perspective, promoting social responsibility and well-being, and fostering disciplined, positive-minded individuals. Spirituality, as described by Sri Sri Ravi Shankar, focuses on personal growth and well-being, encompassing happiness, self-acceptance, and positive interactions with others. This definition highlights the focus on "finer human aspects" that traditional, science-driven management approaches often overlook. Spirituality is defined as an individual's internal exploration of purpose, meaning, interconnectedness, and place in the world.

Early management principles during the Industrial Revolution prioritized scientific methods and logic, neglecting the human element. However, the Hawthorne experiment in the 1930s revealed the

importance of treating workers with respect and dignity, leading to increased productivity. In the dynamic landscape of business education in India, the transition from traditional managerial roles to visionary leadership positions has become a focal point. The shift from Managers to Leaders signifies a profound evolution in the way business schools approach education, emphasizing values, ethics, and a holistic approach to decision-making.

Business schools are increasingly incorporating courses that explore the intersection of spirituality and ethical decision-making in the context of leadership. Leaders equipped with spiritual training can face challenges through practices like contemplation, acceptance, and humility. This approach fosters increased compassion, focus, and resilience, allowing for better decision-making, especially during crises. There is an urgent need to cultivate a more meaningful and compassionate approach to navigating the challenges and opportunities within the ever-evolving business landscape.

This study explores the growing recognition of spiritual intelligence (SQ) alongside emotional intelligence (EQ) and intellectual intelligence (IQ) for ethical leadership development. Distinct from religion, SQ emphasizes core values, purpose, and practices like meditation for personal growth. Integrating SQ principles into business education fosters ethical leadership and sustainability by cultivating purpose, integrity, and social responsibility. This approach acknowledges interconnectedness and prioritizes empathy, compassion, and mindfulness in decision-making, equipping future leaders with the skills to navigate complex business environments with integrity and resilience.

### Review of Literature

**Cavanagh (1999)** explores the role of spirituality in the context of management emphasizing that spirituality can provide business professionals with a more integrated perspective on various aspects of their lives. This can be an asset for managers.

Acknowledging God, the importance of prayer, recognizing the significance of other people, and promoting a sustainable world are now considered vital. Universities are integrating mission, spirituality, and service into their education programs. Businesses are now attempting to explore the benefits of introducing spirituality in the workplace **Pielstick (2005)**. This makes it imperative for students to be exposed to the benefits of spiritual practices by equipping them with the requisite knowledge and skills.

The study by **Krishnan (2008)** delves into the influence of a 2-year residential full-time MBA program on students' values through two longitudinal studies spanning 7 years at an Indian business school. Utilizing rank-order and non-ipsative value measures, the research evaluates shifts in self-oriented and others-oriented values pre- and post-MBA. Results demonstrate a shift towards prioritizing self-oriented values such as comfort and pleasure, while others-oriented values like helpfulness and politeness diminish during the program. This research enriches comprehension of value systems instilled in business schools, advocating for educational reforms to better align with desired values. Furthermore, it suggests that management education heightens self-monitoring and the significance of self-oriented values while diminishing the importance of others-oriented values. The research underscores the impact of management education on values, stressing the importance of aligning business education with desired values. These findings have significant implications for fostering desired value systems and promoting teamwork within business schools and the corporate environment **Krishnan (2008)**.

Education with a strong moral foundation is essential for forming a society and producing future leaders. To produce a generation of moral and competent leaders, they emphasize the significance of character development in addition to career advancement and the necessity of using value education to counteract harmful influences like media and technology **Bhatia & Dash (2011)**. **Crossman (2015)** explores Australian

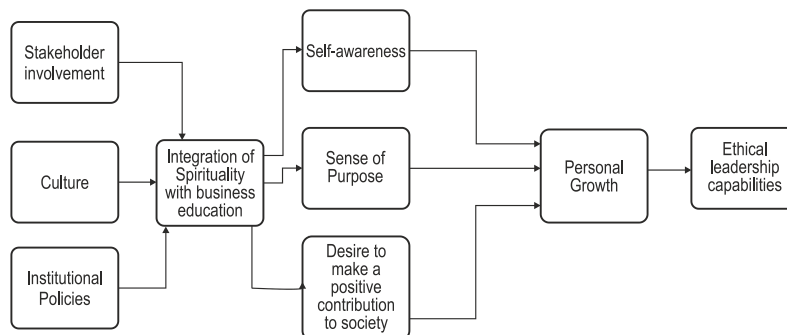
managers' perspectives on workplace spirituality in business education. The study reveals mixed views on its inclusion, along with concerns about implementation in public universities. It highlights the importance of stakeholder voices, particularly from businesses, when designing and integrating such initiatives.

### Statement of the Problem

Traditional business education inadequately prepares leaders for today's complex landscape. To bridge this gap, schools must cultivate ethical leaders with a strong sense of purpose and holistic decision-making skills. Integrating spirituality, distinct from religion, into curricula can foster values, integrity, and social responsibility. This approach equips future leaders to navigate complex environments with an ethical foundation, aligning business education with the demands of a sustainable and socially conscious global economy.

### Conceptual Model: Integrating Spirituality into Business Education

This model explores the growing interest in integrating spirituality into business education, highlighting its potential benefits for future leaders and organizations. The involvement of stakeholders in the business school supported by an enabling culture and the right institutional framework will influence the effective integration of spirituality in business school education. This will lead to the transformation of students through self-awareness. Students will gain a sense of purpose and this will create a desire in them to make a positive contribution to society. These experiences will contribute to their personal growth and will shape their ethical leadership attributes.



**Fig 1: Proposed Conceptual Model**

### Research Objectives

1. To investigate the alignment of managerial values with organizational practices in Indian Firms.
2. To examine the impact of value-based leadership and spiritual practices in the workplace
3. To develop guidelines for spiritual leadership development in educational institutions

By examining the congruence between managerial behaviours and value-based principles, this research seeks to understand the extent to which traditional values influence managerial decision-making processes in Indian business settings. By drawing from existing research and literature, this study aims to highlight how incorporating these elements can enhance workplace culture, employee engagement, and overall organizational performance. The third objective involves studying approaches to cultivating spiritual leadership among school administrators within educational institutions. This study aims to create comprehensive guidelines for developing spiritual leadership skills among administrators, focusing on knowledge enhancement, skill development, attitude formation, and leveraging technology for educational management. These research objectives collectively aim

to deepen our understanding of the role of spirituality in driving value-based education and leadership practices in business schools and organizational settings in India.

### Research Methodology

The research methodology for this conceptual paper involved a comprehensive review of existing literature and empirical studies related to spirituality, value-based leadership, and their impact on education and organizational practices. The study drew insights from various sources, including academic journals, research articles, and expert interviews to develop a nuanced understanding of the role of spirituality in driving value-based education and leadership practices in business schools and organizations in India. The methodology employed a qualitative approach to analyse and interpret the findings from different studies, allowing for a deeper exploration of the complex relationships between spirituality, values, leadership, and organizational behaviour.

### NEP 2020 and Spiritual Training

India's NEP 2020 revamps education, emphasizing holistic development, skills, and character. Rooted in tradition, it promotes multidisciplinary learning, innovation, and vocational training for a knowledge economy. The policy prioritizes teacher quality, vocational integration, and school-level innovation. Encompassing early childhood to higher education, NEP 2020 prioritizes practical skills, innovation, and a socially responsible workforce. It advocates for a holistic learning model integrating spiritual values, knowledge, and actionable skills. The policy promotes mindful learning for responsible engagement with human rights, sustainability, and education. While not explicitly mandating business school spirituality, NEP 2020 emphasizes integrating spiritual values and emotional intelligence across all education levels, fostering holistic development and responsible citizens.

### Initiatives by UGC

The University Grants Commission has initiated the Life Skills program to enhance the quality of higher

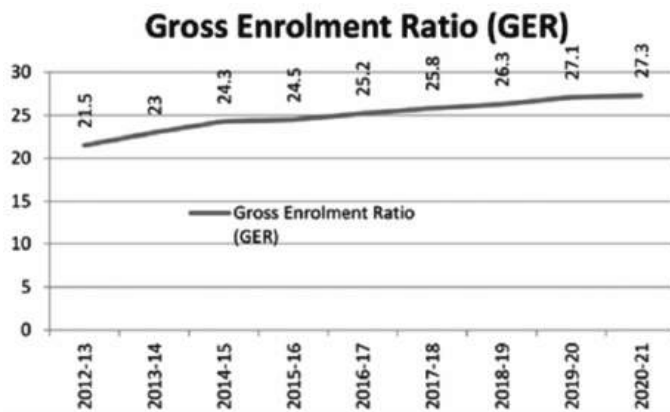
education by equipping students with essential skills, knowledge, values, and ethics for professional success. This curriculum, developed in 2018 and updated in line with the NEP 2020, aims to integrate life skills into non-technical undergraduate education. UGC has released "Facilitators' Guidelines for the Curriculum on Life Skills to aid in the effective implementation of this program.

The gross enrolment ratio (GER) 2020-21 in Higher Education in India is 27.30% which is calculated for the 18-23 years of Age Group. GER for the male population is 26.7% and for females, it is 27.9%. The UGC has been selecting universities periodically in 2022-23 to establish Area Study Centres to enhance understanding of global regions and offer insights for Indian policymakers. Additionally, under the 'Epoch Making Thinkers of India' scheme, 394 Study Centres in Universities/Colleges aim to familiarize educators and students with the ideologies of prominent Indian social thinkers. The University Grants Commission has initiated a Quality Mandate program to enhance Higher Education by providing students with Life Skills education. There is a significant need for skilled, ethical graduates in the workforce. UGC, with committee support, introduced the Life Skills curriculum for non-technical undergraduates in 2018.

**Table 1: Gross Enrolment Ratio in Higher Education (During 2012-13 to 2020-21)**

Year	GER
2012-13	21.5
2013-14	23
2014-15	24.3
2015-16	24.5
2016-17	25.2
2017-18	25.8
2018-19	26.3
2019-20	27.1
2020-21	27.3

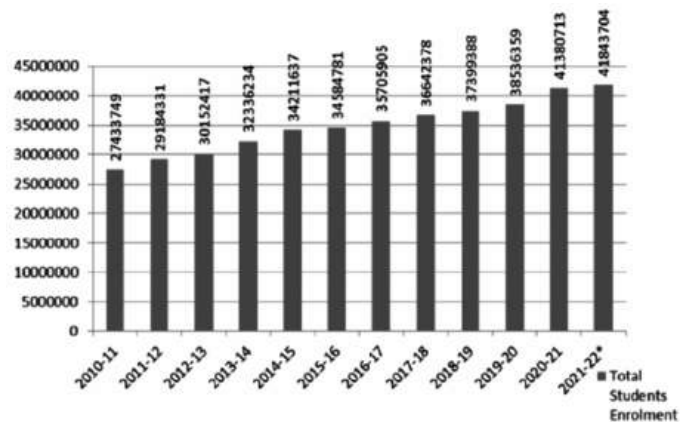
Source : AISHE Reports



**Chart 1: Gross Enrolment Ratio in Higher Education: 2012-13 to 2020-21**

It is clear from the above statistics that the gross enrolment ratio has increased in the last decade. The Gross Enrolment Ratio (GER) in higher education is a crucial indicator for the development of education in India. Despite improvements, challenges remain in enhancing GER to meet international standards. The GER in India is about 25%, significantly lower than the 50% in developed countries. The female GER has surpassed the male GER since 2017-18, with an increasing trend over the years. The recent initiative of the National Digital University aims to scale up GER by 50% in the next 10-15 years through technology-enhanced learning and collaboration among universities. This initiative seeks to provide more opportunities for students to pursue higher education and bridge the gap between India’s GER and that of other nations.

