



6th Students Case
Competition & 4TH
Rhyllis Rae Oedekoven
Student Leadership Award



SEAA Trust, New Delhi and Peregrine Global
are pleased to announce the 6th Students
Instant Case Competition 2022



MONGOLIA

Final Round Selected Schools

6th 

STUDENT CASE COMPETITION

WORKSHOP

NOV 26
6PM IST



4th
Rhyllis Rae Oedekoven
Trophy

STUDENT CASE COMPETITION

WORKSHOP

on the theme of:

SOCIAL IMPACT OF BUSINESS EDUCATION



4th
Rhyllis Rae Oedekoven
Trophy



FREE REGISTRATION!

SUB-THEMES:

- B-school commitment to UN SDGs (Sustainable Development Goals)
- B-school society outreach challenges.
- Connecting curriculum to business reality.
- B-education impact on business and political environments.
- "Knowing, learning and doing" - are B-schools able to connect these to their social commitment?
- Challenges in measuring social impact of business education.

The post Pandemic effect still continues and the Institutions that mastered the art of using Digital tools have gone back to regular classrooms even though the use of Digital Technology in teaching and learning has certainly undergone a major overhaul. Much of course needs to be done by leaders in education in this fast digitally transforming world.

We thought it is time that Business Schools and students assessed the real impact of Business Education on the social arena with the communities interacting and benefiting from the B-schools and the students themselves being prepared to take the reins of businesses and governments that would have maximum impact on a fast changing society.

Our 6th Peregrine Global and SEAA Trust, Students Instant case competition which has had a highly successful run as the one of the most relevant student competitions in Asia for the past five years has chosen "Social Impact of Business Education " as the theme for current year's competition.





“Olin O Oedekoven International Accreditation Leadership Award”

At Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi we are proud have instituted an Award for Academic leadership in Accreditation in the name of one of the well-known experts in the field of accreditation and assessment, the (Late) Dr Olini O Oedekoven, Founder President and CEO of Gillette, Wyoming based institution Peregrine Global Services (PGS) The Olin Oedekoven International Accreditation Leadership Award 2022 has been conferred on a veteran in the field of International Accreditation and Quality improvement through Assessment and leadership development, N R Parasuraman, the soft spoken Finance Professor and Director of SDMIMD Mysore, for his stellar work in International Accreditation process & its advocacy which is the forte of SEAA Trust, New Delhi.

1st Olin Orton Oedekoven INTERNATIONAL LEADERSHIP AWARD

Standards for Educational Advancement and Accreditation Trust is pleased to confer the first Olin Orton Oedekoven International Leadership Award for the year 2022 to...

Dr. N. R. Parasuraman
Director
Shri Dharmasthala Manjunatheshwara Institute for Management Development, Mysuru

...for his continued and passionate pursuit of global benchmarks of quality in securing two international accreditations - ACBSP and EFMD Global for his institute, and currently leading two more accreditations from AACSB and BSIS - IMPACT.

This award has been presented at the 15th International Accreditation Conference held on the 7th & 8th of November 2022 as part of SEAA Trust's commitment since 2008 to help the Indian B-school community to benchmark with the best in their class through mentor-driven peer reviewed independent accreditation administered by the world's best set of accrediting institutions.

Accredited by: In process:

A. Thothathri Raman
Chairman, SEAA Trust

Supported by:



Dr N R Parasuraman, Director SDIMD, Mysore .Pic source: www.sdmimd.ac.in



Conference Inaugural Panel theme: *"Social Impact of Business Education"*

Second Day Panel Theme : *"Leadership building for the new social order, the B-school Challenge"*



Handbook on International Accreditation

International Accreditation Conference 2022



15th International Accreditation Conference Journal

A SEAA Trust Publication for private circulation only

We had chosen "Social Impact of Business Education" as a theme for the just concluded 15th International Accreditation Conference [15TH IAC 2022](#) held on November for two days, 7 & 8, 2022 (Mon/Tuesday). The current year's conference had nearly 30 speakers from around the world representing the UN Global Compact, the Five International Accreditation systems we closely track, leading B-schools and also the Industry and Education leaders to discuss the various aspects connected to Business School education's impact on the society. Detailed suggestions were provided to help the schools to produce leaders for the future who are sensitive to the global sustainability and development

6TH STUDENT CASE COMPETITION WORKSHOP 2022 - VIRTUAL**26TH NOV 2022- 6.00-8.00 PM IST****PROGRAM SCHEDULE**

6.00-6.10 pm	Program Introduction	Smitha Raman, Vice chairman and Thothathri Raman, Chairman SEAA Trust, New Delhi.
6.10 - 6.20 pm	Keynote Speaker	Dr Mamatha Gowda B R IAS Inspector General of Registration and Commissioner of Stamps Karnataka
6.20-6.30 pm	Student Team 1 Student Team 2	IIHMR Bangalore(P S Karpaga Priya) Otgontenger University, Mongolia (Nemuutsetseg Batjargal)
6.30-6.35 pm	Speaker	Prof. B V Krishnamurthy Academic Consultant at Peregrine Global Fellow Institute of Directors
6.35-6.45 pm	Student team 3 Student team 4	AIMS Institutes Bangalore (Nischal V.J.) Mandakh University, Mongolia (Ankhubayar Ganbayar)
6.45-6.50 pm	Speaker	Rajesh Haldipur Ex-Director and Head Knowledge Management & Learning, PwC India
6.50-7.00 pm	Student Team 5 Student Team 6	Chitkara University (Arshdeep Singh) IES MCRC Mumbai (Vishal Shah)
7.00 -7.05 pm	Speaker	Dr. Rajesh Khajuria Professor, FPT University, Vietnam Commissioner, ACBSP, USA
7.05-7.15 pm	Student Team 7 Student Team 8	IES MCRC Mumbai (Anuj Ahuja) Chitkara University (Anurag Moudgil)
7.15-7.20 pm	Speaker	Benedict Gnaniah Founder Metaverselearning.org
7.20-7.30 pm	Student Team 9 Student Team 10	AIMS Institutes Bangalore (Deeksha Aggarwal) IBA Bangalore (Samujjal Dutta)
7.30-7.35 pm	Speaker	Dr Mansi Kapoor Professor Sri Balaji University Pune
7.35-7.50 pm	Student Team 11 Student Team 12 Student Team 13	GRG School of Management Studies Coimbatore (Prashitha G) Kristu Jayanti College Bangalore (Perna Nayak) ISBR College Bangalore (Baishali Ghosh)
7.50-7.55 pm	Announcement of Winners and First Prize winner screening	SEAA-Rhyllis Rae Oedekoven Student Leadership Trophy 2022 announcement
7.55-8.00 pm	Closing Remarks	By Thothathri Raman, Chairman SEAA Trust, New Delhi.

****CONTENT AND TIME DETAILS FOR EACH TEAM;**

Ø 1 MINUTE- Introductions

Ø 4 MINUTES- Main learning and takeaway from the Case study –All team members can participate or you may choose one among you to present.

Ø All the team members will have to switch on their cameras while speaking.

Ø Participating competition team member Students can be formally dressed

The main theme of the conference "social impact of Business Education"



6th Peregrine-SEAA Students Instant Case Competition 2022

**Theme: "Social Impact of Business
Education"**

Please send your Team Essay Entries before
November 15, 2022

Sub-themes :

1. B-school outreach challenge
2. Connecting curriculum to Business Reality
3. Business Education impact on Business and Political environment
4. B-school commitment to UN Sustainable Development Goals (SDGs)
5. Knowing, learning and Doing : are B-schools able to connect these to their social commitment ?
6. Measuring Social Impact of Business Education, the challenges

**REGISTER YOUR STUDENTS
TEAMS EARLY!**

Standards for Educational Advancement & Accreditation (SEAA) Trust, New Delhi was started in 2008 specifically to promote self-regulation with accreditation which is also our punch line and as such the institutional development becomes the responsibility of the vision of its founder or CEO.

In every single accreditation process, leadership is emphasised and the process of accreditation also clearly delineates the vision of the business unit to reflect its impact on carrying out the intended vision which becomes the bottom-line for determining whether or not the unit could be accredited. In the Digital world to which the B-schools have firmly moved, Leadership building has become a big challenged and a great opportunity! SEAA advocacy campaign continues.

SEAA Conference themes 2008-2021

1. International Accreditation Advocacy for Global Quality Benchmarks
2. Globalizing B-schools with Accreditation
3. Cutting Edge Quality with accreditation
4. Raising the Quality Bar through International accreditation
5. Cutting edge benchmarks for Global quality
6. Build campus quality with International accreditation
7. It s all about students, emerging trends in teaching & learning
8. Accreditation edge in business education leadership
9. Go global with accreditation
10. Self-regulation & global quality through accreditation
11. Accreditation & After, the power of benchmarking with the best
12. Millennial job challenge, How B-schools could respond with accreditation
13. RE-IMAGINING BUSINESS EDUCATION WITH CUTTING EDGE QUALITY STRATEGY
14. "Leadership building for the Digital future-the B-school challenge". 14th IAC 2021
15. "Social Impact of Business Education" 15th IAC 2022



SEAA
SELF-REGULATION WITH ACCREDITATION

15th International Accreditation Conference 2022
November 7 & 8, 2022 (virtual)

6th Peregrine-SEAA Students Instant Case Competition 2022
Register your Student Teams!

Theme: "Social Impact of Business Education"

ACCSB, AMBA, EQUIS, EFMD, IACBE, AACSB, EQUIS, AACSB, EQUIS, AACSB, EQUIS

Register Early: www.seaastandards.org



SEAA
SELF-REGULATION WITH ACCREDITATION

14th International Accreditation Conference 2021
November 22-24, 2021 (Virtual event)

Leadership building for digital future, the B-school challenge"

B-schools are facing the biggest challenge ever in preparing future leadership to a completely technology driven industry future, which may also be their historic opportunity. A Galaxy of speakers from India & abroad representing Accreditation Agency leadership, Academia & Corporates will provide the needed discussion and guidance to tackle the challenges ahead!

ACCSB, AMBA, EQUIS, EFMD, IACBE

REGISTER EARLY: www.seaastandards.org



SEAA
SELF-REGULATION WITH ACCREDITATION

11th International Accreditation Conference
November 26 & 27, 2016 - India International Centre (IIC), New Delhi

"Accreditation & After, the Power of Benchmarking with the Best"

www.seaastandards.org

ACCSB, AMBA, EQUIS, EFMD, IACBE, AACSB, EQUIS, AACSB, EQUIS, AACSB, EQUIS



SEAA
SELF-REGULATION WITH ACCREDITATION

10th International Accreditation Conference
November 6 & 7, 2017 - India International Centre (IIC), New Delhi

"Self-Regulation & Global Quality through Accreditation"

www.seaastandards.org

ACCSB, AMBA, EQUIS, EFMD, IACBE, AACSB, EQUIS, AACSB, EQUIS, AACSB, EQUIS

Leadership Development: Leading Edge Learning Modules



The 6th Peregrine Global-SEAA Students Case Competition 2022 was conceived as a sequel to our successful 15th International Accreditation Conference on the theme “social impact of business education” held on November 7 & 8, 2022. The student competition also had the same theme with six other sub-themes. The competition was conducted on the basis of two rounds, one essay round and another discussion round. In the discussion round we had provided cases based on the [Peregrine’s Leading Edge Learning: Competency based modules](#). In an ever-evolving world, you need leading edge solutions. That is why Peregrine Global, world leaders in Education quality and assessment, had developed a collection of online modules that can be mixed & matched to support the development of key workplace competencies.

Leading Edge Learning provides a fully online platform to allow learners to reach their full potential any time and from anywhere.