Tamil Nadu has consistently maintained the highest Gross Enrolment Ratio (GER) in higher education among India’s large states for five academic years. In the 2021-22 period, Tamil Nadu’s GER was 47%, higher than the all-India average of 28.4%. The state also has the highest GER among SC and ST students, with 39.4% and 43.9% respectively.



**Graph 2: Year-wise Growth of Students Enrolment (Higher Education Institutions HEIs) 2010-11 to 2020-21**

The gross enrolment ratio (GER) is a measure of the proportion of the population enrolled in higher education. It reflects the accessibility and inclusivity of the education system

**Developing Spiritual Leadership in Business School Students**

There is a recognized need for value-based education in India, aiming to empower youth for self-sustainability by imparting employment skills and reducing poverty. Business schools are increasingly recognizing the value of nurturing spiritual leadership in their students.

Here is a step-by-step approach to guide this development:

**1. Define the Approach**

Discussions with faculty, students, and industry leaders to understand their perspectives on spirituality and its relevance to business will help clarify the scope. All stakeholders must be on the same page concerning what constitutes spirituality. This must be followed by determining desired outcomes for students.



## 2. Curricular Integration

Introduce concepts of workplace spirituality, ethical leadership, and their impact on business decisions across various courses. Use case studies that showcase ethical dilemmas tackled by leaders with a strong sense of purpose. Invite leaders who embody these values to share their experiences and engage students in dialogue.

## 3. Experiential Learning

Integrate projects where students apply business skills while contributing to social causes. Organize retreats that focus on self-reflection, values clarification, and ethical decision-making. Connect students with mentors who can guide them in navigating ethical challenges in the workplace.

## 4. Building a Supportive Environment

Provide training for faculty on integrating spiritual leadership concepts into their teaching. Foster a culture where open discussions about values and ethics are encouraged. Organize workshops, lectures, and discussions on topics related to purpose, mindfulness, and ethical leadership.

## 5. Evaluation and Refinement

Regularly assess student learning and engagement through surveys, focus groups, and course evaluations. Monitor the impact of the program on students' leadership development and career choices. Based on feedback and results, refine the approach to better meet student needs and enhance the program's effectiveness.

It is essential to be sensitive to diverse student backgrounds and avoid imposing religious practices. A supportive environment for open dialogue and reflection is a must. By following these steps, business schools can equip their students with the knowledge, skills, and values needed to become future leaders who are not only business-savvy but also ethical, purpose-driven, and committed to positive societal impact.

## Results and Discussion

The first research objective aimed to investigate the alignment of managerial values with organizational practices in Indian firms. The study found that while many managers in Indian firms still uphold and demonstrate values that are rooted in spirituality and ethics, there is a significant gap between these values and their actual implementation in organizational practices. This gap is attributed to several factors, including the pressure to prioritize short-term financial gains over long-term sustainability, the lack of a strong ethical culture within organizations, and the absence of a clear framework for integrating spiritual values into business decision-making processes.

The second research objective focused on examining the impact of value-based leadership and spiritual practices in the workplace. The study found that incorporating value-based leadership principles and spiritual practices can have a significant positive impact on workplace culture, employee engagement, and overall organizational performance. The third research objective involved developing guidelines for spiritual leadership development in educational institutions. The study also highlighted the importance of creating a supportive environment that encourages spiritual growth and development among administrators.

Implementing spirituality in the workplace presents several challenges that organizations need to address to capitalize on its benefits effectively. Organizations must distinguish between religion and spirituality, emphasizing the human spirit's qualities like love, honesty, and compassion. Secondly, workplaces driven by materialism may struggle to incorporate spirituality into their culture, necessitating a shift towards accommodating spiritual requests from employees authentically. Thirdly, workplace spirituality programs must be employee-centric to avoid being perceived as mere marketing tools, ensuring authenticity and long-term effectiveness. Addressing these challenges is essential for organizations to successfully implement workplace





spirituality and harness its positive impact on employee well-being and organizational outcomes.

The Gross Enrolment Ratio (GER) in higher education is a critical metric for assessing educational progress in India. Organizations should prioritize the development of a strong ethical culture that aligns with their core values and principles. This can be achieved by implementing policies and procedures that promote transparency, accountability, and integrity in decision-making processes. The findings of these research objectives have several implications for business schools and organizations in India. Business schools should consider integrating spirituality into their curricula to better prepare students for the challenges of leading in a complex and rapidly changing business environment. This integration should not be limited to theoretical knowledge but should also involve practical applications and real-world case studies that demonstrate the relevance of spiritual principles in driving value-based education and leadership practices.

### Conclusion

MBA programs often neglect the value of spirituality in their curriculum. While students often prioritize securing high-paying jobs, this materialistic focus leads to unrealistic expectations and overlooks the importance of ethical behaviour and inner purpose. Traditionally, business education focused heavily on technical skills, neglecting ethical and spiritual aspects that contribute to effective leadership. The integration of these missing elements is seen as a potential "game-changer" for MBA programs. This offers a unique opportunity to bridge the gap between academic knowledge and real-world application.

By incorporating ethical considerations, a broader understanding of values, and even spiritual principles into their curriculum, future business leaders can develop a more holistic perspective on their role. However, challenges remain, such as potential conflicts between religious values and business needs, the difficulty of implementing inclusive spiritual practices, and the risk of self-righteous spiritual

leadership promoting discrimination. To navigate these challenges, collaboration between academics and practitioners is crucial to developing an ethical and effective framework for integrating spirituality into management.

By nurturing students' spiritual intelligence alongside their cognitive skills, educational institutions can prepare future leaders to navigate the multifaceted challenges of the contemporary workplace with resilience and integrity. This balanced approach not only enhances students' professional competencies but also cultivates their emotional intelligence, ethical reasoning, and capacity for self-reflection.

### Limitations of the study

The research on spirituality and management education faces limitations such as a lack of empirical evidence, subjective interpretation, resistance to change in traditional educational settings, cultural variations in spiritual practices, measurement challenges, ethical considerations, and the need for long-term sustainability. Overcoming these challenges requires addressing resistance to change, ensuring ethical integration, navigating cultural differences, and sustaining the integration of spirituality effectively.

### Future Research Directions

The research in this paper sheds light on spirituality's impact on education and leadership in Indian business settings. Future studies should delve into the long-term effects of spiritual integration in business education, focusing on its influence on performance, well-being, and societal outcomes. Additionally, exploring how technology can aid spiritual leadership development in schools is crucial. Identifying effective tools for nurturing spiritual leadership skills and promoting continuous growth among educators is key. Lastly, investigating spirituality's role in diverse sectors like healthcare, finance, and technology is vital. Understanding the challenges and opportunities of integrating spirituality in these areas can lead to tailored guidelines for spiritual leadership development.



## References

- Bhatia, K., & Dash, M. K. (2011). A demand of value based higher education system in India: A comparative study. *Journal of Public Administration and Policy Research*, 3(5), 156.
- Cavanagh, G. F. (1999). Spirituality for managers: Context and critique. *Journal of Organizational Change Management*, 12(3), 186-199.
- Crossman, J. (2015). Manager perspectives on embedding workplace spirituality into the business curriculum: Bridging the gap. *Thunderbird International Business Review*, 57(5), 367-378.
- Friedman, H. H., & Friedman, L. W. (2014). Why spirituality belongs in the business curriculum. Available at SSRN 2408224.
- Harajli, D. A. (2021). The spiritual well-being of business school faculty. *The Palgrave Handbook of Workplace Well-Being*, 617-642.
- Illes, K., & Zsolnai, L. (2015). The role of spirituality in business education. *Society and Business Review*, 10(1), 67-75.
- Krishnan, V. R. (2008). Impact of MBA education on students' values: Two longitudinal studies. *Journal of Business Ethics*, 83, 233-246.
- Patil, Y. Y. (2013). Role of Value-Based Education in Society. In *International Conference on Leadership and Management Through Spiritual Wisdom, Varanasi, India*.
- Pielstick, C. D. (2005). Teaching spiritual synchronicity in a business leadership class. *Journal of Management Education*, 29(1), 153-168.
- Shrikant, M. L., & Rattanani, J. R. (2016). Time for Business Schools to Teach Spirituality. *Ethical Leadership: Indian and European Spiritual Approaches*, 275-296.
- <https://www.hrkatha.com/opinion/spirituality-in-management-education-a-game-changer/>

# Digital Competition In an Era of Higher Education - Emerging Organizational Models: A Critical Review

**Dr. Lakshmi Narahari C H,**

Assistant Professor, School of Management and Commerce, Malla Reddy University, Hyderabad.

**Mr. J. Jawahar Babu,**

Assistant Professor, School of Management and Commerce,  
Malla Reddy University, Hyderabad.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224959>

## Abstract

Growing demand among learners for improved accessibility and convenience, lower costs, and direct application of content to work settings is radically changing the environment for higher education in India and globally. In this rapidly changing environment, which is increasingly based within the context of a global, knowledge-based economy, traditional universities are attempting to adapt purposes, structures, and programs, and new organizations are emerging in response. Growing demand for learning combined with these technical advances is in fact a critical pressure point for challenging the dominant assumptions and characteristics of existing traditionally organized universities in the Present century. This combination of demand, costs and application of content and new technologies is opening the door to emerging competitors and new organizations that will compete directly with traditional universities and with each other for students and learners. Each of the seven models discussed offers an alternative to traditional residential higher education. Taken together, these organizational models are emerging as significant forces in providing education and training, and as powerful competitors to traditional universities.

## Introduction

Growing demand among learners for improved accessibility and convenience, lower costs, and direct application of content to work settings is radically changing the environment for higher education in India and globally. In this rapidly changing environment,

which is increasingly based within the context of a global, knowledge-based economy, traditional universities are attempting to adapt purposes, structures, and programs, and new organizations are emerging in response. Organizational changes and new developments are being fuelled by accelerating advances in digital communications and learning technologies that are sweeping the world. The focus of this paper is upon baccalaureate and advanced level universities, but the conclusions may also be applicable for two-year community and technical colleges.

First, there must be enormous external pressures. Second, there must be people inside who are strongly dissatisfied with the existing order. And third, there must be a coherent alternative embodied in a plan, a model, or a vision." The first two of these conditions certainly describe higher education as a system, and they also apply to many institutions. The third of these conditions is the focus of this paper, which is an initial attempt to analyze a very complex and rapidly changing environment and suggest alternative visions and models that are emerging in this environment.

## Literature Review

The evolving landscape of higher education, particularly in the context of the global knowledge-based economy, has garnered significant scholarly attention. As highlighted by **Jones & Smith (2019)**, there is a growing demand among learners for improved accessibility, lower costs, and direct application of content to professional settings. A study by Brown (2020) results that the demand, fuelled by

advancements in technology, is reshaping the traditional university model as discussed by Traditional universities are grappling with the need to adapt their purposes, structures, and programs to meet these evolving demands **Johnson et al., (2021)**. This adaptation is essential for their survival in an increasingly competitive market where new educational organizations are emerging as formidable competitors **Robinson, (2018)**. These organizations offer alternative models of education delivery that challenge the dominance of traditional residential higher education **Garcia & Martinez (2022)**.

**Methodology**

The study follows mixed approach. This critical review employs a systematic literature search approach, utilizing databases such as PubMed, Google Scholar, and Scopus to identify relevant academic articles, reports, and case studies published between 2017 and 2023. Keywords including "higher education," "alternative models," "traditional universities," and "21st century challenges" were used to narrow the search. Inclusion criteria comprised peer-reviewed publications in English, focusing on the evolving landscape of higher education and the emergence of alternative educational models. Selected articles were critically evaluated for their relevance, credibility, and contribution to the understanding of the subject matter. Data synthesis and thematic analysis were employed to organize and interpret the findings, facilitating the identification of key themes and insights.

**Results & Discussion**

A recognized geographic service area from which the majority of students are drawn. This service area can be a local community, a region, a state, and in the case of a few elite institutions, a nation;

1. Full-time faculty members who organize curricula and degrees, teach in face to face settings, engage in scholarship, of ten conduct public service, and share in institutional governance;

2. A central library and physical plant;
3. Non-profit financial status;
4. Evaluation strategies of organizational effectiveness based upon measurement of inputs to instruction, such as funding, library holdings, facilities, faculty \ student ratios, faculty qualifications, and student qualifications. (See Table 1 for a more complete analysis)

In traditional universities, students attend campuses with classrooms where a primarily full-time faculty teaches.

**Table 1 : Characteristics and Assumptions of Traditional Residential Institutions of Higher Education**

<b>Input Measurement</b>	<b>Characteristics and assumptions of traditional residential institutions higher education</b>
<b>Philosophy</b>	Students come to campus
<b>Mission</b>	Mission defined by level of instruction-offering graduate level programs often implies increased quality, as does student and faculty selectivity
<b>Funding</b>	Measured by expended per full-time student equivalent
<b>Curricula</b>	Relatively stable and comprehensive curriculum
<b>Instruction</b>	Primarily face-to-face lecture, teacher-centered formats prevalent at undergraduate level. Instruction is measured by clock hours of seat-time (Carnegie units of credit) and evaluation of student content acquisition; seminars at graduate level
<b>Faculty</b>	Full-time faculty; faculty preparation and credentials, research productivity, and external grant simply increased instructional quality

<b>Students</b>	Greater selectivity at admission suggests higher quality program-very little measurement of change in overall learning from entry to exit
<b>Library</b>	More volumes in library, with greater depth of disciplinary holdings, implies greater quality (although with advances in electronics haring of resources this assumption is beginning to be challenged)
<b>Learning</b>	Generally used to supplement or enhance lecture format; tiered high technology
<b>Technology</b>	Lecture halls are one example
<b>Physical Facilities</b>	Central physical plant includes residence halls, student unions, health facilities, classrooms, and campus environment, which together are believed to add to the quality of the education received
<b>Productivity Outcomes</b>	Productivity is measured in student credit hours and degrees. Student credit hours are measures of classroom seat time and content acquisition; degrees are measures of completion of pre-approved courses
<b>Governance</b>	Independent Board of Trustees-Independence from political or business environment is a goal
<b>Accreditation</b>	Institutional by region; individual programs or disciplines are also accredited by professional accreditation associations

The fundamental assumptions and major characteristics of traditional universities noted in Table 1 emerged during the 19<sup>th</sup> century in the industrializing countries. The organization of traditional universities, especially in the United States, responded to the need for increased access, discovery of scientific and applied knowledge that could advance industrial and agricultural productivity, and education and acculturation of a diverse community of learners.

### Emerging and New Models

Emerging and new models differ in one or more significant features from the traditional model for higher education. Beginning with the Extended Traditional University model that most resembles the current assumptions and operating framework in place in the core programs of residential universities and colleges, the seven models outlined in this paper represent a variety of possible organizational strategies.

#### A. Extended Traditional Universities

Extended traditional universities, as defined in this study, are characterized by programs of traditional universities that are specifically organized and designed to serve a primarily adult audience that is usually non-residential in nature. The characteristics of such universities are displayed in table 2.

**Table 2: Comparison of For-Profit Adult-Centered Universities, Extended Traditional Universities, and Traditional Residential Universities**

Input	Traditional universities	Extended traditional universities	For-Profit adult-centered universities
<b>Philosophy</b>	Students come to campus	Campus goes to students	Campus and non-campus philosophy
<b>Mission</b>	Mission defined by level of instruction	Externally focused, degree completion and workforce development	Almost exclusively workforce focused
<b>Funding</b>	Subsidy per full-time student	More self-sustaining and market driven	Market driven, workforce focused, and profit driven
<b>Curricula</b>	Relatively stable & comprehensive curriculum	More flexible curriculum content for workforce competence and development	Focused on workplace needs; adult oriented
<b>Instruction</b>	Most courses are lecture based	Greater variety of methods and use of student experience	Methods typically standardized across locations-greater use of student experience
<b>Faculty</b>	Primarily full-time faculty; academic preparation and credentials,	Greater use of adjuncts with professional experience	Usually staffed with part-time faculty with professional experience
<b>Students</b>	Selectivity at admission	Life and work experience is greater factor in admission	Life and work experience is significant factor in admission
<b>Library</b>	Volumes in library	Access to specific documents and resources appropriate to program	Access to specific documents and resources appropriate to program
<b>Learning Technology</b>	Enhance lecture-oriented instruction	Both lecture oriented and used to extend access	Both lecture oriented and used to extend access
<b>Physical Facilities</b>	Extensive physical plant	Still campus based but less reliance on physical plant	Physical plant is provided in response to market demand
<b>Productivity Outcomes</b>	Student credit hours and degrees.	Student credit hours and degrees	Bottom line is revenue generated compared with expenses-profitability
<b>Governance</b>	Board of Trustees	Board of Trustees	Board of Directors
<b>Accreditation</b>	Institutional by region; individual programs or disciplines are also accredited	Institutional by region as part of parent organization's accreditation; individual programs or disciplines are also accredited	Institutional by region; individual programs or disciplines are also accredited

The primary mission of the unit is to make the product or set of programs offered on the campus available to people unable to attend regularly scheduled classes because of schedule or location. Continuing education units are concerned with improving access for audiences unable to attend the campus, and their students usually attend part time and are older working adults who are viewed by the dominant university culture as distinct from its major 18-22 year old constituency.

**A. Examples of Extended Traditional Universities**

WSU predicts these transformed classes of Web University will improve the utilization of physical facilities on campus. For instance, students will be able to take some classes without leaving their dormitory room. Additionally, most "re-engineered" courses will be suited for electronic export via satellite, Internet, or a K-20 Network. Many others could be easily transferred from Pullman and branch campuses to new "Learning Centers" located in many communities in Washington. The Web University will allow the university to enhance learning and improve student outcomes while increasing access by:

1. Optimizing the utilization of campus based physical facilities by enrolling residential students in asynchronous courses.
2. Expanding the reach of the geographically dispersed branch campuses and learning centers to address the needs of place bound students.
3. Enrolling students pursuing degrees or certificates at living-learning spaces off campus .

The examples cited are all indicative of the high level of state and national attention given to adapting traditional universities to this new competitive environment.

**B. For-Profit Adult-Centered Universities**

The marketplace for adult learning is increasingly attractive to existing and new for-profit universities and organizations and private businesses. For-profit institutions of higher education have carefully

delineated a focused educational market. These institutions are substantially different than traditional nonprofit institutions of higher education, whether public or private, They derive almost all their operating revenue from the tuition and fees that students or their employers pay, and they are also expected to return a dividend to investors who have provided the capital to create them.

**C. Examples of For-Profit Universities**

The University of Phoenix offers traditional classroom-based instruction at the undergraduate and graduate level in many states. With enrollment growing from zero to more than 57,000 students in less than 25 years, it is the largest and most successful of the U.S. based for-profit adult-centered universities. The University of Phoenix is also rapidly expanding programs that serve corporations.

**Table 3: Usage of Digital Devices**

Device	2018	2020	2022	(2018-2022)
Smartphone	56%	91%	98%	42%
Tablet	9%	39%	45%	34%
E-Book Reader	7%	19%	21%	14%
Laptop	86%	92%	95%	9%
Scanner	64%	65%	58%	-6%
Desktop PC	51%	42%	39%	-12%
Printer	79%	76%	65%	-14%

This development leads to the assumption that technology-enhanced learning is predominantly carried out via mobile devices, which is also confirmed by (Lee, Leow, and Kong, 2019) from the Asian region and in the ECAR 2019 Report Gierdowski, 2019) for United States. The presentation of content and communication with students should therefore be optimized for mobile devices.

**A. Distance Education/Technology Based Universities**

Keegan categorizes distance education universities as originating from two distinct traditions. The first of



these traditions is correspondence study, and the second is the extension of traditional classrooms to new locations using new technologies such as satellite, broadcast television, cable television, and more recently, compressed video and desktop video. More recently, a third category of institution has emerged that does not neatly fall into either of these traditions.