Modules can be used to enhance a college course or curriculum, deliver training and development to employees and leaders, or develop the skills of an individual invested in personal or professional growth.

Leading Edge Learning provides you with an assortment of cross-disciplinary modules that you can use to enhance the student experience. Explore the various ways that our modules are used to provide content that engages.

1. [Academic Leveling](#)
2. [Academic Writing](#)
3. [Assurance of Learning](#)
4. [Classroom-Ready News Content](#)
5. [Competency-based Certificates](#)
6. [Experiential Learning](#)



In the following pages we have listed some of the Teaser Cases we provided appended with the Discussion questions



6th Peregrine-SEAA Students Instant Case Competition 2022

Business Ethics

In all realms of the business world, ethics and ethical conduct must be the foundation for employee decisions. Organizational and ethical culture, ethical decision-making, ethical leadership, global perspectives and issues of business ethics, and the development of business ethics culture, all need to be understood to unravel the ethical decision making issues in any organisation.

To begin it is necessary to discuss the ethical conduct from a business perspective. For every employee to achieve their maximum productivity it is important to abide by the company rules and assuming responsibility for any decision and to be held accountable for any action are important hall marks of ethical conduct of an employee. Professional, trust and mutual respect for colleagues at work is also needed for achieving smooth interpersonal relationships.

Business performance is dependent on all round ethical behaviour beginning with the drafting of the company policy suited to the business environment without compromising sense of values and commitment to society at large. The perception of ethical behavior can also increase employee performance, job satisfaction and their commitment to organizational priorities.

Harvard Business Review while writing on ethical organisations (2022) stated that “from Volkswagen’s emissions fiasco to Wells Fargo’s deceptive sales practices to Uber’s privacy intrusions, corporate wrongdoing is a continuing reality in global business. Unethical behavior takes a significant toll on organizations by damaging reputations, harming employee morale, and increasing regulatory costs—not to mention the wider damage to society’s overall trust in business.

Few executives set out to achieve advantage by breaking the rules, and most companies have programs in place to prevent malfeasance at all levels. Yet recurring scandals show that we could do better. The widely accepted code of conduct for Nursing practitioners lays down eight different aspects to signify personal and professional conduct of the person within a defined ethical framework

Creating an ethical culture thus requires thinking about ethics not simply as a *belief* problem but also as a *design* problem. Experts identified four critical features that need to be addressed when designing an ethical culture: *explicit values, thoughts during judgment, incentives, and cultural norms*. *The International Nursing Council (INC)* **mentions respect, justice, responsiveness, caring, compassion, empathy, trustworthiness and integrity as indicators of an ethical person or organisation.**

Most people have less difficulty knowing what’s right or wrong than they do keeping ethical considerations top of mind when making decisions. There are four different ethical dilemma paradigms: truth vs loyalty, short-term vs long-term, individual vs community, and justice vs mercy. Ethical lapses can therefore be reduced in a culture where ethics are at the center of attention. You might know that it’s wrong to hurt someone else’s chances of being hired but fail to think of the harm you cause to unknown applicants when trying to help a friend, a family member, or a business school classmate land a job.



Real people are not purely good or purely evil but are *capable* of doing both good and evil. Organizations should aim to design a system that makes being good as easy as possible. That means attending carefully to the contexts people are actually in, making ethical principles foundational in strategies and policies, keeping ethics top of mind, rewarding ethical behavior through a variety of incentives, and encouraging ethical norms in day-to-day business practices.

Discussion questions.

Describe a comprehensive framework for ethical decision making in business

Examine the historical foundations and evolution of business ethics

Discuss the role of culture as a factor in business ethics





6th Peregrine-SEAA Students Instant Case Competition 2022

Quiet Quitting – What is it and How Should We Respond?

Posted September 1, 2022 by The Peregrine Team

The term quiet quitting has made major headlines after going viral on TikTok, a popular social media platform. Thus far, the hashtag #quietquitting is at 73.5 million as of 5:30 pm ET on August 31, 2022. The virality is unsurprising, given that 9 out of 10 employees are concerned about burnout, according to a recent survey.

Do you agree that the outrage against quiet quitting comes from management losing control of the workforce and employers feeling entitled to free labor.

Despite its popularity, the term is quite the misnomer as “quiet quitting” doesn’t really have anything to do with quitting unless you believe that maintaining a healthy work-life balance, setting boundaries with your employer, and clocking out at 5 o’clock at the end of the day is quitting.

This term indicates changes in the workforce, but quiet quitting has taken on many different meanings among workers. Many see quiet quitting as prioritizing life over work and no longer buying into ‘hustle culture.’ Some people have mentioned that for them, quiet quitting is about developing an identity outside of their career. Others believe this term is related to coasting by and putting forth as little effort as possible. At the end of the day, quiet quitting is a new name, but not a new concept.

How Some Leaders are Reacting

Reactions to this trending concept are mixed, but quiet quitting has struck a chord for some leaders – some even calling quiet quitting a harmful anti-work movement. Kevin O’Leary, businessman, entrepreneur, and ABC’s Shark Tank star responded strongly to the notion of quiet quitting. He went as far as to say those who participate are losers and un-American. He believes that work is more project-based than ever, and he wants employees committed to getting the job done. Critics of O’Leary’s stance believe the outrage for quiet quitting comes from management losing control of the workforce and employers feeling entitled to free labor.

O’Leary isn’t alone in his criticism of quiet quitting. Arianna Huffington, CEO of Thrive, wrote, “Quiet quitting isn’t just about quitting on a job, it’s a step toward quitting on life.” However, in the context of her post, Huffington states that employees should strike a balance and avoid burnout, but also find roles and companies in which they can be joyfully engaged in something they are passionate about. Finally, Adam Grant, organizational psychologist and expert in motivation, says that quiet quitting is not laziness but instead a reaction to poor leadership.

Quiet Quitting and Culture

Quiet quitting is not harmful to culture but instead a result of the culture. Employees working with managers and leaders who support their teams, lead with values, and respect their employees and their boundaries will not have employees who feel they need to quit their jobs quietly. Likewise, leaders who can effectively balance results with taking care of their employees will likely not see quiet quitting in the workplace. This notion is supported by a recent article from Harvard Business Review, which shared 360-degree assessment data of more than 13,000 employees. Of the employees who reported their managers were ineffective at balancing getting results with concern for others' needs, 14% quietly quit, and only 20% of the employees were willing to give extra effort. However, when employees rated managers high in balancing results with concern for others' needs, only 3% were quietly quitting, and 62% were willing to put forth an extra effort.

Image is from the Harvard Business Review article, "Quiet Quitting is About Bad Bosses, Not Bad Employees" by Jack Zenger and Joseph Folkman.

Questions

Is there a change you perceive in people quitting jobs post Covid period?

How do you connect quitting with upskilling?

What has work life balance to do with quitting?

Do you work for Joy, fulfillment or survival?





6th Peregrine-SEAA Students Instant Case Competition 2022

Social skills are the key!

Excerpts from Peregrine Global's "One Day" education simulation exercise

We're educating future leaders for both the public and private sectors. I think the quality of thinking and the quality of integrating intellectual skills with socio emotional skills, including self-management, are so utterly important. I feel

very strongly that you must bring that to bear in a project-based learning type environment where you're forced to not only bring your intellectual skills to the table, but also your socioemotional, management, and the integration of personal and professional lives. That's really what simulation like this does. Quality has a lot to do with a high-caliber, life-like learning situation, especially in applied fields like business. This is the reason why the B-schools capture data related to the use of high impact practices, career placement and salary data, as well as wellness data which are used not just for Accreditation but also for building an exceptional learning environment.

OneDay develops the professional knowledge, critical thinking, quantitative reasoning, and soft skills (time management, communications, teamwork, customer service, etc.) necessary for diagnosing operational challenges and applying appropriate business strategy. The experiential learning simulation includes a combination of assigned readings, quizzes, and simulation.

The purpose of OneDay is to learn, develop, and apply the professional knowledge and soft skills associated with strategy in the workplace. In higher education, OneDay is used in both undergraduate and graduate education to teach and assess skills. For businesses and agencies, OneDay is designed for employees who are relatively new to business operations to teach them the foundations of applied business strategy so that they can be a more successful employee.

Questions for Discussion:

The learning outcomes for OneDay are as follows. At the conclusion of this simulation, learners will be able to:

1. Model time management within a business setting.
2. Recognize operational opportunities and constraints.
3. Formulate strategic options and quantitative support for strategic options.
4. Conduct hypothesis testing and follow-up.
5. Conduct feasibility and implementation analysis.
6. Communicate strategy to key stakeholders.



Learning outcomes are assessed within OneDay based on the scores obtained from 66 assessment items that are embedded within the simulation. Each of the 66 assessment items is mapped to one or more skill area, including strategy formation, business acumen, critical thinking/problem-solving, decision-making, communications, teamwork, customer engagement, and professionalism.

Simulations are typically team-based, and the learners assume senior-level organizational roles external to the online environment and then input data into a system for system-generated responses. Interaction and dialogue within the simulation is limited. Learners often game-the game to find the correct response. Although useful to teach key concepts, such simulations have limited effectiveness in developing critical thinking and soft skills. OneDay opens with an introductory video followed by a few readings, and then the simulation begins. The learner assumes the role of the central character, Emma, and directs the character to interact with others within the simulation.

Dr. Bill Lightfoot Dean, School of Business, University College Southern New Hampshire University says, “We used OneDay in several courses to help us determine if the use of an interactive simulation would better meet our students where they are at as digital natives. Based on our data, we had concerns that our students were not putting sufficient effort into preparing for courses. We know from our overall assessment that they don’t read texts or other assigned readings in as much detail or to the depth that many faculty would prefer. By using OneDay, we not only required students to prepare for their classes, but we also found that students were more engaged, and actually enjoyed the simulation overall. OneDay tells a story using an avatar that the students adopt as their own. This proved to be a very powerful approach with over 70% of the students clearly referring to the avatar in the first person in their episodic reflection papers”