**Table 4: Comparison of Distance Education/Technology Based Universities with Traditional Universities and Extended Traditional Universities**

Input	Traditional universities	Extended traditional universities	Distance education/ technology- based universities
<b>Philosophy Mission</b>	Students come to campus Mission defined by level of instruction	Campus goes to students Externally focused, degree completion and workforce development	Campus goes to students Externally focused, degree completion and workforce development
<b>Funding</b>	Subsidy per full-time student	More self-sustaining and market driven	Reduce cost of access to higher education
<b>Curricula</b>	Relatively fixed & comprehensive curriculum	More flexible curriculum content for workforce competence and development	More flexible curriculum-content for workforce competence & development
<b>Instruction</b>	Most courses are lecture based	Greater variety of methods and use of student experience	Varies by type, See Table 5
<b>Faculty</b>	Primarily full-time faculty; academic preparation and credentials	Greater use of adjuncts with professional experience	Some use of full-time faculty but with greater use of adjuncts with professional experience
<b>Library</b>	Volumes in library	Access to specific documents and resources appropriate to program	Access to specific documents and resources appropriate to program
<b>Students</b>	Selectivity at admission	Life and work experience is greater factor in admission	Life and work experience is greater factor in admission
<b>Learning Technology</b>	Enhance lecture- oriented instruction	Both lecture oriented and used to extend access	Varies by type, See Table 5
<b>Physical Facilities</b>	Extensive physical plant	Still campus based but less reliance on physical plant	No physical plant students are geographically separated from each other and the instructor
<b>Productivity Outcomes</b>	Student credit hours and degrees	Student credit hours and degrees	Varies by type, See Table 5
<b>Governance</b>	Board of Trustees	Board of Trustees	Varies by type, See Table 5
<b>Accreditation</b>	Institutional by region; individual programs or disciplines are also accredited	Institutional by region; disciplines and programs also part of parent organization's accreditation	Varies by type, See Table 5

## A. Corporate Universities

During the 1980's several corporations established umbrella organizations to provide for the corporation's comprehensive human resource development, education, and training needs. Their reasons for developing comprehensive training and educational programs included the need to develop basic educational competencies in the workforce, acculturate employees into the company, improve cooperation, communication and competencies of individual employees and teams of employees, and improve recruitment, advancement, and retention incentives.

## B. University/Industry Strategic Alliances

Many businesses that are related either to emerging technology and communications applications or to main line applications such as publishing companies are also testing the water in this new marketplace in a variety of ways. But with multiple forms of access increasingly important and with no one technology or mode of access dominating the market, companies with technologies that support learning that can be independent of time, location, and distance are finding the marketplace attractive.

**Table 5: Comparison of Corporate Universities, University/Industry Alliances, Extended Traditional Universities**

Input	Extended traditional universities	For-Profit adult-centered universities	Corporate universities	University/industry strategic alliance
<b>Philosophy</b>	Campus goes to students	Campus and non-campus philosophy	Campus and non-campus philosophy	Campus goes to students
<b>Mission</b>	Externally focused, degree completion and workforce development	Almost exclusively workforce focused	Exclusively workforce focused on corporation needs	Externally focused, degree completion and workforce development
<b>Funding</b>	Largely self-sustaining and market driven	Market driven, workforce focused, and profit driven	Funded by corporation-centrally or by department assessment	Market driven, workforce focused, and entrepreneurial but not necessarily profit driven
<b>Curricula</b>	More flexible curriculum content for workforce competence and development	Focused on workplace needs; adult oriented	Build corporate citizenship and employee skills	Adult workforce competence and development
<b>Instruction</b>	Great variety of methods and use of student experience	Methods typically standardized across locations	Methods typically standardized across locations	Typically custom designed for market; use of instructional design teams
<b>Faculty</b>	Great use of adjuncts with professional experience	Usually staffed with part-time faculty with professional experience	Usually staffed with part-time faculty with professional experience	Combination of faculty with special expertise and practicing professionals

<b>Students</b>	Life and work experience is significant factor in admission	Life and work experience is significant factor in admission	Generally required to be employed by corporation	Targeted groups of students, usually employed adults
<b>Library</b>	Access to specific documents and resources appropriate to program	Access to specific documents and resources appropriate to program	Access to specific documents and resources appropriate to program	Access to specific documents and resources appropriate to program
<b>Learning Technology</b>	Both lecture oriented and used to extend access	Both lecture oriented and used to extend access	Technology a method of reducing costs	Technology enables crossing boundaries
<b>Productivity Outcomes</b>	Student credit hours and degrees.	Bottom line is profitability	Profitability and contribution to bottom line of corporation	Profitability a primary concern, also innovation
<b>Governance</b>	Board of Trustees	Board of Directors	Directed by Corporation	Limited liability companies-contractual arrangements
<b>Accreditation</b>	Institutional by region	Institutional by region	Institutional by region- Many not yet accredited	University bring sits accreditation to the alliance

Partnerships are not just with universities. The private sector is increasingly developing partnerships to deliver educational programs and services that are created cooperatively and collaboratively across two or more organizations.

### A. Global Multinational Universities

The marketplace for learning is becoming global [30]. With new technologies, neither language nor distance is a barrier to access, although cultural norms and patterns are among the formidable obstacles to learning across political and cultural boundaries. There are currently few examples of universities that are truly global and multinational in character, although there are hints of what such a program might look like. San Diego based National University has developed a "global MBA," offered online, that is available in Argentina, Turkey, Mexico, Ecuador and Portugal. Other universities are attempting to expand from a national to an international base of operation.

### Conclusion & Future Implications

The exploration of seven emerging models for higher education reflects a profound shift in the landscape of learning, driven by technological advancements, changing learner expectations, and global economic imperatives. Traditional universities are facing significant pressures to adapt and innovate, given the rising demand for accessibility, affordability, and relevance in workforce settings. Each emerging model, from extended traditional universities to global multinational institutions, offers distinct approaches to meeting these evolving needs, challenging the conventional assumptions of residential higher education. The future implications of these emerging models suggest a diverse and competitive higher education ecosystem, characterized by increased flexibility, personalized learning pathways, and a stronger focus on workforce development. This

transformation will likely influence traditional universities to embrace digital technologies, expand their reach beyond geographical boundaries, and tailor programs to cater to adult learners and industry demands. Additionally, accreditation frameworks will need to evolve to validate the quality and effectiveness of these new educational models, ensuring alignment with evolving educational and employment landscapes. Ultimately, the future of higher education will be shaped by innovation, adaptability, and responsiveness to the needs of learners and employers in a dynamic global economy.

### References

- Adams, J. (2023). Adapting to change: Strategies for traditional universities in the 21st century. *Journal of Higher Education Management*, 15(2), 45-62.
- Baldrige, J., & Deal, T. (1983). *The Dynamics of Organizational Change in Education*. Berkeley, CA: McCutchan Publishing Company.
- Brown, A. (2020). The evolving landscape of higher education: Challenges and opportunities. *Educational Research Review*, 25, 86-97.
- California State University Institute. (n.d.). Higher Education's Entrepreneurs. Retrieved from
- Davis, S., & Botkin, J. (1994). *The Monster under the Bed*. New York: Simon and Schuster.
- Garcia, R., & Martinez, L. (2022). Disruptive innovation in higher education: The rise of alternative models. *Journal of Educational Technology*, 39(4), 521-537.
- Ghazi, K. (1997). *The Adult Education Market: A Comprehensive Guide*. New York: Lehman Brothers Education Services.
- Ghazi, K., & Irani, I. (1997). *Emerging Trends in the \$670 Billion Education Market*. New York: Lehman Brothers Education Services.
- Johnson, M., et al. (2021). Adapting traditional universities to meet the demands of the 21st-century learner. *International Journal of Educational Development*.
- Lenzner, R., & Johnson, S. (1997). Seeing Things as They Really Are: An Interview with Peter Drucker. *Forbes Magazine*, March 10, 126-127.
- Noam, E. (1997). Will Books Become the Dumb Medium? Keynote Address to EDUCOM'97, Minneapolis, Minnesota. Retrieved from
- Oakley, B. (1997, April). Will Universities Survive in the Knowledge Economy? *Interface*, IEEE Newsletter.
- Olcott, D. (1997). Renewing the Vision: Past Perspectives and Future Imperatives for Distance Education. *The Journal of Continuing Higher Education*, 45(3), 2.
- Primary Research Group. (1997). *The Survey of Distance Learning Programs in Higher Education* (p. 18). New York: Primary Research Group.
- Spanier, G. (1997, September 12). 1997 President's State of the University Address. Penn State University.
- Sperling, J., & Tucker, R. (1997). *For Profit Higher Education*. New Brunswick, N.J.: Transaction Publishers.
- Steiner, P. (1993). On the Internet Nobody Knows You're a Dog [Cartoon]. *The New Yorker*, 69(20), 61.
- Tapscott, D. (1996). *The Digital Economy: Promise and Peril in the Age of Networked Intelligence*. New York: McGraw-Hill.
- Toffler, A. (1985). *The Adaptive Corporation*. New York: McGraw Hill.
- U.S. Department of Education, National Center for Educational Statistics. (1995). *Post-secondary Education Quick Information Survey on Distance Education Courses Offered by Higher Education Institutions*. Washington.

# Applications of Digital Technologies in Higher Education Students: An Empirical Study

**Ms. G. Sandhya,**

Student, MBA Business Analytics, Acharya Bangalore B School, Bangalore.

**Ms. R. Pooja,**

Student, MBA Business Analytics, Acharya Bangalore B School, Bangalore.

**Ms. Pooja Thakur,**

Student, MBA Business Analytics,

Acharya Bangalore B School, Bangalore.

DOI: <https://doi.org/10.23874/amber/2024/v15/i1/224960>

## Abstract

In the 21st century, digital technologies have become essential tools in higher education, profoundly shaping teaching and learning practices. This paper explores the role of digital technologies in enriching the educational experience of students engaged in higher education. Digital tools provide unique opportunities to personalize learning, accommodating the diverse needs and preferences of individual students. Adaptive learning platforms, personalized feedback mechanisms, and interactive multimedia resources allow educators to customize instructional content to align with students' learning styles and paces, thus fostering deeper engagement and comprehension. Digital technologies facilitate collaboration and communication among students and educators. Online discussion forums, video conferencing tools, and collaborative document sharing platforms enable active participation in peer-to-peer learning and co-creation of knowledge in collaborative projects. However, the integration of digital technologies into higher education presents challenges, including issues related to accessibility, digital literacy, and privacy concerns. Addressing these challenges demands concerted efforts to ensure equitable access to technology, cultivate digital literacy skills among students and educators, and implement robust data security measures to safeguard sensitive information. Through a structured questionnaire data were collected and analysed for the problem studied. The results have proved the dire need for digital technology in the space of education sector and highlighted the

benefits for the students irrespective of gender. By embracing digital technologies effectively, higher education institutions can better cater to evolving student needs, ensuring accessible, engaging, and effective learning environments.

**Keywords:** *Digital Literacy, Higher Education, Virtual Learning Environment, Virtual Technologies*

## Background & Introduction

The deployment of the digital revolution on a global scale is increasingly immersing us in a new reality. Today, the main educational trend is the digital revolution, affecting, on the one hand, the labour market and requiring the formation of new competencies among teachers, and on the other, it leads to a restructuring of the entire educational system. Experts see the prospects for improving the educational segment precisely in technological transformations. As a result of the introduction of artificial intelligence tools for students, individual learning paths will be created, considering the abilities, knowledge, and preferences of each. Big data analytics will enable to monitor learning outcomes. The use of cloud solutions will provide the fastest access to the latest technologies and their implementation in practice. Modern education is unthinkable without the search for new materials and methods of teaching and learning. When it comes to digitalization, first the infrastructure, hardware and software, the list of Internet platforms and offers. Digital technologies are becoming every day and merge with everyday objects, which makes them less visible than weighty computers from the recent past.

There are many questions about individual digital competence, resources and organizational capabilities. It is important to understand the consequences of digital transformation for the educational organization itself and how teachers should react to this. The application of digital technologies in higher education. In recent years, the landscape of academia has been rapidly evolving, driven by advancements in technology and changing student expectations. As we navigate through the complexities of the digital age, it becomes increasingly clear that embracing digital transformations is not just an option but a necessity for institutions striving to remain relevant and competitive in the global education market.

The integration of digital technologies presents unprecedented opportunities for innovation and growth in higher education. From online learning platforms and virtual classrooms to data analytics and artificial intelligence, these tools have the potential to transform traditional educational models and empower learners in ways never before possible. However, with these opportunities also come challenges, including issues related to accessibility, privacy, and digital literacy, which must be addressed to ensure equitable access and ethical use of technology in education.

### Literature Review

Digital technologies are an integral part of Higher Education teaching, revealing a set of technologies chosen to integrate formal learning contexts, and therefore being used by students in support of learning stated by **Pinto, Marta (2020) & Leite, Carlinda (2020)**.

### Impact of Digital Learning Platforms on students Engagement

Online learning platforms like Coursera, edX, and Moodle have revolutionized course delivery and student engagement in higher education. Research indicates that these platforms offer flexibility and accessibility, allowing learners to access a wide range

of courses and resources remotely. Studies have shown that such platforms can lead to improved learning outcomes by providing interactive content, personalized feedback, and collaborative tools that enhance student understanding and retention. Additionally, the scalability of these platforms enables educators to reach a diverse global audience, facilitating lifelong learning and skill development.

Online Learning Platforms: Exploration of platforms like Coursera, edX, and Moodle, and their impact on course delivery, student engagement, and learning outcomes. Blended Learning: Studies on the integration of digital tools and traditional teaching methods to enhance the learning experience. MOOCs (Massive Open Online Courses): Analysis of MOOC effectiveness in reaching diverse learners, scalability, and the role of social interaction in online learning environments. Gamification and Simulations: Research on the use of gamified elements and simulations in higher education to improve student motivation, retention, and skill acquisition. Virtual Reality (VR) and Augmented Reality (AR): Examination of VR/AR applications in fields like medical education, engineering, and architecture for immersive learning experiences.

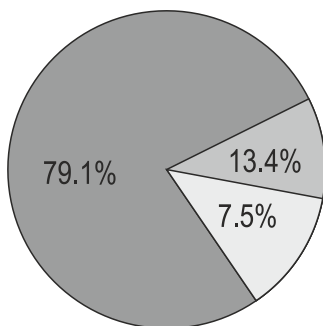
Adaptive Learning Systems: Evaluation of personalized learning platforms that adapt content and pace to individual student needs, potentially improving learning efficiency. Digital Assessment Tools: Review of tools for formative and summative assessment, including automated grading systems, plagiarism detection software, and peer review platforms. Social media and Collaboration Tools: Investigation into the role of social media platforms, collaborative document editing tools, and discussion forums in facilitating peer interaction, knowledge sharing, and collaborative projects. Data Analytics and Learning Analytics: Exploration of techniques for collecting and analysing data on student behaviour, engagement, and performance to inform instructional design and support decision-making.

**Methodology**

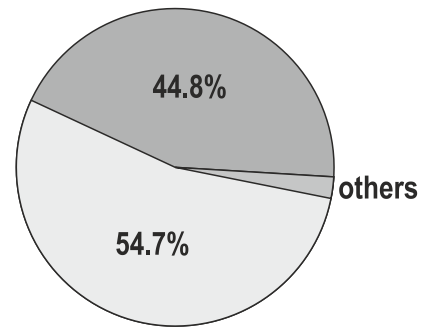
This study adopted a mixed-methods approach to comprehensively investigate the applications of digital technologies among higher education students. Quantitative surveys and qualitative interviews to gather a holistic understanding of students’ experiences and perspectives. The participants consist of undergraduate and graduate students from various institutions were sampled. A total of 134 respondents were sampled through online survey and the response rate is 100%. A simple random sampling technique were employed. The researcher adopted both primary and secondary data collection techniques. All the data collected were further fed into MS-Excel for further analysis. Frequency distribution and Percentage analysis, Chi-Square were explored to study the research problem. Potential limitations may include sample representativeness, self-report biases, and generalizability of findings to broader student populations.

**Results**

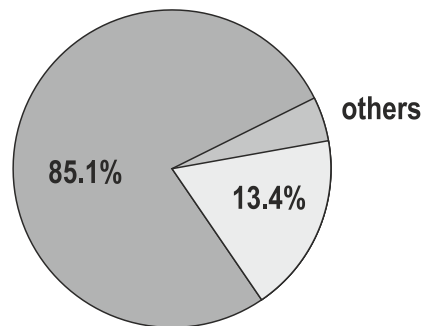
The responses gathered from 134 students of were presented hereunder. It is observed that majority of the respondents surveyed were at the age group of 21-23, indicates that the data has been gathered from the right sample in relevance to the topic studied. Further charts explain the gender categorisation of the respondents participated in the survey. More than 50 percent of the respondents are male students. Majority of the students participated in the survey, close to 84% are pursuing their PG programs,



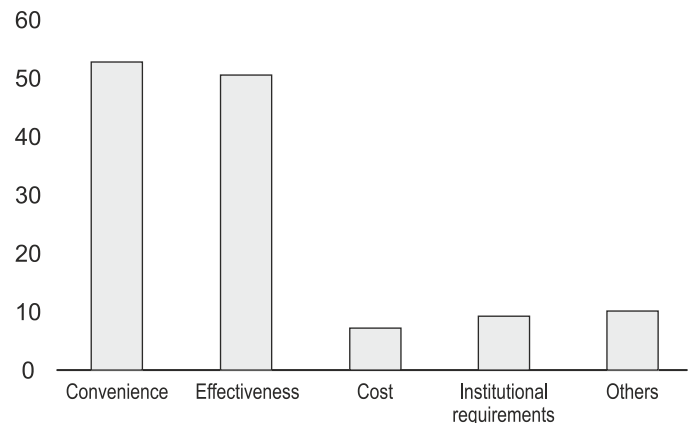
**Chart 1: Displaying the age of respondents**



**Chart 2: Displaying the Gender of respondents**



**Chart 3: Displaying the Course History of respondents**



**Chart 4: Factors influence to use Digital Technology**

The above graph explains the factors which push the students to use digital technology in higher education were measured. It is observed that majority of the respondents agree that they find it convenient and the effectiveness of the learning increased due to the use of digital technologies.



H0: There is no significance difference between Gender and the factors influence their decision to use digital technologies.

H1: There is significance difference between Gender and the factors influence their decision to use digital technologies.

**Table 1: Observed Frequency**

Gender	Increased engagement	Personalized learning	Access to resources	Improved collaboration	Enhanced creativity	Grand Total
Male	30	28	5	3	7	73
Female	24	25	2	7	3	61
Grand Total	54	53	7	11	10	134

**Table 2: Expected Frequency**

Gender	Increased engagement	Personalized learning	Access to resources	Improved collaboration	Enhanced creativity	Grand Total
Male	29	29	4	6	5	73
Female	24	24	3	6	4	61
Grand Total	53	53	7	12	9	134

**Chi-square P value=0.937669679**

The obtained chi-square value is greater than the P Value .05, we are rejecting alternative hypothesis and accept null hypothesis. It is observed that there is no significance difference between Gender and the factors influence their decision to use digital technologies.

## Conclusion

In the 21<sup>st</sup> century where knowledge plays a vital role, emerging technologies elevate success and performance of higher education students. The integration of digital technologies in higher education presents both opportunities and challenges that require ongoing attention and strategic planning. Embracing these technologies thoughtfully and inclusively will pave the way for a more accessible, engaging, and effective educational experience for students worldwide.

In conclusion, this study has highlighted the pivotal role of digital technologies in transforming higher education, offering enhanced learning experiences and fostering engagement among students. The findings demonstrate that students perceive digital technologies as convenient tools that significantly increase engagement, facilitate personalized learning, and provide access to a wealth of educational resources. Additionally, digital platforms promote collaboration and creativity among students, enriching the overall educational experience. The analysis of survey data using chi-square tests revealed that there is no significant difference between genders regarding the factors influencing their use of digital technologies in higher education. This suggests that both male and female students equally recognize the benefits and effectiveness of digital tools in their academic pursuits.

Unfortunately, the possibilities and importance of digital space is often underestimated, which allows, along with images and texts, to supplement the lessons taught with other formats, such as simulations, video, audio, etc., considering the social aspect of the changes taking place. If educational materials were created as open educational between students and teachers will make it possible to make the learning process better and more flexible. Thus, "Digital technologies" should be considered as one of the means of improving the quality of education and as one of the amplifiers of the power of human "natural intelligence". But in no case can the development of the practice of their application be the goal of education.

By continuously adapting and innovating with digital technologies, higher education institutions can effectively meet the evolving needs and expectations of students in a rapidly changing educational landscape. This study underscores the importance of embracing digital transformations to ensure the continued relevance and competitiveness of educational institutions globally.

### Future Implications

Moving forward, it is imperative for higher education institutions to leverage these insights and continue embracing digital transformations to better support student learning. The upcoming studies can focus on Curriculum Integration, Faculty Development, Accessibility and Inclusivity, Ethical Considerations, Research and Innovation which encouraging further research into emerging technologies such as AI-driven personalized learning, block chain for credentials, and advanced learning analytics will be crucial in shaping the future of higher education.

### References

- Almaiah, M. A., Alfaisal, R., Salloum, S. A., Al-Otaibi, S., Al Sawafi, O. S., Al-Marooif, R. S., & Awad, A. B. (2022). Determinants influencing the continuous intention to use digital technologies in Higher Education. *Electronics*, 11(18), 2827.
- García-Martín, J., & García-Sánchez, J. N. (2022). The digital divide of know-how and use of digital technologies in higher education: The case of a college in Latin America in the COVID-19 era. *International Journal of Environmental Research and Public Health*, 19(6), 3358.
- Martin, F., Polly, D., Coles, S., & Wang, C. (2020). Examining higher education faculty use of current digital technologies: Importance, competence, and motivation. *International Journal of Teaching and Learning in Higher Education*, 32(1), 73-86.
- Nikou, S., & Aavakare, M. (2021). An assessment of the interplay between literacy and digital Technology in Higher Education. *Education and Information Technologies*, 26(4), 3893-3915.
- Pinto, M., & Leite, C. (2020). Digital technologies in support of students learning in Higher Education: literature review. *Digital Education Review*, (37), 343-360.
- Qureshi, M. I., Khan, N., Raza, H., Imran, A., & Ismail, F. (2021). Digital technologies in education 4.0. Does it enhance the effectiveness of learning.
- Santos, H., Batista, J., & Marques, R. P. (2019). Digital transformation in higher education: the use of communication technologies by students. *Procedia Computer Science*, 164, 123-130.
- Wekerle, C., Daumiller, M., & Kollar, I. (2022). Using digital technology to promote higher education learning: The importance of different learning activities and their relations to learning outcomes. *Journal of Research on Technology in Education*, 54(1), 1-17.