Points for discussion

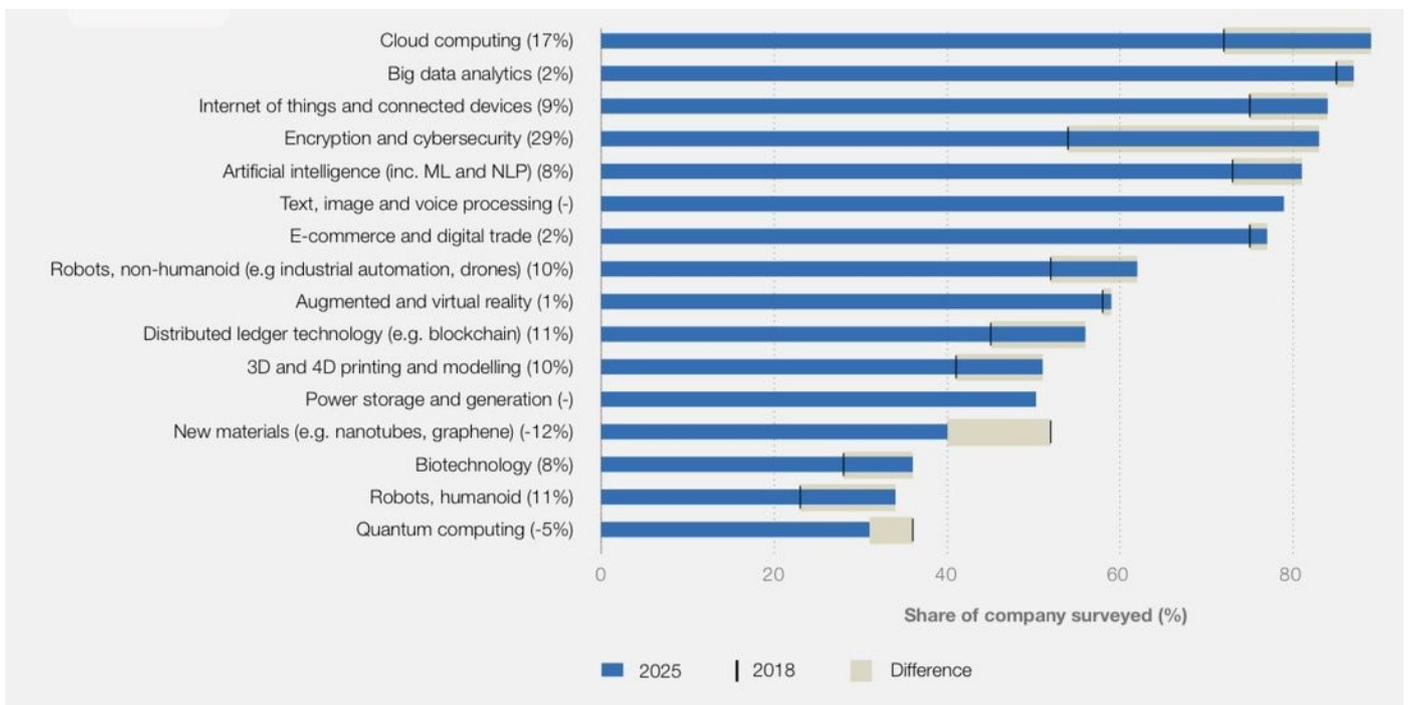
Do you think B-Schools collect enough data for not just academics but for overall improvement of the students?

Do you think exercises like this could build the student personality to impact on society later in life?

Do you think simulation of actual working relationships in shop floor would help the corporate employees to become more productive?

Do you need to pretend as someone else, say Avatar, to understand strategic management and softskills development issues and not be yourself only to achieve this?

How does this sort of exercises in higher education help you acquire social skills necessary to handle real life challenges while representing a company?





6th Peregrine-SEAA Students Instant Case Competition 2022

Ethics and Diversity in technological era

We live in a complex, interconnected world where diversity, shaped by globalization and technological advance, forms the fabric of modern society along with strict adherence to ethical conduct as a leader in workplace and society. In this

era of globalization, diversity in the business environment is about more than gender, race, and ethnicity. The emerging world of complex technology, Artificial Intelligence and Machine learning its own set of challenges in terms of future skills needed, unemployment and ironically rapid increase in the percentage of poor vs the disproportionate concentration of wealth in fewer hands. Redistributive justice has become a highly complex and challenging aspect which needs to be addressed urgently as also external regulation of new technologies such as AI and ML. The emerging surveillance society has put a big pressure on ensuring highly ethical conduct of stakeholders be it government or business enterprises.

India being a highly diverse country in terms of ethnicity, languages, culture and food among others the single most important binding factor is ethics as expressed in terms of the social values. Besides, as the second largest country in terms of demographics and inherent historic economic challenges becomes more stark in the emerging technological society.

Business performance is dependent on all round ethical behaviour beginning with the drafting of the company policy suited to the business environment without compromising sense of values and commitment to society at large. The perception of ethical behavior can also increase employee performance, job satisfaction and their commitment to organizational priorities.

The Global economic melt down in 2008 that wiped out many jobs and enterprises also showed a mirror to the business leaders and the political leadership as to need for high level of ethics and also laid emphasis on ethics being taught in Business Schools. In fact much of the conventional MBA curriculum we know of has changed only after this fiasco incorporating ethics.

In the case of Healthcare professionals for instance ethics is enshrined in their code of conduct prescribed and substantiated by medical councils in their respective countries. For instance the code number 5 of the nine principles of medical ethics laid down by the American Medical Association states that “A physician shall continue to study, apply, and advance scientific knowledge, maintain a commitment to medical education, make relevant information available to patients, colleagues, and the public, obtain consultation, and use the talents of other health professionals when indicated.

Indian Medical Council for its part also laid down detailed guidelines as to the professional conduct of medical practitioners including how for instance Euthanasia is to be carried out. Ethics is in a broad sense, preferring right over wrong, or preferring a certain set of values over others. Many organizations have ethics policies that define right and wrong. West Point, for instance has a policy that states, “A cadet will not lie, cheat, or steal, or tolerate those who do.” Such ethical values define how people interact in and outside the group and guides decision making.

Almost all decisions have ethical connotations. Ethics apply primarily to effect trade offs between values and norms that collectively represent ethical considerations, and bottom line or purely altruistic considerations. Adherence to ethical norms and values usually sustains long-term integrity whereas the altruistic bottom line approach, which in the strict sense is a type of ethical value in itself, orients itself to short term gains that very often fritter away in the long term.

Few executives set out to achieve advantage by breaking the rules, and most companies have programs in place to prevent malfeasance at all levels. Yet recurring scandals show that we could do better. The widely accepted code of conduct for Indian medical professionals have extremely detailed instructions laid down by Indian Medical Council and is accepted by Indian Medical Association.

Kenneth Blanchard and Norman Vincent Peale, in their 1988 bestseller *The Power of Ethical Management*, recommends decision makers to ask the following questions to determine the extent to which the proposed decision grounds in ethical considerations:

1. "Is the decision fair?"
2. "Will I feel better or worse about myself after I make the decision?"
3. "Does the decision break any organizational rules?"
4. "Does the decision break any laws?"
5. "How would I feel if the decision was broadcast on the news?"

Most people have less difficulty knowing what's right or wrong than they do keeping ethical considerations top of mind when making decisions. There are four different ethical dilemma paradigms: truth vs loyalty, short-term vs long-term, individual vs community, and justice vs mercy. Ethical lapses can therefore be reduced in a culture where ethics are at the center of attention. You might know that it's wrong to hurt someone else's chances of being hired but fail to think of the harm you cause to unknown applicants when trying to help a friend, a family member, or a business school classmate land a job.

Likewise Diversity skills are useful strategies and techniques that help us to understand and deal with people who are not like us. Effective interaction requires a receptive attitude, a degree of sympathy, active listening, and broad awareness of other cultures, values, identities and perspectives. Using and practicing these skills can enhance communication resulting in increased understanding and motivation.

Enterprises are discovering that by supporting and promoting a diverse and inclusive workplace, they are gaining benefits that go beyond the optics. Organizations have the transformative power to change and contribute to a more open, diverse, and inclusive society.

Diversity in the workplace now includes employees with diverse religious and political beliefs, education, socioeconomic backgrounds, sexual orientation, cultures, and even disabilities along with extremely diverse skillsets. Irrespective of the diversity the underlying commitment to ethical conduct is more significant aspect than all others as the current world scenario indicates.

Discussion points

- India is facing major dilemma owing to its huge youth population in balancing technology vs employment, what opportunities or challenges lie ahead?
- Healthcare delivery has a major social impact, what suggestions you have to ensure ethical medical healthcare practices on the ground in the modern technologically connected era?
- How do you ensure ethical research in Artificial Intelligence and machine learning in your industry?
- How do you think we are handling diversity & inclusion in our campuses and society?



6th Peregrine-SEAA Students Instant Case Competition 2022

Understanding Resistance to Change

It is an universally acknowledged trait that no one wants change and if you have to get people to change there would be a lot of initial resistance until the Eureka movement arrives!

Change is a disruption. It can feel like a tornado that rips up the highway you travel along daily. Think of some common types of organizational change: re-thinking core business processes in response to government regulation, uprooting a company and moving to a new physical location, or even replacing a much-loved leader after decades of service. These drastic changes require careful sense making and empathy for how the change affects your people. Even smaller changes, such as moving payroll from a bi-weekly schedule to once a month, impact how people manage their lives. It's a foolhardy leader who announces a change and an implementation plan and expects unquestioning compliance. People need to be a part of the change.

In their book *Switch*, brothers Chip and Dan Heath liken leading people through change to a person riding an elephant down a path. The person riding is the brain, and he must know where he is going and have a good reason for doing so – but the elephant is the heart, and he must want to move. All the logic in the world won't create lasting change unless we tap into emotions and motivate ourselves and others.

Trying to overcome resistance to change with information and reasoning can be tempting. Indeed, if people understood the consequences of their behavior, they would make a switch. Unfortunately, most of us know what's good for us (daily exercise, eight hours of sleep, avoiding processed foods, etc.), and we know the dangers of an unhealthy lifestyle (heart disease, stroke, and osteoarthritis, to name but a few).

However, changes in our behaviors and habits will likely not happen until there is a motivating force. A health scare or the birth of a grandchild may persuade us to choose our health, especially when it means being present for the people who depend on us. The same is true for organizations. More information is not always the answer. As the Heaths point out, "Trying to fight inertia and indifference with analytical arguments is like tossing a fire extinguisher to someone drowning. The solution doesn't match the problem." Leading change means providing support – not support for why the change is needed, but support for employees as they adapt to the new way.

John Kotter's Eight Step Process for Leading Change Source: Change Management best practice guide, p. A-1 <https://www.usaid.gov/sites/default/files/documents/1868/597saj.pdf>

Is your organization going through a major change? Is that change universally accepted as a good move, or does it represent uncertainty and risk? Very few changes are without trade-offs, and a good leader will consider how to win their people's minds and hearts.

Multiple studies report that **most** organizational change initiatives fail; 70% is the failure rate reported by McKinsey & Company. Optimism and good intentions are not enough, so change experts have developed models for leading change. You may be familiar with Kotter's 8-step change management process, a methodology created by Harvard Business School professor Dr. John Kotter in 1995. As we examine each of these steps, we can see how heart plays a role:

Create A Sense of Urgency. This step speaks directly to the 'elephant' of our emotions and compels us to act NOW.

Build A Guiding Coalition. This is a team of people from within the ranks, not senior leaders. These people know how the change impacts others like them and are committed to seeing it succeed.

Form A Strategic Vision. The leaders point the way to a destination and others are excited to reach.

Enlist A Volunteer Army. The key here is commitment at scale – people must want to join and be a part of something bigger than themselves.

Enable Action by Removing Barriers. Here the leaders recognize obstacles and clear the path by listening, observing, and serving.

Generate Short-Term Wins. These are the motivators that let team members know they are making progress. What would football be without down markers?

Sustain Acceleration. Find out what is working well and do more of that. Leaders should recognize achievements and reward efforts.

Institute Change. This speaks to the heart in terms of identity. We do this because it is who we are.



Emotional Intelligence and Leading Change

The key to successfully implementing these steps is emotional intelligence. Recognizing and understanding emotions in yourself and others helps you manage behaviors and relationships and ultimately build stronger teams. Luckily, emotional intelligence is not just a trait some people are born with but rather a skill that can be practiced and improved. Like many things, it starts at home with an honest reflection on your tendencies. Try practicing better self-awareness by noticing, without judgment, how you routinely react to certain situations. You may see that you always strive to be correct, even when you might benefit from changing your assumptions and considering alternatives. You may automatically become a problem-solver when the problem is a more excellent definition. As you identify your communication patterns, you may uncover blind spots that impede effective communication with others.