# Research Ethics in Academic Pursuits

Dr. K.S.Naik,

Director, Manna Centre for Ethics Research & Training, Bangalore.

## Introduction

Research ethics form the cornerstone of scholarly inquiry, guiding the conduct of researchers and ensuring integrity, transparency, and respect in the pursuit of knowledge. However, discrepancies in ethical standards can pose challenges, as evidenced by the experiences of academic institutions in India. Research ethics are fundamental to maintaining integrity and credibility in scholarly inquiry, guiding researchers in upholding ethical principles throughout the research process (Fisher, 2018). Ethical research practices foster public support, uphold social responsibility, human rights, and promote scientific credibility and public acceptance. They contribute to the advancement of knowledge and ensure that research outcomes benefit society at large.

## Understanding Research Ethics

Research ethics encompass a set of fundamental principles governing the design, implementation, and outcomes of research activities. These principles uphold the dignity, rights, and welfare of human participants and contribute to the societal well-being through responsible and beneficial research practices. The principles of research ethics are comprehensive and include values such as honesty, integrity, objectivity, informed consent, respect for persons, beneficence, non-maleficence, responsible publication, protection of anonymity and confidentiality, non-discrimination, openness, respect for intellectual property, justice, minimizing harm, obtaining informed consent, avoiding misleading practices, providing the right to withdraw, and protecting vulnerable groups. Research ethics promote

the goals of research by fostering trust, accountability, and reliability. They safeguard the dignity and welfare of research participants and uphold social and moral values essential for collaborative and impactful research endeavours

The case study of unethical practices in academic research underscores the critical importance of adhering to ethical standards in academic pursuits **Smith & Jones (2020)**. Research ethics encompass a set of principles aimed at safeguarding the welfare and rights of research participants while ensuring the integrity and validity of research outcomes **Harris (2019)**. These principles are essential for upholding the credibility and trustworthiness of academic research **Johnson et al., (2021)**.

The principles of research ethics, including honesty, integrity, and respect **Taylor (2017)**. Adherence to these principles is crucial for promoting transparency, accountability, and the public's trust in scientific inquiry **Brown & White (2018)**. Research ethics play a vital role in fostering trust and credibility in academic research, **Miller (2020)**. By upholding ethical standards, researchers can ensure the validity and reliability of their findings, thereby enhancing the impact and relevance of their research endeavours **Green et al (2019)**.

Ethical research practices are integral to upholding the values of academic integrity, social responsibility, and human rights **Clark (2016)**. Ethical conduct in research not only promotes the welfare of research participants but also enhances the credibility and legitimacy of academic scholarship **Adams & Rogers (2021)**.

Addressing these challenges requires concerted efforts to promote ethical awareness, establish clear guidelines, and foster a culture of integrity within academic communities **Kumar & Singh (2020)**. Ethical decision-making in research necessitates critical reflection and judgment, particularly in situations where ethical guidelines are ambiguous or conflicting **Roberts & Johnson (2019)**. Researchers must develop the skills to navigate ethical dilemmas responsibly, prioritizing the welfare of participants and the integrity of the research process **Anderson & Brown (2022)**. The case study of unethical practices in academic research serves as a sobering reminder of the importance of upholding research ethics in academic pursuits **Choi et al (2021)**. By promoting ethical awareness, providing education, and training on research ethics, and fostering a culture of integrity, academic institutions can cultivate an environment conducive to responsible and impactful research conduct **Gupta & Gupta (2017)**.

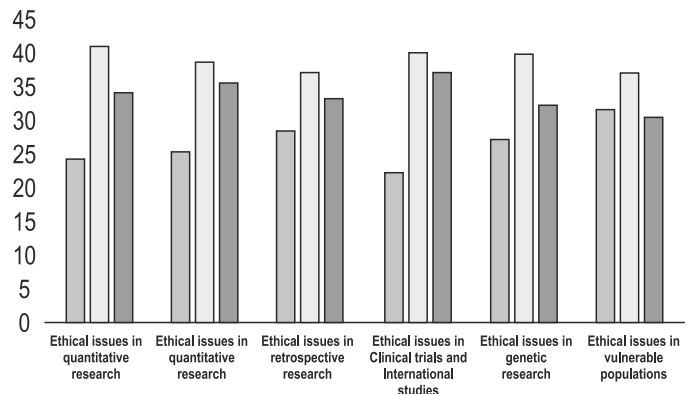
### Challenges in Indian Research Ethics

In India, the ethical landscape of research faces significant challenges, as highlighted by interviews with esteemed professors which includes Imitation and Lack of Originality: Researchers often resort to copying and imitation rather than pursuing original research, compromising academic integrity. Systemic Corruption: The academic system is plagued by corruption and unethical practices, hindering genuine research efforts. Ethical Lapses in University Management: The absence of ethical leadership in university management allows dishonest practices to thrive. Malpractices for Promotion: The linkage between academic promotions and obtaining a Ph.D. incentivizes unethical conduct and shortcuts in research.

Lack of Guidelines and Non-Adherence: Many universities lack clear guidelines on research ethics, and where guidelines exist, they are often not followed diligently. Ethical Decision-Making in Research: While codes and policies provide a framework, researchers must develop the skills to interpret and apply ethical

principles effectively. Ethical decision-making requires critical assessment and judgment, especially in situations where guidelines are ambiguous or conflicting.

Level of awareness among participants about ethical issues in different types of research



Source: Secondary (<https://www.mdpi.com/2227-9032/11/20/2718>)

Chart 1: Level of awareness about ethical issues in Research

The above bar graph represents the level of awareness among participants about ethical issues in different types of research which is gathered from secondary source just to highlight and support the study on awareness about ethical issues in research. The graph shows that, on average, only about 40% of the participants were aware of the ethical issues in different types of research. It is crucial to understand that the critical importance of research ethics in education.

### Use Case: Unethical Practices in Research - The Tale of Dr. Pavan

#### Introduction

Pavan, an aspiring postgraduate in Management, joined a prestigious Management Institute as an Assistant Professor with high ambitions for career growth. However, his journey took a darker turn when he decided to pursue a Ph.D. under the guidance of a dubious mentor, leading to a series of unethical practices in his research journey.

### Ambience and Mired Vision

Pavan, driven by the desire for rapid career advancement and personal gain, identified obtaining a Ph.D. as a shortcut to achieving his ambitions. He was surrounded by senior faculty members with doctoral degrees, fueling his aspiration to ascend the academic hierarchy swiftly.

### Guide's Credentials and Scholar's Desire

Choosing an unethical guide with a questionable doctoral background proved to be Pavan's critical misstep. This guide, having achieved his own degree through dubious means, became a catalyst for Pavan's descent into unethical research practices. Pavan's sole focus shifted towards completing the Ph.D. quickly, with scant regard for academic integrity or genuine research.

### Unethical Research Conduct

Pavan's research journey deviated drastically from ethical norms. Instead of diligent scholarly inquiry, Pavan resorted to unethical shortcuts and deceitful practices:

**Questionnaire Plagiarism:** Pavan copied a generic questionnaire, made superficial modifications, and sent it to nearby small-scale industries. The purpose was data collection, although Pavan was conspicuously absent during this critical phase.

**Data Compilation and Fabrication:** Hired personnel, not Pavan himself, collected the data. Pavan then engaged in the unethical act of fabricating additional data, introducing inaccuracies without any substantiation.

**Unethical Submission and Consequences:** With the complicity of his unethical guide, Pavan's final research thesis was crafted on a foundation of deceit. The submission sailed through university evaluation processes without scrutiny, and Pavan was swiftly awarded a Ph.D. This unethical alliance between mentor and scholar tarnished the integrity of academic research.

**Ethical Reflection and Lessons:** Pavan's journey underscores the dangers of academic misconduct and the erosion of ethical standards in pursuit of personal gain. The consequences extend beyond Pavan's individual achievement, impacting the integrity of academia and research ethics. This case study serves as a cautionary tale, highlighting the importance of upholding ethical standards in research and academic pursuits.

### Discussion Questions

- Discuss the shortcomings of the research objective and methodology in this case?
- How does Ethics in Research contribute to the broader Ethics in Education?
- In the Indian context, what steps can be taken to enhance the integrity of research in Universities and Colleges?

#### a. Discuss the shortcomings of the research objective and methodology in this case?

The shortcomings of the research objective and methodology in this case are significant and multifaceted:

**Lack of Originality:** The primary objective of Pavan's research appears to be career advancement rather than genuine scholarly inquiry. Instead of seeking to contribute original insights to the field of Management, Pavan's focus is on obtaining a Ph.D. as a shortcut to professional success.

**Unethical Conduct:** Pavan's methodology involves plagiarism, data fabrication, and deceitful practices, which violate fundamental principles of research ethics. His reliance on a plagiarized questionnaire and fabrication of data undermine the integrity of his research findings.

**Absence of Scholarly Rigor:** Pavan's research journey lacks scholarly rigor and academic integrity. His failure to actively participate in data collection and reliance on hired personnel demonstrate a lack of commitment to the research process.

### b. How does Ethics in Research contribute to the broader Ethics in Education?

Ethics in research is closely intertwined with broader ethics in education, contributing to the cultivation of ethical values, critical thinking skills, and intellectual integrity among students and scholars.

**Moral Development:** Engaging in ethical research practices fosters moral development by encouraging individuals to consider the ethical implications of their actions and decisions. This moral awareness extends beyond research settings to all aspects of academic and professional life.

**Integrity in Learning:** Upholding ethics in research promotes a culture of integrity in education, emphasizing the importance of honesty, transparency, and accountability in the pursuit of knowledge. Students learn that intellectual honesty is essential for academic credibility and personal growth.

**Respect for Knowledge and Truth:** Ethical research practices uphold the value of knowledge and truth, emphasizing the importance of accurate, reliable, and unbiased inquiry. This commitment to truth-seeking fosters a deeper appreciation for the principles of intellectual honesty and scholarly integrity.