The Discussion Questions

- What according you the single most important push back when change is suggested?
- When Kofi Annan the then Secretary General of UN, proposed the SDGs almost all the member nations pushed back. Why ?
- All of you aware the future is going to be chaotic as almost everything is going to change in the way the businesses and societies are going to be functioning in almost immediate future. What would be your take on the future? Will be the change be slow, fast or completely disruptive?
- As Youth and future managers what sort of training you think you should receive to keep your emotional side strong? Or is it going to be a robotic world not requiring any emotional adjustment at all to manage your responsibilities in businesses?
- Which of the John Kotters eight points do you feel is going to be any longer relevant? Justify the same
- “Recognizing and understanding emotions in yourself and others helps you manage behaviors and relationships and ultimately build stronger teams” What is your take on this statement?



6th Peregrine-SEAA Students Instant Case Competition 2022

Social Impact Assessment Tools

Meaningful data provided by high-quality assessments help you and your higher education institution demonstrate learning outcomes to key stakeholders and accreditors while continuing the pursuit of improving the quality of education. Peregrine Global provided you with secure, accessible, affordable, and effective assessments so that higher education professionals can continue to impact learning outcomes and

enhance the student experience.

Assessments are designed to address institutional and programmatic accreditation and certification. With the data you need at your fingertips, you increase the efficiency and effectiveness of quality assurance processes.

In the case of social impact assessment, essentially the same approach would be needed by first gathering data systematically over a fixed timeline and use creativity and innovation to arrive at conclusions using empirical evidence.

The Social Return on Investment is a new concept which is vastly different from the conventional Return on Investment (ROI). SROI framework helps measure change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes, and uses monetary values to represent them. (SROI) is a concept to account for value created, which includes not only individual shareholder profit, but also the benefits for the broader public in the social, economic and environmental spheres.

The United Nations Global Compact Network proposed 17 Sustainable Development Goals or SDGs are a comprehensive blueprint to achieve a better future. The adoption of the SDGs is a recognition that transforming our world requires leadership, accountability, and measurement.

Each of the 17 goals has specific targets. It is critical that social enterprises working towards these SDGs operationalize these goals and targets, turning them into measurable observations.

Social enterprises are working towards the 17 SDGs every day in communities around the world. To contribute to global progress, it is important that social enterprises:

- use the SDGs as a framework for their efforts
- measure progress towards these SDGs

International Association of Impact Assessment says the goal of social impact assessment is to arrive at a more equitable assessment of sustainability of human endeavour, be it at the organisational, in this case B-schools or the wider society.

According to the Association:

- The goal of impact assessment is to bring about a more ecologically, socio-culturally and economically sustainable and equitable environment. Impact assessment, therefore, promotes community development and empowerment, builds capacity, and develops social capital (social networks and trust).
- The focus of concern of SIA is a proactive stance to development and better development outcomes, not just the identification or amelioration of negative or unintended outcomes. Assisting communities and other stakeholders to identify development goals, and ensuring that positive outcomes are maximised, can be more important than minimising harm from negative impacts.
- The methodology of SIA can be applied to a wide range of planned interventions, and can be undertaken on behalf of a wide range of actors, and not just within a regulatory framework.
- SIA contributes to the process of adaptive management of policies, programs, plans and projects, and therefore needs to inform the design and operation of the planned intervention.
- SIA builds on local knowledge and utilises participatory processes to analyse the concerns of interested and affected parties. It involves stakeholders in the assessment of social impacts, the analysis of alternatives, and monitoring of the planned intervention.
- The good practice of SIA accepts that social, economic and biophysical impacts are inherently and inextricably interconnected. Change in any of these domains will lead to changes in the other domains. SIA must, therefore, develop an understanding of the impact pathways that are created when change in one domain triggers impacts across other domains, as well as the iterative or flow-on consequences within each domain. In other words, there must be consideration of the second and higher order impacts and of cumulative impacts.
- In order for the discipline of SIA to learn and grow, there must be analysis of the impacts that occurred as a result of past activities. SIA must be reflexive and evaluative of its theoretical bases and of its practice.
- While SIA is typically applied to planned interventions, the techniques of SIA can also be used to consider the social impacts that derive from other types



A wiki insert states that social impact assessments include looking at how people live in a society (kinship or nuclear setting), culture, community, medical knowledge, and political systems. These examples showcase the emphasis on the environment and its effect on social impact.

Social Impact Assessment tools are used to work with, compile, analyze, and share those impact data once they are collected. Their purpose is to facilitate how an organization leverages data on an internal level for the benefit of improving internal processes and also program outcomes.

Survey tools - online

Survey tools - offline

SMS based

Phone-based

Monitoring and Evaluation - Project Level

Monitoring and Evaluation - Comprehensive

Impact Measurement and Management

[Impact Rating](#)

[Impact Scorecard](#)

Social return on investment (SROI)



According to www.sopact.com Social Impact Assessment has many things in common and many differences. This is a comprehensive guide for practitioners to understand different measurement and management tools associated with the social impact assessment process. The importance of social impact assessment tools lies in those assessments' objective, which is to assess and evaluate the performance of a program or intervention so that execution can be improved along with the impacts generated.

Keys to the selection process is a tool that must start with the theory of change and remain as a core part of a process throughout the lifecycle.

Discussion questions:

- What can B-schools do to better align their work to the SDGs?
- What is your take on what is a social enterprise as distinct from corporate enterprise? What makes them work in the absence of profits?
- Should Social impact assessment be taught as a paper in B-schools? If you think so give us a brief framework as to what should the coursework contain?
- What role culture has in measuring social outcome of any enterprise decision?
- How would you balance, Social Return as opposed to Return expressed as profit?



6th Peregrine-SEAA Students Instant Case Competition 2022

Retaining employees in technology era

The coming technology era of Artificial Intelligence, Machine Learning, internet of things, autonomous transportation, space, robotic healthcare and such other pose one of the biggest challenges in industry, apart from huge oncoming

unemployment, namely employee retention.

Business schools need to teach and also equally train their faculty in learning about costs of turnover, how job descriptions need to be written from a retention perspective, and how new hires should be on-boarded and trained. The HRM courses need to be completely revamped from inside out with the retention perspective in mind.

The oncoming slashing of jobs due to technology, industry experts aver may be life changing for some but eventually with the retraining and life long learning aspects of education, the job loss phenomena would be reversed accentuating the need for retaining skilled and expensive workforce.

Retaining high-potential employees also means understanding by exploring the considerations for the different generations in the workplace. It would also become necessary to turn the spotlight on management for retention of workforce and management. It may also be imperative to come up with a succession plan for strategic employee retention.

Business education that produces leaders would once again will become focus of attention and they would be forced to change according to times offering more content that would impact vastly changing societies and produce leaders who believe and work towards a sustainable world.

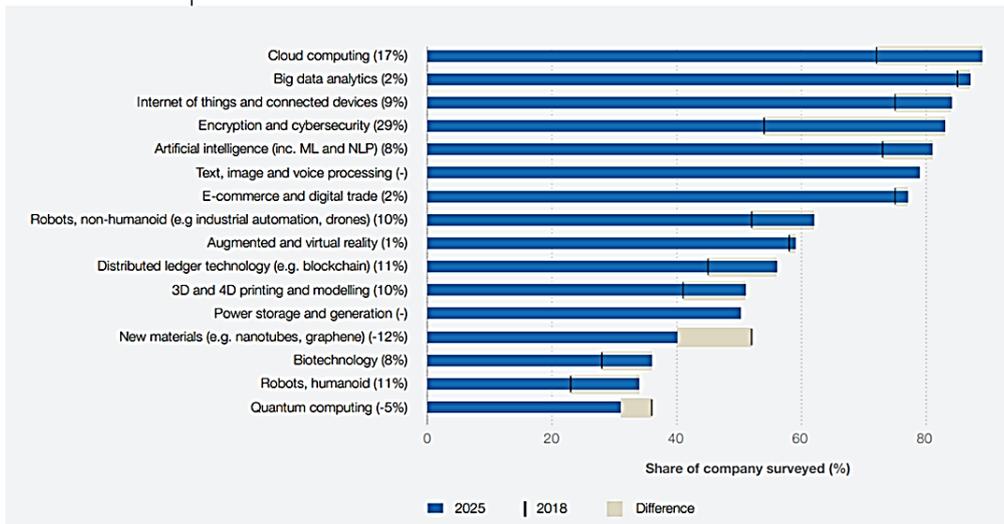
After years of growing income inequality, concerns about technology-driven displacement of jobs, and rising societal discord globally, the combined health and economic shocks of 2020 have put economies into free-fall, disrupted labour markets and fully revealed the inadequacies of our social contracts. Millions of individuals globally have lost their livelihoods and millions more are at risk from the global recession, structural change to the economy and further automation. Additionally, the pandemic years 2020-21 and the subsequent recession have impacted most those communities which were already at a disadvantage.

The Future of Jobs Report (2020) of the World Economic Forum provides the timely insights needed to orient labour markets and workers towards opportunity today and in the future of work. Now in its third edition, the report maps the jobs and skills of the future, tracking the pace of change and direction of travel. "This year we find that while technology-driven job creation is still expected to outpace job destruction over the next five years, the economic contraction is reducing the rate of growth in the jobs of tomorrow. There is a renewed urgency to take proactive measures to ease the transition of workers into more sustainable job opportunities. There is room for measured optimism in the data, but supporting workers will require global, regional and national public-private collaboration at an unprecedented scale and speed," the report states.

Skills gaps continue to be high as in demand skills across jobs change in the next five years. The top skills and skill groups which employers see as rising in prominence in the lead up to 2025 include groups such as critical thinking and analysis as well as problem-solving, and skills in self-management such as active learning, resilience, stress tolerance and flexibility. On average, companies estimate that around 40% of workers will require reskilling of six months or less and 94% of business leaders report that they expect employees to pick up new skills on the job, a sharp uptake from 65% in 2018.

Although the number of jobs destroyed will be surpassed by the number of ‘jobs of tomorrow’ created, in contrast to previous years, job creation is slowing while job destruction accelerates. Employers expect that by 2025, increasingly redundant roles will decline from being 15.4% of the workforce to 9% (6.4% decline), and that emerging professions will grow from 7.8% to 13.5% (5.7% growth) of the total employee base of company respondents. Based on these figures, we estimate that by 2025, 85 million jobs may be displaced by a shift in the division of labour between humans and machines, while 97 million new roles may emerge that are more adapted to the new division of labour between humans, machines and algorithms.

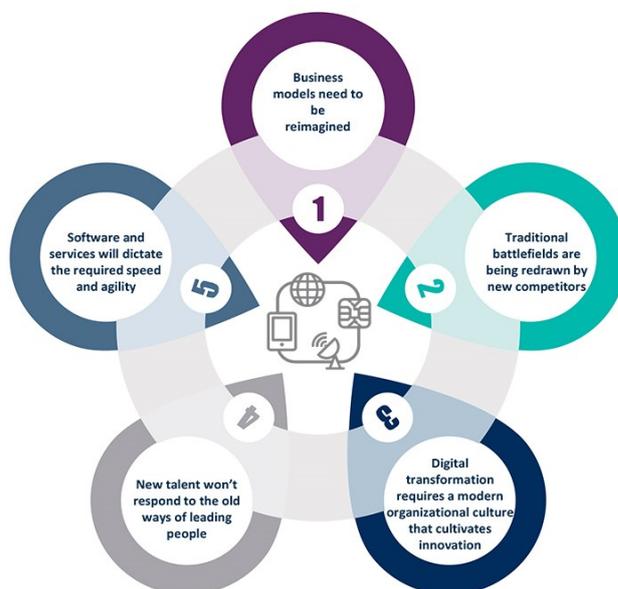
FIGURE 18 Technologies likely to be adopted by 2025 (by share of companies surveyed)



Source: World Economic Forum

Discussion Questions

- What is the biggest challenge for B-schools in preparing managers for the uncertain future?
- Can capitalism and democracy still work to help employment safety for the future workers?
- Given the possible rise a vast section of Independent freelance and small enterprises, do you really think employee retention is going to be a big issue in future?
- Given the global nature of businesses and rapid technological innovation what each of you personally think your strategy should be to retain your jobs?





6th Peregrine-SEAA Students Instant Case Competition 2022

Evaluate skills to the fore!

Evaluskills: Workplace Skills Assessment

Soft skills, or workplace skills, are vital personal qualities that help individuals achieve success in work and life. Yet, both employers and higher education institutions struggle to objectively measure these qualities to understand how we

can better develop them.

Evaluskills provides higher education institutions, employers, and individuals with a flexible and customizable assessment that objectively measures these critical skills.

Evaluskills is a 360-degree evaluation process that utilizes the perspectives of peers, supervisors, advisors, mentors, and colleagues. The evaluation process allows you to understand areas of strength and opportunities for improvement to develop an action plan for continued personal growth.

Employers use Evaluskills to inform their training and development programs and to conduct effective performance management. Higher Education Institutions use Evaluskills to satisfy accreditation requirements by effectively demonstrating progress on intended learning outcomes, develop students into career-ready graduates, and conduct continuous program improvement efforts.

Although Assurance of Learning is a focus of higher education accreditation, it also helps ensure that all participants receive high-quality education and training. Assurance of Learning is outcomes-focused and centered on setting targets on student learning and capability. Assurance of Learning also helps ensure competitiveness in tightening training and education markets. Intended learning outcomes include content, professional skills, ethics, and responsibility-based outcomes.

The assessment plan typically describes the methods and instruments used for learning outcomes assessment. Assessment plans usually include both direct and indirect measures of student learning and specify how the results are used for continuous quality improvement of the education program.

Beenen, Pichler, and Davoudpour (2017) reported that only 30% of MBA programs, both inside and outside the U.S., use specific criteria to assess interpersonal skills; the remainder relies on non-specific criteria or has no assessment method at all. Brink, Palmer, and Costigan (2018) emphasized that developing and assessing learning goals helps ensure the relevancy of graduates for today's employers. Ingols and Shapiro (2014) found utility in using a 360-degree approach for soft skill evaluation of learning goals.

Workplace Skills Assessment, which is a 360-degree soft skill assessment service that is used for learning outcomes assessment. Evaluskills was created by Peregrine Global Services in 2019. Evaluskills was used in 2019 and 2020 by Wyższa Szkoła Bankowa w Gdańsku (WSB-Gdansk), a higher education institution located in Poland, and the Mountain West Credit Union Association (MWCUA), the credit union association for Wyoming, Colorado, and Arizona. Both WSB-Gdansk and the MWCUA employed a pre-test/post-test construct for student and employee evaluations. In the case of WSB-Gdansk, Evaluskills was used to evaluate learning outcomes for an 18-month Executive MBA in Leadership program. In the case of the MWCUA, Evaluskills was used to evaluate learning outcomes for an 8-month leadership development program for mid-career credit union professionals

While objectively measuring learning outcomes related to soft skills can be a challenge, the continuous improvement process requires that all learning outcomes be assessed in a way that provides data to inform academic decision making. To determine whether students achieve the intended learning outcomes, the institution needs to set a target. Performance can then be measured in an objective way to demonstrate achievement or to set goals for improvement.

Soft Skill Examples



Emotional Intelligence



Team Player Attitude



Growth Mindset



Openness to Feedback



Adaptability



Active Listening



Work Ethic



This process follows Deming's Plan-Do-Study-Act cycle of improvement: Plan the outcome and the target, Do the assessment, Study the results and identify any gaps, and then Act by making programmatic changes to improve outcomes in the next round.

As described by the National Association of Colleges and Employers (NACE), career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. In the corporate/business/industry

world, soft skill assessment is often conducted using 360-degree assessment services in which the individual's skill level is assessed by peers, superiors, and subordinates.

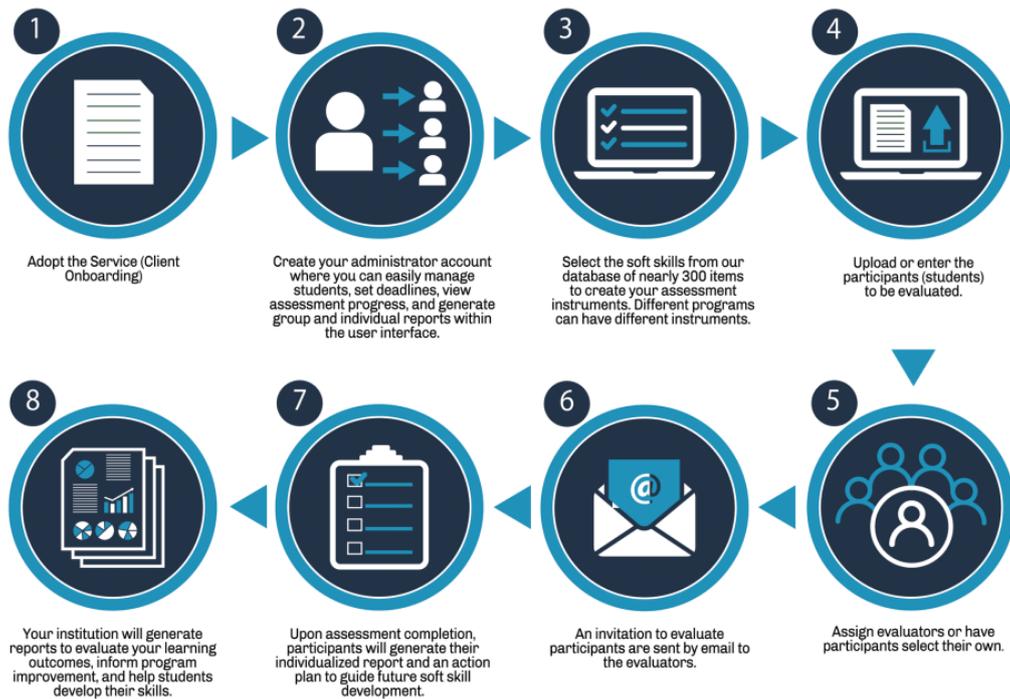
Since soft skill competency is reflected in how well a person interacts with others, it is best evaluated from an external perspective rather than through self-assessment. To this end, Peregrine developed EvaluSkills: Workplace Skills Assessment. EvaluSkills is a comprehensive, objective, 360-degree assessment tool that organizations and institutions use to assess the soft skills of learners from the perspective of those who work with the individual.

The reports provide data to demonstrate achievement levels, track changes in performance, and set goals and timelines to improve softs skill development for both the individual and across the program. Soft Skills Soft skills are the personal attributes that enable someone to interact effectively and harmoniously with other people.

These are the interpersonal skills needed to succeed in the workplace and are not generally discipline specific. The concept of soft skills includes many dimensions and can be defined and interpreted in many ways. Some refer to these as the "people skills," since they relate to how people interact with each other. Others call these "traveling skills" or "transversal skills" since they tend not to be job-specific; they are applicable in any job or employment situations and "travel with" the person. Still others refer to soft skills as social intelligence or perhaps emotional intelligence. In a broader sense, consider soft skills as any skill that is not job or position specific (technical) and one that involves how people behave and interact with other people.

EvaluSkills platform offers a vast menu of almost 300 assessment items from which administrators can select and create an instrument for programmatic evaluation. For each assessment item, a specific skill is defined and measured with a five-point Likert-type scale corresponding to specific behaviors associated with each level of performance. The use of standardized rubrics for evaluating each assessment item removes subjectivity, as the rubrics provide evaluators examples of exceptional, competent, or marginal performance on each skill.

Higher Education (Student Employability) Assessment Process Flow Chart



Discussion leads:

Leadership role does not require softskills competency, Do you agree?

Can you discuss how exactly softskills training help to shape a manager?

Post pandemic situation, the biggest challenge is how to get back to in-person working and also fight all-round depression. What is your take on this?

Softskill training is one thing but what can one do to self-evaluate and acquire necessary skills for being employment ready and how can B-schools help?

In corporate, inter-personal management is the biggest challenge for a leader, can you give instances and solutions?



Congratulations to the prize winners of the 6th Peregrine Global - SEAA Students Case competition & the SEAA - Rhyllis Rae Student Leadership Trophy 2022



Winner of 1st prize at Peregrine Global Students Case competition & 4th SEAA - Rhyllis Rae Students Leadership Trophy



chitkara university logo.jpg



Team : Anurag Moudgil,
Vidhushi Allay, Shilpa Pathania,
Yuvaraj Goswami

Team : Nemuutsetseg Batjargal, Anita Panigrahi, Erdenebat Purevsuren

SPECIAL MENTION



IIHMR Bangalore
Team: P S Karpaga Priya, Dr Shushruta Baisa, Dr Upasana Bajpai



Mandakh University Mongolia:
Team:
Ankhubayar Ganbayar, Maralgoo Zorigoo, Delgersaikhan Ariunsaikhan



GRG School of Management Studies Coimbatore
Team : Prashitha G, Yogitha Munti A, Mithraadevi R



School of Management, Kristu Jayanti College (Autonomous) Bangalore
Team: Prerna Nayak, Abin Thomas, Priyansh Singh



Chitkara Business School
Team: Arshdeep Singh, Anureet kaur, Ojesvi Malhotra, Divya Gargh

The founder of the modern Olympics, Baron Pierre de Coubertin, once said:
"The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well."

WINNING TEAMS ESSAYS

In the following pages the Peregrine Global—SEAA Student Case competition 2022 winners’ Essays are listed to give an idea of the range and depth to which the competitors went to engage with us and in the process provide a vast treasure of information and opinion by the youth who will be inheriting the leadership of the future.

Selected Student Essays from the 6th Peregrine Global Students Case competition



The benefits of preparing pupils for the "real world" have long been lauded by educators. But what occurs when the rate of change in that world is uncertain? If the world is progressing why should education be left aside, our educational methods naturally changed as we transitioned from a rural culture to a society of industrialized workers. As technology advances at a fast pace right now, educators are being forced to reconsider how they deliver lessons and engage students. How can we cultivate a culture of engaged learners who also recognize the relevance of the subject matter in their daily lives when it comes to developing meaningful connections to the curriculum? The services are primarily highlighted as a source of value addition in establishing and maintaining a knowledge-based society.

This action needs a good academic background with great mobility to get completed by focusing on innovation and ongoing education, due to which this approach is becoming more tangible nowadays. The first thing that the student and curriculum are asking for is an examination of the mutual correlation nature to accurately create the correlation tools of the dimensions engaged in the business environment.

The authorities' perspective is based on two criteria: the number of needs and the time. The requirement, the expectation, and the latency have been recognized as the three primary stages at the needs level that is crucial for the relationship between the three dimensions. According to our perspective, necessity is an immediate, conscious, well-known need that is followed closely by the cognitive methods of satisfying it and the potential for paying for it. The trichotomy is the present, the very near future, and the very distant future. Those phases were chosen because it is difficult to draw a clear distinction in a dynamic and Uncertain environment. Five years, for instance, may represent the future in the IT area, the near future in the energy field, or the usage of electric cars in India.

It takes a lot of research, predictions, and organizing techniques to create a curriculum that meets all the criteria mentioned above. Several bases are considered in that research: - The Professors, The Students, The Business Environment, and The Scientific Environment. Many top business schools carry out numerous projects to link business with academic curriculum. For example, freshmen are required to pass the technology and operations management class, which requires them to post an 800-word vlog about how a company is impacted by climate change, whether through its supply chain, innovation, or operations system.