### c. In the Indian context, what steps can be taken to enhance the integrity of research in Universities and Colleges?

To enhance the integrity of research in Indian universities and colleges, several steps can be taken:

**Strengthening Ethical Guidelines:** Institutions should develop comprehensive and enforceable guidelines on research ethics, covering areas such as plagiarism, data fabrication, authorship guidelines, and conflicts of interest. These guidelines should be communicated clearly to faculty and students and integrated into academic policies and procedures.

**Training and Education:** Institutions should provide training and educational resources on research ethics, ensuring that faculty and students understand their

ethical responsibilities and obligations. Workshops, seminars, and online resources can help raise awareness of ethical issues and promote ethical decision-making skills.

**Promoting Ethical Leadership:** University administrators and faculty members should demonstrate ethical leadership and serve as role models for ethical conduct. By upholding high ethical standards and fostering a culture of integrity, leaders can create an environment where unethical behaviour is not tolerated.

**Encouraging Transparency and Accountability:** Institutions should promote transparency and accountability in research practices by implementing mechanisms for peer review, data sharing, and research integrity oversight. Openness and accountability help prevent misconduct and ensure the credibility and reliability of research outcomes.

**Supporting Whistle blower Protection:** Institutions should establish mechanisms to protect whistle blowers who report research misconduct. Whistle blower protection policies encourage individuals to come forward with concerns about ethical violations without fear of retaliation, thereby safeguarding the integrity.

### Conclusion

The case of research ethics in India underscores the need for concerted efforts to uphold ethical standards in academic research. By addressing systemic issues, promoting transparency, and fostering a culture of integrity, academic institutions can nurture a research environment that prioritizes knowledge, truth, and societal welfare. Upholding research ethics is essential for fostering trust, advancing knowledge, and ensuring the ethical conduct of research for the betterment of society. The case of Dr. Pavan exemplifies the perils of unethical conduct in research, driven by ambition and expedience. Academic institutions must remain vigilant against such practices, emphasizing integrity and scholarly rigor. Pavan's story serves as a reminder

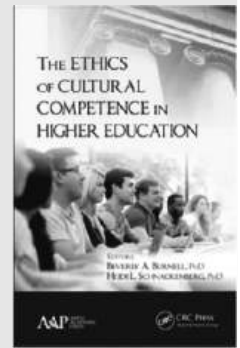


of the ethical responsibilities inherent in academic scholarship and the imperative to maintain the highest standards of conduct in research.

### References

- Adams, L., & Rogers, M. (2021). *Ethics in Research: A Comprehensive Guide*. Cambridge University Press.
- Anderson, S., & Brown, T. (2022). *Ethical Decision-Making in Academic Research: A Practical Approach*. Oxford University Press.
- Brown, K., & White, J. (2018). *Ensuring Integrity in Academic Research: Best Practices and Case Studies*. Routledge.
- Choi, E., et al. (2021). *Research Ethics and Integrity in Academia: Case Studies and Best Practices*. Springer.
- Clark, R. (2016). *Ethics in Academic Research: Principles and Practice*. Palgrave Macmillan.
- Fisher, D. (2018). *Research Ethics: A Practical Guide for Social Scientists*. Sage Publications.
- Green, M., et al. (2019). *Ethical Conduct in Academic Research: Case Studies and Practical Solutions*. Wiley.
- Gupta, S., & Gupta, N. (2017). Promoting Research Integrity in Indian Universities: Challenges and Opportunities. *Journal of Academic Ethics*, 15(3), 271-285.
- Harris, P. (2019). *Ethical Principles and Practices in Academic Research: A Global Perspective*. Routledge.
- Johnson, R., et al. (2021). *Responsible Conduct of Research: Cases and Commentaries*. Oxford University Press.
- Kumar, A., & Singh, R. (2020). *Ethics in Higher Education: Challenges and Solutions*. Springer.
- Miller, J. (2020). *Ethical Research Practices in the Social Sciences: A Practical Guide*. Cambridge University Press.
- Patel, K., & Patel, M. (2018). Research Ethics in Indian Universities: Issues and Solutions. *Journal of Indian Education*, 20(2), 65-78.
- Roberts, L., & Johnson, E. (2019). *Ethical Decision-Making in Research: A Guide for Scholars and Practitioners*. Palgrave Macmillan.
- Smith, J., & Jones, R. (2020). *Research Integrity and Ethics in Academic Settings: Case Studies and Best Practices*. Springer.
- Taylor, M. (2017). *Ethics in Research: A Guide for Scholars and Researchers*. Routledge.



**Book Title:****The Ethics of Cultural Competence in Higher Education****Edited by: Beverly A Burnell, Heidi Schnackenberg****Publishers: Apple Academic Press, USA, (2015)****Dr.R.Jayanthi,**

Dean (IQAC), Acharya Bangalore B School, Bangalore.

**Overview**

This book presents both quantitative and qualitative research chapters and many conceptual papers about the ethical factors to be considered in teaching, administrations and professional practices in Higher education setting. The book contains recent research-based ideas in the field of higher education. The focus of the book is on building cultural competencies in higher education institutes for faculty, professional and administrators.

The constituents of cultural competence are use of communication, fairness, and equality in treatment, encouraging exposition of perceptive, and ethical practices for professionals working with younger generation with diverse environment in higher education settings.

Cultural competencies for higher education faculty, professionals, and administrators, such as use of language in communicating concepts to students for whom English is not a first language, avoiding imposition of bias, encouraging exposition of perspective, and ethical practices for professionals working with the diverse environments and populations in higher education settings.

This book is particularly important since being informed about latest approaches and ideologies is important component for faculty, administrators and people in higher education. Currently, faculty are finding too difficult to find time for conducting research and updating themselves of latest developments in their respective field. This volume, will help education

practitioners to update themselves about more recent research and perspectives in the field of ethical practices in higher education. Since student population expectations and environment keeps changing, so should practices of professionals who work with them.

While reading the book, I tend to appreciate the fact that often how the faculty and professionals demonstrate cultural sensitivity and tolerance which the students would be able to imbibe towards under privileged individuals and groups. The demographic are going to change in future and institutions should be prepared to change and do the right thing. The educators have the responsibility to be prepared for those events and crisis and be prepared for them earnestly.

Every faculty should have the elements of being 'social justice teacher' through collaboration. Various authors of the book relentlessly try to emphasis on that point that faculty should have a social angle in all decisions making.

**Chapter 1: Aspects of Leadership in Higher Education: A Snapshot**

The first chapter written by co-editor Heidi L. Schnackenberg, highlights the leadership qualities and skill that need to be acquired by academician who take positions as department chairs, deans, vice presidents, provosts, etc., many of them do not dedicate time to prepare for their leadership position like they have done for their professional development. Moreover, it is rare that they truly "lead" the people for whom they are held accountable. It is therefore incumbent

upon the institution to choose their leaders wisely, and it is the responsibility of the chosen individual to hone and develop a professional skill set.

Schnackenberg expresses concern about insufficient process and political mindset in higher education institutions that are the motivating factors of inadequate leadership rather than student centeredness and growth of academic institutions itself. Gender bias is another factor author takes up in the chapter, finally author points out tasks focus is about adequate completion of tasks rather than anything noteworthy.

## **Chapter 2: Techno-ethical Reflections on the Evolving Organizational**

### **Culture of University 2.0**

Rocci Luppicini chapter on educational technology and its impact on different stakeholders is highlighted. He signifies the important role played by instructors, students, and administrators in creating a unique culture based on ethics. The groups have to come together to bring a meaning of 'oneness'. Luppicini is of the opinion that 'students-as-a-customer' is not a correct perception of building the right culture in the university. University 2.0 is an important phase of techno-culture building and sustenance.

## **Chapter 3: Balancing the Rights of Students with Disabilities and**

### **Academic Integrity: Case Studies for Teacher Education Faculty**

Maureen E Squires chapter throws light on teacher education faculty and students with disabilities. Faculty are faced with two tasks: fulfilling legal obligations that protect the rights of students with disabilities and ensuring academic and professional integrity in the classroom. It is an ethical matter to balance students with disabilities in a more justifiable manner. She raises a concern about why teachers with disabilities should be weighed less in terms of. Individuals with disabilities deserve the chance to prove their capability. They should not be presumed deficient, therefore unable

to perform the essential elements of their career. Standards and assessment for teacher education programs should be strict and rigid. Furthermore, Squires consistently asserts throughout her chapter that education is "human service" it should ensure engaging other humans.

## **Chapter 4: Redefining the Social Construction of Cool in Terms of**

### **Social Justice**

Lauren Gonyea in her chapter asserts the concept of "cool" as an indicator of social inclusion as a dimension of social justice. She develops a framework aligning 'cool' across five different themes of social justice. 'Cool' is a powerful tool which identifies with other in terms of class, race, ability, sexuality, and gender orientation. Educators must understand their influence in higher education and change the default perception of the concept of 'cool'. The author describes many of her personal experiences and opinions that the word 'cool' is misused to marginalize and induce social injustice through class, race, ability, and sexuality. It is the higher education system that should change this perception and define the word 'cool' among the youngsters today.

## **Chapter 5: How Self-Knowledge Impacts the Ability to Teach Ethically:**

### **Teaching Journeys**

Aline Bobys's chapter speaks specifically about the moral values of the teaching fraternity. She insists that students and teachers have equal participation in education process. The author takes us through a mental journey of the classroom where she creates a democratic classroom where it is more of 'we' learning. Aline articulates that education is influenced by globalization, political and cultural factors.

Furthermore, she shares with the reader how her students, in the process of becoming "literacy coaches," also come to understand that literacy education inclusively approached leads to them becoming considerate and proactive global citizens.

## **Chapter 6: Breaking the Mold: Challenging Prevailing Myths through**

### **Cross-Cultural Experiences**

Caroline Knight and Jamia Thomas Richmond's chapter uses interviews of ten college students to identify the merits of practical experiences of social justice development. The future educators should be able to identify and assimilate and provide exposure to concepts of social justice. Along the way they debunk the myth of a culture of poverty and its inherent assumptions.

## **Chapter 7: The Leastwise of the Land: Teaching for Social Justice in a**

### **Homogenous Zone**

David Iasevoli, in his chapter, challenges future teachers to reflect on their way of perceiving proactively and also engaging society in education. Through strategic exercises designed to create conversations about oppressive language amongst other things, Iasevoli frames the strengths of understanding social justice teaching within an educational environment.

## **Chapter 8: Conceptualizing Male College Students as Men: A Counselling**

### **Perspective with Implications for Professionals in Higher**

#### **Education**

Using a "masculinity," Claude Aldous and co-editor Beverly Burnell provocatively frame the necessity of higher education professionals to engage college men as men, with various external stimuli continuously affecting their growth.

## **Chapter 9: Cultural Competency Development for New Student Affairs**

### **Professionals**

Jelane A. Kennedy, Wendy Neifeld, and Stephanie Bennett's collaborative effort to assess cultural competency development for new student affairs

professionals. The author emphasises that it is not sufficient to have only one course of diversity and cultural foundations. Such courses provide a framework for growth experienced by students is very crucial to imbibe social justice among the student professionals. They articulate that, contrary to national challenges to do so, research revealed over a dozen years ago that there was a deficiency in cultural competency education for student affairs programs to the extent that only about 43% had a diversity course as part of the core curriculum.