All of this is done to expose students to a wider range of topics as the course is just getting started. Many courses were developed in partnership with a renowned industry expert from 2017 to 2018 and structured to cover the fundamentals of how the technology operates potential applications, major players driving the technology, the likely development/maturity timeline, legal and regulatory issues, and the key challenges that remain. These courses included Blockchain, Autonomous Vehicles, Robotics, Internet of Things (IoT), Energy of the Future, Artificial Intelligence, etc.

Entrepreneurial efforts, which are acknowledged globally as the primary driver of income and employment development, are the foundation of new businesses. Many university programs and courses work to improve the environment for entrepreneurship among their students. Their goal, which is reflected in the quotation above, is to find students who have the potential to become entrepreneurs and to provide them with the skills they need to succeed in that environment. Additionally, there is a wealth of research examining the effectiveness of such programs concerning the number of new enterprises established and improvements in, for instance, entrepreneurial thinking and mentality. For making decisions on a personal and societal level, economics knowledge is helpful. However, because so many fundamental notions are abstract, there are considerable difficulties. Examining periodicals controlled by the American Economic Association may reveal information about how educators normally think. For instance, "Chalk and talk: a nationwide survey on teaching undergraduate economics" (Becker and Watts, 1996) and "Teaching economics at the dawn of the twenty-first century: still chalk-and-talk" (Becker and Watts, 2001) are examples of titles.

70% of the 1400 people surveyed by Pew Research Centre who were asked about the role that technology would play in job training in the future made this prediction. The potential for training technologies to differ and diversify will continue to develop. However, it won't be able to duplicate the essential learning abilities that are only found in humans. Creativity - Teachers assist students in embracing their creativity in a number of ways. They promote inquiry, offer options, and offer lots of opportunities for hands-on learning.

These are methods that technology is unable to do. Intuition-Technical proficiency is essential for job success, but employees also require intuition. Employees must be able to trust their instincts. The ability to understand intuitively is one that technology lacks. Because of this, not every problem can be solved by technology. Empathy- Teachers introduce empathy into the classroom. They exhibit respect, understanding of what it's like to be human, and compassion for their kids. The human

teacher understands. He or she will understand how focusing on learning can be tricky when things go wrong, such as an alarm clock that doesn't go off or a stressful family scenario. Inspiring- Students to love learning for the rest of their lives comes from teachers, not technology.

Take into account the abundance of motivational teaching quotes. For thousands of years, teachers have had an influence on the lives of their pupils. Teachers have a big influence on the lives of their students. Motivation- Instruction and training must be

helpful in order to be effective. The real-world relevance of what they are learning and how these new abilities apply in a variety of settings and circumstances are made clear to students by teachers, not by technology. Teachers are also aware of the proper times to employ intrinsic and extrinsic motivation. That is a concept that technology cannot comprehend. The simple fact is that corporate training programmes require educators, which is true for any firm.

Learners are acknowledged, shaped, and celebrated by teachers. With the launching of corporate training, initiatives give employees the skill sets needed to properly carry out their professional tasks. Corporate training programmes are carried out by L&D departments and talent management teams for large corporations. A smaller company, on the other hand, delegated management of staff training needs to the human resources division. When students enter the world of business, this training can be quite helpful in the following ways

- Target Performance Metrics: Training programmes can be created to focus on and improve any performance statistic, including important business challenges or higher standards of work.
- Increase Retention: According to Gallup, replacing an employee costs half of their annual compensation. Due to the fact that Millennials seek employment as a means of professional advancement, an efficient training programme helps businesses avoid significant costs associated with employee turnover and improves staff retention

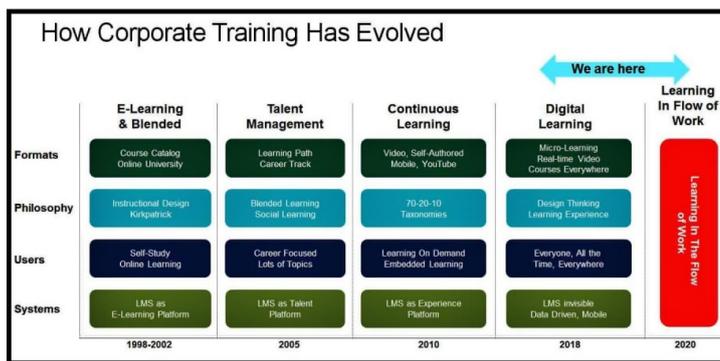


FIG-2 Source: (Anon., n.d.)

Boost Efficiency: Effective corporate training initiatives help employees work more effectively, which leads to a more productive workforce that produces higher-quality work. Additionally, it encourages people to work harder and, in the long run, makes the company lucrative. Corporate training has moved from traditional employee training approaches to learning in the flow of work as technologies and business processes have changed. Employees want to learn quickly, implement what they've learned, and go back to work. This sort of corporate learning increases staff efficiency and allows them to teach less and retain more. Whatfix, for example, provides learning-by-doing help to their end-users through real-time-contextual microlearning. To fuel your corporate training initiatives, you can customize employee training and onboarding.

A new paradigm places special demands on business ethics education: (a) integrating financial and social imperatives; (b) preventing recurring scandals without becoming overly concerned with compliance; (c) instilling ethics awareness in all areas of the business to remain relevant to the real world, motivate students, and keep up with innovations; and (d) mediating cross-cultural differences to promote competitiveness and foster positive social integration. However, four barriers—assumptions, aims, disciplines, and context—hinder corporate ethics education's capacity to satisfy those needs.

The slogan "Students interact with each other, throughout phases, and with alumni" emphasizes the value of interpersonal relationships. It emphasizes the academic importance for students of engaging in collaborative inquiry with their diverse peers as well as the human advantages of attending a supportive university, such as through mentor programmes or networking with alumni. Connecting with others, who have different origins and viewpoints, is crucial for at least two reasons. First, it helps pupils learn and, in particular, develops their critical thinking abilities. Second, interacting with peers and alumni fosters active networks, which fosters a sense of community and helps students get ready for the challenging social demands of life and the profession

Who Connects?	With whom?	How?	For what purpose?
Students on arrival at the university	Immediate peers	<ul style="list-style-type: none"> Personal/academic tutorial group, using prompt questions to guide conversations Time-tabled small group meetings linked to collaborative investigative task 	Building strong working relationships; assisting with transitions (such as leaving school or a job); cultivating a collaborative, investigative culture from the start; and establishing expectations of regular interaction
Established Undergraduate students	Immediate peers	<ul style="list-style-type: none"> Seminars and tutorial groups Timetabled peer study groups, where 5-6 students meet 	Foster a culture of peer support • Assist in removing perceived hurdles brought on by background differences by enabling students to study new topics together without a tutor present, to prepare for and/or follow up on classes
Senior Students	Alumni	<ul style="list-style-type: none"> Collaborate on interdisciplinary tasks/assessments, or on an extra-curricular activity Undergraduate students attend informal seminar series in which postgraduate students present their research 	Encourage self-belief and improve awareness of potential futures by providing insights into how to discipline knowledge is investigated and developed through research. Encourage student engagement by helping them develop their abilities and confidence.

Table-1 Source: Compiled by Authors from different sources mentioned in the references

Why should teachers ask students to cooperate and work in groups while they learn? Although some students will take to group projects right away, others may find them extremely difficult, especially if they are not used to them. Setting up pupils to work together can, however, provide a number of benefits if done properly and with adequate time allowed for students to develop their confidence and group-related skills. The following can frequently be found: increasing self-esteem, developing a variety of communication skills, growing confidence, and expertise in the digital realm, encouraging appreciation of diversity, establishing collaborative problem-solving approaches, and developing higher-order thinking skills. Earning through study and inquiry doesn't mean leaving each kid to fend for themselves intellectually in the wild; rather, it means providing controlled chances for research that are infused with peer learning and peer review as well as human relationships.

Through these connections, different students may become more confident speakers and active participants in their communities of learning and research. Getting a business education will help you get where you want to go, whether you want to start your own firm or become the CEO of one

of your favorite corporations. The advantages of bachelor's, master's, and MBA programmes are numerous. They will enable you to gain a substantial amount of industry knowledge while also boosting fundamental business skills like communication and time management. Research-based education and learning are one of the finest ways to link curriculum to business reality.

This method of instruction for students in modern degree programmes should mimic the kinds of analytical, critical, and active research. Research activities can also aid in bringing together a variety of students, receiving feedback from peers, and spreading information. Working on research can help students gain analytical and critical thinking abilities as well as the ability to acquire new knowledge about a subject, understand the facts and figures more clearly, and share that knowledge with others. Additionally, they have access to public comments which could aid in their skill improvement.

A person's ability to find content and information depends on the websites they are using and the disciplinary setting. In the modern world, where people can go into their pockets and take out their smartphones, and access more than 4.66 billion web pages, this is not a problem. People can gather data even in remote parts of the world thanks to a very well-known initiative known as the "Open Science Movement," where they can crowdsource their ideas online. This kind of movement can encourage individuals to read and learn about the topics that interest them, regardless of their educational level, cultural background, region, or financial situation.

Students who do this have access to resources that are literally innumerable, just like students at other institutions and anyone else or organization. Meyer, Shanahan, and Laughksch conducted research in 2005 to determine why pupils frequently get academic research. To get more data and information; To learn the facts and truths about the issue; To gain a deeper comprehension of a topic through perceptive study and discovery; The greatest technique to find buried knowledge is through re-research. Speaking of a very real example, the students are expected to think imaginatively, conduct the appropriate study, locate appropriate facts regarding their opinions, and read as many research papers as they can to develop powerful information. Compared to the traditional classes they take at their business schools, this is significantly more productive.

They develop good reading habits, their critical thinking abilities improve, they practice writing and analytical thinking, they learn how to deal with problems, difficulties, and dilemmas, and many other skills that will be useful in their future employment. Research-based Learning in 5 Stages - 1) Determining and defining the subject, problem, and challenge 2) Looking into the data. After that, organize the data by classifying, defining briefly, clarifying, and conceptualizing it. improving their reading skills. 3) Allowing them to enter their own minds. Something really vital and innovative is to think beyond the box. 4) Reviewing the report and providing a compelling conclusion. 5) Sharing the results with the teachers, classmates, or even online is the best and final step.

That will help them communicate more effectively. If you're planning to launch a firm soon, business schools and business education can assist you in specializing in your primary functional areas, such as marketing, finance, supply chain management, etc., in a way that meets your objectives. By pursuing a business degree, you will gain insight into various business fields like accounting, marketing, etc. You will also see how different departments are connected to one another, even though they all have different goals, and how they work together to accomplish a single corporate objective

The COVID-19 pandemic business education market is projected to continue to offer benefits such as flexibility and cost even after many programs are now taught remotely. Additionally, the industry saw a 50% increase in the number of students enrolling in MBA programs. Since many institutions are now focusing on learning by doing this technique since it also provides practical learning for students and adds to their business ethics and values, business education programs now also include practical elements such as industry visits and internship programs.

This gives students the ability to take advantage of these chances, discover what positions they are interested in, and apply their knowledge and skills in those fields. Many people who have a particular talent, skill, or area of knowledge would want to make a living by introducing others to these interests. Being a teacher may be a very gratifying and successful career that lets you spend every day doing what you love. One can offer special needs pupils coaching foreign language lessons, public speaking lessons, and museum consulting services, among other things. There are numerous chances for instructors to work and make money in these places; they can pursue their passion projects while making money

In universities, the co-location of education and research is a significant advantage. Students and academics everywhere can learn from research about what is known as well as the boundaries of knowledge. This has always been crucial, but in today's politically charged age of "alternative facts" and "fake news," it is vitally essential. By engaging with research, we can all observe how knowledge gaps are filled, new information is produced, and how it may be effectively shared with a range of audiences.