## **Chapter 10: Beyond Tolerance: Developing Multicultural Competencies**

### **in Pre-Service Teachers**

George Still and Maureen Squires provide results of an open-ended survey to engage the in developing multicultural competencies. In their chapter, Still and Squires opinions at length about the reality of distorted perceptions of racially differentiated children. The authors argue about teachers coming out of the traditional mind set and learn about the student's reality. One of the important teacher's pre-requisites is to be become culturally competent so as to imbibe that quality among the students rather than inculcate the personal mind set on to the students.

### **Recommendations**

All the chapters in this book are very valuable for those who are seriously committed about higher education quality and social justice. By reading this book, I got a completely different dimension about ethics and cultural component essential for higher education. I highly encourage you, the reader, to read, consider, and ultimately act upon the inputs learned from The Ethics of Cultural Competency in Higher Education.

# Guidelines for Paper Submission

**AMBER - Acharya Management Business and Entrepreneurship Review,**  
Acharya Bangalore B-School, Andrahalli Main Road, Off Magadi Road, Bengaluru-560 091.  
Ph.No: +91 80 23245516 /17/18, E-Mail:amber@abbs.edu.in  
Website: www.abbs.edu.in

## Objective and Scope

AMBER is a bi-annual double blind peer reviewed Journal from ABBS. The Journal has its objective to offer to the readers with relevant management insights and rich cream of current innovative research in the relevant areas. AMBER is a theme-based journal and the relevant themes are selected and papers are invited. The theme for the forthcoming issue would be published in the immediately previous issue.

## Guidelines for Paper Submission

1. The paper should be based on original research work not yet published, not exceeding 8000 words. If the paper has been sent for publication elsewhere, that fact must be notified.
2. The paper must include the title, author's name, designation, mailing address, mobile number and e-mail address in the first page.
3. An abstract should not exceed more than 250 words. Along with the abstract, author(s) need to specify four to six key words in the second page.
4. Soft copy must be submitted in A4 size, MS-Word format only in Times New Roman with heading of 14 font size and remaining text size 12 with spacing 1.5 as a single line. There must be no tab for the first sentence of every paragraph.
5. Abstract and full paper should be sent as a word document only to:  
**amber@abbs.edu.in**
6. No publication fee would be charged.
7. Manuscripts would be checked for plagiarism.
8. The third page must contain the title followed by the body of the manuscript.
9. Manuscripts are reviewed through 2 stage blind peer review system by experts in the subject area. To ensure anonymity, the author's name and other details should only appear on the first page and should not be repeated anywhere else.
10. All references have to be arranged in alphabetic order and must be numbered.
11. The internet sources must be placed after other references and must be numbered separately.
12. The reference must be present in APA Format.
13. The Author of selected paper or publication is required to sign and submit the copyright form along with the plagiarism report by using Turnitin software of not more than 20%.

# Guidelines for Review Process

## **AMBER - Acharya Management Business and Entrepreneurship Review,**

Acharya Bangalore B-School, Andrahalli Main Road, Off Magadi Road, Bengaluru-560 091.

Ph.No: +91 80 23245516 /17/18, E-Mail:amber@abbs.edu.in

Website: www.abbs.edu.in

### **Guidelines for Author(s)**

1. The Author(s) shall present an accurate and complete account for the research work performed. The corresponding author must have obtained the approval of all other authors for each submission.
2. The material in the submission shall be original and not published in any other journal. The material based on prior work, including that of the same author (s) shall be properly attributed by proper citation.
3. The author(s) shall have the obligations to notify the editor immediately after affiliation change of author(s), or any other material change.

### **Guidelines for the Editor(s)**

1. The Editor(s) shall actively seek the views of authors, readers, reviewers, and editorial board members about ways of improving the quality of journal.
2. The Editor shall support initiatives designed to reduce academic misconduct. The Editor shall support initiatives to educate researchers about publication and peer review process.
3. The Editor shall provide clear advice to reviewers. The Editor shall require reviewers to disclose any potential competing interests before agreeing to review a submission.

4. The Editor shall encourage reviewers to comment on ethical questions and possible research misconduct raised by submissions.

### **Guidelines for Peer Reviewers**

1. The Peer reviewer shall review manuscripts for which they have the subject expertise required to carry out a proper assessment.
2. Peer reviewers shall respect the confidentiality of peer review and shall not reveal any details of the manuscript under review and of its review.
3. Peer reviewers shall be objective and constructive in their reviews. The review comments shall be forwarded within the stipulated time to the Editor as per the format.

All rights reserved. No part of this publication should be reproduced, stored in a retrieval system or transmitted in any form or by any means- electronic, mechanical, photocopying, recording and / or otherwise without the prior written permission of the author and the publisher.

### **Theme for the Next Issue:**

**"Agile HR Practices"**



## CALL FOR PAPERS

The theme of volume 15 Issue 2 of AMBER is "**Agile HR Practices**". We seek submissions from academicians, industry experts, entrepreneurs, and research scholars. Submissions, if found eligible, will be put through two stages blind review process by external reviewers. All submissions must be sent to [amber@abbs.edu.in](mailto:amber@abbs.edu.in)

### Agile HR Practices

Agile HR methodologies are transforming traditional human resource management, offering new ways to engage and empower employees. This shift is crucial in today's fast-paced, ever-changing business environment. Agile methodologies are known for their iterative and collaborative approach, and now being applied to HR processes to enhance flexibility and responsiveness. Agile HR adopts more dynamic approach and it involves continuous feedback, rapid iterations, focus on adaptability to swiftly match talent with evolving organizational needs. Agile HR emphasizes continuous learning, offering employees opportunities for skill enhancement through cross-functional training. In essence, Agile HR practices are revolutionizing the way organizations manage their most valuable workforce. Embracing agility in HR can lead to more engaged employees, higher productivity, and competitive edge in today's dynamic business landscape.

We invite papers that are encouraged to explore and provide insights, practical implications, and actionable recommendations for HR professionals, managers, and leaders looking to implement or enhance agile practices in their organizations.

### Guidelines for Publication:

- The paper should be based on original research work not yet published, not exceeding 8000 words. If the paper has been sent for publication elsewhere, that fact must be notified.

- The paper must include the title, author's name, designation, mailing address, mobile number and e-mail address in the first page.
- Abstract should not exceed more than 250 words. Along with the abstract, author(s) need to specify four to six key words in the second page.
- Soft copy must be submitted in A4 size, MS-Word format only in Times New Roman with heading of 14 font size and remaining text size 12 with spacing 1.5 as a single line. There must be no tab for the first sentence of every paragraph.
- Abstract and full paper should be sent as a word document only (Either as .doc or .docx).
- No publication fee would be charged.
- Manuscripts would be checked for plagiarism and similarity should be less than 20%.
- The third page must contain the title followed by the body of the manuscript.
- Manuscripts are reviewed through 2 stage blind peer review system by experts in the subject area. To ensure anonymity, the author's name and other details should only appear on the first page and should not be repeated anywhere else.
- All references have to be arranged in alphabetic order and must be numbered.
- The internet sources must be placed after other references and must be numbered separately.
- The reference must be present in APA Format.
- The Author is required to sign copyright form.

### Quick Note:

Soft copy of the paper must be email to

[amber@abbs.edu.in](mailto:amber@abbs.edu.in) **IMPORTANT DATES**

**Last Date of Submission of Full Paper:**

**30<sup>th</sup> August 2024**



**AMBER themes:**

- Volume 1 Issue 1 Oct 2009 - Mar 2010 : Business Vision 2020  
Volume 1 Issue 2 Apr 2010 - Sep 2010 : NGO Management
- Volume 2 Issue 1 Oct 2010 - Mar 2011 : Changing Global Dynamics and Business Opportunity for India  
Volume 2 Issue 2 Apr 2011 - Sep 2011 : Indian Business and Industry - An Historical Perspective
- Volume 3 Issue 1 Oct 2011 - Mar 2012 : Corporate Responsibility and Governance  
Volume 3 Issue 2 Apr 2012 - Sep 2012 : Tourism - Growth Engine for India
- Volume 4 Issue 1 Oct 2012 - Mar 2013 : Green Entrepreneurship and Sustainable Development  
Volume 4 Issue 2 Apr 2013 - Sep 2013 : Cross Cultural Management in Global Business
- Volume 5 Issue 1 Oct 2013 - Mar 2014 : Financial Inclusion in India  
Volume 5 Issue 2 Apr 2014 - Sep 2014 : Gender Budgeting in India: Emerging Issues and Challenges
- Volume 6 Issue 1 Oct 2014 - Mar 2015 : South Indian Business History  
Volume 6 Issue 2 Apr 2015 - Sep 2015 : Technology and Human Resource Management
- Volume 7 Issue 1 Oct 2015 - Mar 2016 : Financial Markets  
Volume 7 Issue 2 Apr 2016 - Sep 2016 : Retailing
- Volume 8 Issue 1 Oct 2016 - Mar 2017 : Financial Derivatives Market in India  
Volume 8 Issue 2 Apr 2017 - Sep 2017 : Ecosystem for Growth of Business
- Volume 9 Issue 1 Oct 2017 - Mar 2018 : Entrepreneurship and Start-ups  
Volume 9 Issue 2 Apr 2018 - Sep 2018 : Logistics and Supply Chain Management
- Volume 10 Issue 1 Oct 2018 - Mar 2019: Role of MSMEs in India's Development  
Volume 10 Issue 2 Apr 2019 - Sep 2019: Marketing in 21<sup>st</sup> Century
- Volume 11 Issue 1 Oct 2019 - Mar 2020: Opportunities and Challenges Faced By  
Aggregators in the Global Business Environment  
Volume 11 Issue 2 Apr 2020 - Sep 2020: Emerging Business Trends - Post COVID-19
- Volume 12 Issue 1 Oct 2020 - Mar 2021: Digital Supply Chain  
Volume 12 Issue 2 Apr 2021 - Sep 2021: India-Africa Business Opportunities
- Volume 13 Issue 1 Oct 2021 - Mar 2022: An insight into Fintech Revolution-New Opportunities  
Volume 13 Issue 2 Apr 2022 - Sep 2022: Redefining Business Strategies: New Age Business Models
- Volume 14 Issue 1 Oct 2022 - Mar 2023: Business Case Studies  
Volume 14 Issue 2 Apr 2023 - Sep 2023: Trends in Management and Social Sciences Research
- Volume 15 Issue 1 Oct 2023 - Mar 2024: Education and Ethics  
Volume 15 Issue 2 Apr 2024 - Sep 2024: Agile HR Practices  
(Forthcoming)