The Connected Curriculum programme encourages disciplines to draw on their own originality and the unique traits of their own fields of research in order to foster new ways of thinking and communicating about what it means to be a university. It has already sparked a number of constructive discussions regarding fresh options for higher education. Additionally, it has promoted changes in practice both within its own institution and in larger regional, national, and international contexts. If they keep on doing this and students and communities gain, it will have achieved its goals.

The field of entrepreneurial education is still in its early stages of growth, despite the positive effects it has on both students and society. It is still regarded as a cutting-edge yet unproven pedagogical strategy that sparks both a lot of curiosity and misunderstanding among many stakeholders. If we are to succeed in making effective and efficient entrepreneurial education accessible to the majority of people in the educational systems around the world, there is still a great deal of work to be done. And there are still many risks, detours, and distances to travel before accomplishing such a lofty aim. Finally, we would like to say that in addition to theoretical instruction, case studies, regular interaction with students, an understanding of their points of view, participation in group activities, and scheduling a talk with an experienced corporate head can all help students connect their coursework to real-world business situations

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BUSINESS EDUCATION IMPACT ON BUSINESS ENVIRONMENT AND POLITICAL ENVIRONMENT



MONGOLIA

Abstract

Many developing countries attach great importance to education for their countries to reach a certain stage of development, both economically and socially. The reason for this is that countries need new technologies and developments to keep up with the world market and competition at the economic level. Our present students will face within the next 10–20 years many changes in the job markets. Some well-known jobs today will disappear and new jobs will enter the business activity. Today, the productivity of countries is greatly affected by the rate of the qualified labor force. For this reason, to obtain a qualified workforce, the importance and investments given to business education are increased. The number of business schools worldwide has grown significantly in recent years.

Keywords:

Business Education, Business environment, Political environment, Economic growth

Abbreviation

GDP-Gross Domestic Product.

Introduction

Every process in life needs a person with business knowledge or experience to manage things such as buying, and selling, schools, universities, and hospitals. Business education is very crucial for investors, businessmen who want to do business projects, and students who want to study business. Any project without any business knowledge has a high probability of failure. The business gives life to every project, for small or big businesses, or in every aspect of life. In the present environment, business education is facing several types of challenges. Business schools need to update the content of their business education to develop the students' soft skills and encourage them to actively work in teams and discuss business subjects based on the students' work and professional experiences. Due to globalization, students expect more than just raw knowledge. They want an international experience to have a global outlook on businesses and have the opportunity to network.

The relationship between the level of education and Economic growth

The relationship between education and the economy consists of the basic concepts and subjects of economics such as goods and services, needs, benefits, production, consumption, employment, welfare, income, expenditure, and distribution. The economy will decide which goods and services will be produced by whom, for whom, and how much these goods and services will be produced in a country. Increasing the level of education in society increases the production capacity by increasing the quality of labor. An increase in the quality of labor can be achieved through investment in human capital. Therefore, there is a relationship between the increase in the education level of human power and economic growth for which business education is so critical. The contribution of education to economic growth, studies conducted with the growth calculation method in the early 1980s revealed that a significant part of the increase in economic growth was due to the increase in the level of education in the workforce. Studies conducted in various countries have revealed that education has a significant contribution to economic growth.

A high level of technological development requires highly trained personnel. In the present business environment, business education has become very crucial for employing, but also a profitable business. The turbulence of the business environment generates many changes in the jobs spectrum, a phenomenon that creates many questions for both academics and students concerning the curriculum content for business administration university programs. Therefore it's so important to provide business education in an efficient way to future generations. Business education is conducted in higher education institutions, and also through various types of training, internships, volunteering, and other pieces of training. The whole business education aims to prepare the actual students for future jobs and professional achievements. When the dynamics of the business environment lead to the disappearance of many of today's jobs and the creation of many new ones, it is time to question the business education paradigm and search for a new one capable of offering an answer to this complex situation.

As earlier noted, business education enables the student to explore and learn about the world of work and the relevant interest and career interests of their choice, providing them with the necessary occupational information to enable them to understand the various occupations in the world of work and enable them to acquire skills in the field of their choice. Business education contributes its role in educating citizens of a country to run their businesses more successfully which helps to improve the economy of a country and thus helps indirectly in national development. The better the condition of business education, the better will be the economic growth in the country which also makes a great change in the political and business environment. Business education played a vital role in business and political development, especially in areas that include the following: generation of employment/creation of job opportunities, industrial development, entrepreneurship strategy, poverty alleviation, promotion of the economy, and promotion of culture and value. It is a form of vocational education

that is directed towards developing the learner to become productive in teaching, paid employment, and self-employment. Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business.

On the other hand, education about business provides knowledge and understanding of the economic, financial, marketing, accounting, management system, and other branches of business endeavor. Business education plays a significant role in economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge to others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful, and dynamic business teachers, office administrators, and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises such roles could be as an employee, entrepreneurs, and employers, or simply as self-employed.

Importance of Business Education

Business is in everything and everyone should acquire basic knowledge of it. From a content perspective, certainly, business education is vital - not business in the narrow sense, nor business only as entrepreneurship, but business as an understanding of and orientation to markets. In the final analysis, everyone is in business - we all do something for the benefit of others (a market), and for this, we charge, either by way of invoice or salary receipt. School leavers need to understand how societies and economies work and by extension, how markets behave - markets for professional and other services and products. Such an orientation in education would also imply a re-casting of vocational guidance, from its current foundation on psychology and input-based logic to a focus on opportunities available in the marketplace of work, the potential profitability of such opportunities, their supply/demand dynamics, and an understanding of the resources required to access them.

Business education can be defined as the fundamental theory of business which helps an individual to perform well in the world of business. Business education involves that aspect of education that provides the knowledge, skills, understanding, and other attitude needed to perform well in the world of business as producers or consumers of goods and services that business offers. It is a program that offers knowledge activities and skills needed by citizens to effectively manage their resources and participate well in the economic system. It is a preparation for a business career when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves the preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. However, business education ought to produce responsible, productive, and self-reliant citizens. This highlights the importance of business education in inculcating in the recipients' knowledge, values, attitudes, and skills needed in the business world. The objectives of business education cannot be over-emphasized, hence, business education generally is borne out of the needs of industry, commerce, and society. In addition, it is career oriented and aims at preparing people for gainful employment.

Scientific research has revealed that there are linear relationships between education level and economic growth, and political and social development, which are the elements of development. The contribution of human resources to social improvement and, accordingly, to economic development is quite large. According to education economists, the basic point of economic development is education. The purpose of education is to meet all kinds of requests and needs of both the country and the people. Mutual interaction is possible in a country that allows educated individuals to grow. In other words, individuals who have reached a certain level of business education reach a better standard of living because they have a better income. An individual with better living conditions, on the other hand, contributes to society and affects the development of their country. Individuals can be economically active, increase productivity, contribute to production opportunities and be closely related to social responsibilities.

Highly educated workforces often create competitive advantages for companies in the business environment. Educated employees can help companies improve operations and possibly find new or better ways to produce goods and services. Employees with a solid business education may also provide companies with internal managerial candidates, allowing companies to promote employees from within rather than conducting extensive recruiting searches for managers. Skills and knowledge of business education provide employees with confidence, which is vital for business productivity. Business education offers a career growth opportunity for workers. These skills further enrich business.

The role of Business Education on the Political environment

Business development takes an important place in economic growth at national, regional, and international levels. At the same time, various macroeconomic factors influence business development. Firms report macroeconomic and policy instability, corruption, inefficient functioning of financial markets and legal systems, excessive taxation and regulations, and poor infrastructure as significant constraints for their performance. Many of these perceived obstacles are correlated with low firm growth. This evidence can inform policymakers who substantially determine a country's business environment through the legal system, taxation, bank system, and court system. Political factors often go hand-in-hand with legal factors and are often seen as non-market forces affecting business operations. Political decisions ultimately affect the entire economic, social and cultural environment.

Political Stability

- The political scenario of a country has a huge impact on the operation of a business.
- If political stability is lacking, there are always interruptions and unequal work patterns to be observed.
- The government continues to impose restrictions in various sectors, thus affecting large-scale businesses.

Lack of political stability in a country affects business. This is especially true for companies that operate internationally. For example, a drastic takeover could topple the government. This can lead to riots, looting, and general disorder in the environment. These disrupt business operations. Sri Lanka was in a similar state during a civil war. Egypt and Syria faced disturbances too.

Taxation

The tax system is very important when it comes to the political environment. If a government balances taxes and budgets, businesses have the incentive to produce more and grow.

Foreign Trade Regulations

Expansive business management policies enable businesses to operate on a global scale, where the government plays a role. The government sets various rules and regulations (EXIM policy, Forex policy, etc.), to enable the company to operate in the international market and maintain its competitiveness in the global market.

Policymakers in low-income countries have for a long time viewed productive entrepreneurship to be a key part of their strategies for inclusive growth. In contrast to necessity (or subsistence) entrepreneurship aiming at survival, opportunity entrepreneurship can help people escape poverty and contribute to development. In many low-income countries, however, the emergence of opportunity entrepreneurship and its contribution to growth and job creation has been limited. One of the reasons is the low competitiveness, stemming in part from an overall weaker business environment and larger skill gaps in low-income countries than in more advanced economies. To encourage entrepreneurship, policymakers in low-income countries have been reforming their business environments and educational systems, especially in the context of the relatively low global growth and declining trade. In low-income countries, education has a higher effect with a better business environment, in particular better enforcement of the rule of law.

The perfect example of the effects of poor business education is the case of Nigeria. This country is facing numerous problems in the political, economic, and business environment such as economic recession, slow-down of industrial production, high rate of unemployment, the GDP in bad state and inflation on the increase and poor business education is a big factor causing it. Things in Nigeria are generally getting more difficult affecting their lifestyle. The federal government recognized the importance of education in its efforts to resuscitate its dwindling economy and has placed a premium on quality and functional education systems.

The major challenge facing Nigeria today is slow economic development, the prevalence of poverty, and ignorance on how to empower the youths with the right business education that will help them to become self-reliant. The nation is also searching for how best to engage the teeming youths in entrepreneurial skills. Business education as an aspect of vocational education provides tools for generating knowledge, raising living standards, and enrichment of educational goals as well as boosting the nation's economic activities. The role of business education is more than just imparting the desirable knowledge, skills, and attitude to start and run an enterprise: McMillan stated that business education enables young people to appreciate the interplay between modern society and its supporting economic, financial, and administrative structures by using models, techniques, and technology; and to understand and make informed judgments about aspects of society in local, national, and international contexts.

Ekpo further stressed that an effective business education program reduces the high level of corruption among the ruling and the dependent classes in society. It trains individuals to produce and contribute to the production of goods and services. Ekpo further stated that apart from the above-mentioned contributions, business education helps in the nation's economic recovery and development through the means of:

- equipping the beneficiaries with skills in establishing and administering a new business,
- targeting and exploring the business opportunities in the market,
- sourcing and managing finance,
- determining the purchasing and supply chain of the market,
- operating a small and medium-scale business efficiently,
- enhancing and developing strategies for winning the market competition, and
- structuring and forecasting consumers' needs for products and services,

Additionally, Adam, Jibrin, and Lukman noted that business education contributes to governments' realization of revenue together with the reduction of the significant rate of youth unemployment/ graduates in Nigeria. Thus, business education has the potential and opportunities to rebound and play a crucial role in economic recovery, growth, development and industrialization, wealth creation, poverty reduction, and employment creation in Nigeria.

The issue of economic recession in Nigeria has caused extreme poverty and suffering of the poor masses. Affordable inclusive healthcare and Quality education is derived from the poor masses. The economic recession being experienced in Nigeria is having a serious negative effect on the education sector. The researcher concludes that economic recession is negatively affecting the quality of delivery of business education programs and its ability to produce graduates who possess the skills, knowledge, competency, and know-how to contribute to the Nigerian economic recovery. Also, the graduates of business education must be equipped with entrepreneurial skills and competencies that will enable them to create wealth and become self-employed, and even employ others when they graduate from school instead of searching and waiting for government jobs that no longer exist. This will go a long way to reduce the unemployment rate that continuously expanded among fresh graduates and also improve the living condition of Nigerians.

Conclusion

According to the results of the study, we can draw the following conclusions:

Business education is beneficial to every business owner, but some may not need it. They prefer learning business aspects through experience. However, others want to gain ideas and knowledge while still young. This is why business education is so vital for them. Learning things about business can help you be a better entrepreneur in the future in every aspect of life thus contributing to the business and political environment.

The political environment plays an important role in business regulations.

The political environment mainly affects the way a business operates. But more than once it became an obstacle in the operation of the business.

The political environment is related to the business environment including all the rules and regulations, laws, and the role of government in the day-to-day operations of organizations.

The tax system is very important when it comes to the political environment. If a government balances taxes and budgets, businesses have the incentive to produce more and grow.

Recommendation

Funds should be injected into the education system, particularly business education programs to enhance the quality of teaching and learning in schools.

Government should provide enough funds for research and publication, for academic staff training and development, and the improvement of quality and maintenance of standards of business education programs in the higher institutions

Government should increase expenditure on skills acquisition programs in ICT, and entrepreneurship among others which business education provides. This is one point that most underdeveloped countries had always neglected. It is only skills that lead to production.

The government should partner with private organizations and business education departments in tertiary institutions to organize entrepreneurship and skills acquisition programs for the youth. Any economic recovery program that would not boost jobs is not what the country needs at this critical time.

Developing countries should patronize locally made products and services to reduce the demand for foreign products. Governments should discourage, vehemently, consumption of foreign goods and encourage locally manufactured products which are possible only with citizens who acquire good business skills.

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Benchmarking an evidence-based curriculum for Health Informatics in India - A comparative analysis of the skills required by the jobs and skills impacted by accredited courses



Abstract

A fundamental set of informatics skills are necessary for careers in the health care industry due to the international and Indian technological innovations' quick speed. The goal of the study is to ascertain the relationship between the skills taught in healthcare IT courses at colleges and those required for health informatics job roles in order to provide recommendations for bridging the skills gap in both fields. Using three job boards—Glassdoor, Indeed, and Monster—we performed a comparative analysis of the Health Informatics-related job postings in India between August 2022 and October 2022.

"Health informatics," "public health informatics," and "health IT management" were among the search terms. 926 job listings were located in the initial search. 44 jobs that precisely matched our inclusion criteria remained after duplicates, inactive listings, and those that missed descriptions of the roles' responsibilities were removed. Job categories, the type of hiring organisation, preferred and required educational degrees, preferred and required work experience, salary information, job types, job locations, associated knowledge, skills, and expertise, and software skills were all recorded from the publicly available job postings. The most prevalent job title was analyst (53%, n=23), while IT service management systems made up more than one-third of the hiring organisations (40%, n=18). 98% of the positions (n=43) were full-time, and 30% of them (n=13) were in Bengaluru City.

The most common abilities required were data modelling/manipulating (59%, n=26), data visualisation (55%, n=24), and Microsoft Office (36%, n=16). Common programming languages were JAVA, Python, and Structured Query Language (SQL). Only 19 of the 77 colleges from the initial search met our inclusion criteria, after duplicates, inappropriate institutions and courses, non-accredited colleges, and colleges offering courses other than Health Informatics had been eliminated. The information recorded for the educational institutions included number of colleges offering Health IT programmes, duration of the course, location, type of course, affiliations and module-by-module competence evaluation. In an information society that is rapidly changing, it is crucial to develop a standard curriculum for health informatics that takes into account a broad framework of integrating informatics competencies, analysis of the skills and jobs needed, and knowledge acquisition based on global health informatics projects. This will help India produce a workforce that is highly effective.

Key words: Health Informatics, Health IT Management, Health IT jobs, Competencies, Health Informatics courses

Introduction

Despite having a strong telecommunications infrastructure, India's healthcare delivery systems were mostly relied on manual record keeping. Sadly, Indian policy makers have not yet grasped the significance of health informatics (including tele-health, which includes e-Health and Telemedicine), which is changing as a result of advancements in the healthcare profession. This is not even considered a subject or a tool for learning anywhere in the Indian curriculum. Most healthcare students should have as their ultimate goal to develop into proficient users of health informatics and, if at all feasible, specialists in the field. It is crucial to create a flexible syllabus rather than a rigid one for incorporating into the standard curriculum of medical and paramedical education given the quickly evolving field of health informatics. Only then can one reasonably anticipate that all participants in the healthcare delivery systems will adopt and use health informatics as a regular tool for their work.

The demand for interventions in community health that are supported by evidence is rising. Population health informatics is a young field of study, but it has consistently shown great potential for transforming how population health interventions are delivered. Tools and technologies in population health informatics are quickly improving the ability to convert expanding population data into useful information that can provide actionable insights. These population health technologies have already demonstrated promise in enhancing the efficiency of fundamental public health services including vaccines, outbreak detection and control, and real-time data on the effects of catastrophes on health. In order to support public health organisations' initiatives to develop and maintain information capabilities that address changing population health demands, expertise in population health informatics is essential.

Health professions demand a fundamental set of informatics abilities due to the vast array of healthcare tasks that rely on data evaluations and the quick pace of technological improvements. In order to supervise the creation and implementation of effective IT systems, health organisations also require health informaticians to work at both the junior and senior organisational levels.

India has a large number of health informatics training programmes. The study of informatics is offered at the certificate, master's, and doctoral levels in more than 70 educational institutions in India. The last ten years have seen the emergence of a vast number of training courses in the field of health informatics. Health informatics is a more recent development when compared to the informatics programmes available. According to studies, there are gaps in the competencies of health informatics graduates when it comes to satisfying the requirements and needs of the dynamic healthcare workforce, despite the expanding number of training programmes in both informatics and healthcare management.

There are currently no workforce evaluations that demonstrate the proficiency of health professionals in health informatics abilities across various local departments. It is necessary to do a gap analysis of health informatics graduate education abilities to determine the important subjects that are absent from the graduate curricula currently offered, including the professional acceptance of informatics in health. To determine where we stand, a preliminary analysis of current Health Informatics programmes that offered master's and doctoral degrees is required. Also, healthcare industry is one of India's fastest-growing industries. Technology and healthcare have come together to create a new, successful sector in India.

Technology has aided in the transformation of other important industries like finance and education to do the same for this one. The healthcare sector may reach \$370 billion in 2022, generating 35–40% profits, according to many estimates. Health tech is a game-changer, despite the fact that India still has a long way to go before using it to improve healthcare. 40 million people are expected to work in health technology by 2030. Around 2,975 new businesses in India are specialising in health technology. India has a large number of health technology firms in the pharmacy, home healthcare, diagnostics, and biotech industries. A new Internet of Medical Things (IoMT) has been developed as a result of the Internet of Things and telemedicine, and it is now essential for tracking and avoiding illnesses.

Healthcare providers can determine the best method for each patient with the aid of more effective, precise, and lasting interventions with the aid of AI-driven analytics, tools, and equipment. The demand for and acceptance of better healthcare has led to an increase in the number of health-tech firms in India. The Indian healthcare sector may finally use technology to address the problems ailing it now, including quality, maximising capital utilisation, scalability, accessibility, etc. As a result, start-ups in India's health-tech market have a great chance to satisfy both demands and desires. Given everything that is going on in the health tech industry, it is crucial that the individuals entering the field to guide these developments have the necessary abilities to propel the sector toward success. To better understand the skills these professionals, possess, we have designed a descriptive research.

Methodology

Phase I – Job Analysis

We conducted content analysis of the health IT related job postings in India between August and October 2022 using Career 360 job board, naukri.com, monster.com. We use instant data scrapper, a web-based google chrome tool to scrape the information of jobs from the online portal. The aim of search was to characterize the knowledge, skills and expertise required by the employers. The search term included “business analyst”, “healthcare analyst”, “Health IT jobs”. The companies providing complete job description along with salary offered and skills required were included in the study. The initial job search yielded 926 job postings. The job roles with no complete information or were duplicate of already selected jobs were rejected. Rejected jobs were 504, due to lack of information provided by the companies; the job description was not clearly mentioned and/or was incomplete, and 422 jobs were duplicate of selected jobs. The selected jobs were then further segregated into 44 jobs listings.

Identification of job titles:

Individual reviews of all 44-job posting conducted. The jobs were subsequently classified as analyst, research analyst, expert, knowledge management associate, associate, manager, consultant, quality control, data scientist. The job positions were combined based on job titles and job descriptions. The degrees required/preferred, experience required/ preferred, salary bracket, skills required were segregated.

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Variable extraction

Following variables were extracted from postings analysed:

Job categories

Information gathered from available job posting was divided into different categories as analyst, research analyst, expert, knowledge management associate, associate, manager, consultant, quality control executive and data scientist.

Hiring organization type

Information gathered from available job posting was divided into different categories as health system, consultancy, IT service management, pharmacy and academics.

Degree required/preferred

Information gathered on required/preferred degree from available job posting was divided into bachelors and above, master's and above, PhD/MD or equivalent and those where the required degree was not listed.

Experience required/preferred

Information on preferred/required experience was gathered from available job posting and was divided into 1 to 2 years, 3 to 4 years, 5 to 7 years, 8 to 10 years and where experience was not listed.

Salary

5. Salary

Information regarding salary bracket was collected in Indian rupee from available job postings and was converted into US dollars. The salary was then classified into following brackets 4000\$-8000\$, 8000\$-12000\$, 12000\$-16000\$ and 16000\$ and above.

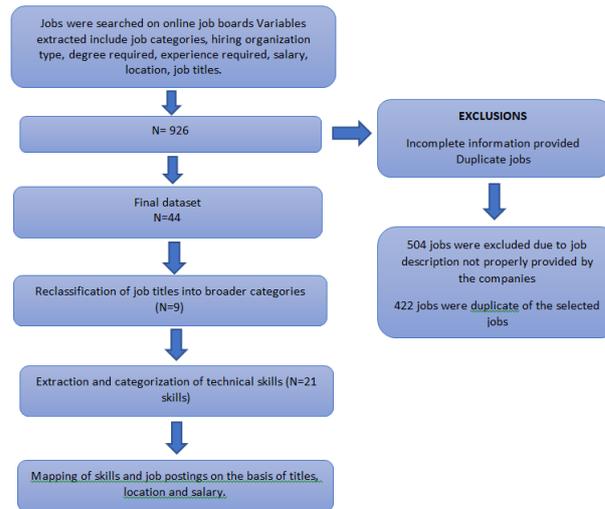


Figure 1: Flowchart describing the job assessment process

Phase II – Assessment of Health Informatics Educational Programmes

Using careers360.com as a resource, we looked through 77 educational institutions offering health care management courses throughout India. Nineteen colleges met the requirements out of which. The colleges that met the criteria for selection were those whose brochures, which had detailed information on the modules, length of the course, location, affiliation, and entrance requirements, were readily accessible on their official websites. We took into consideration the colleges that provided two-year programmes. Following information was found during the search:

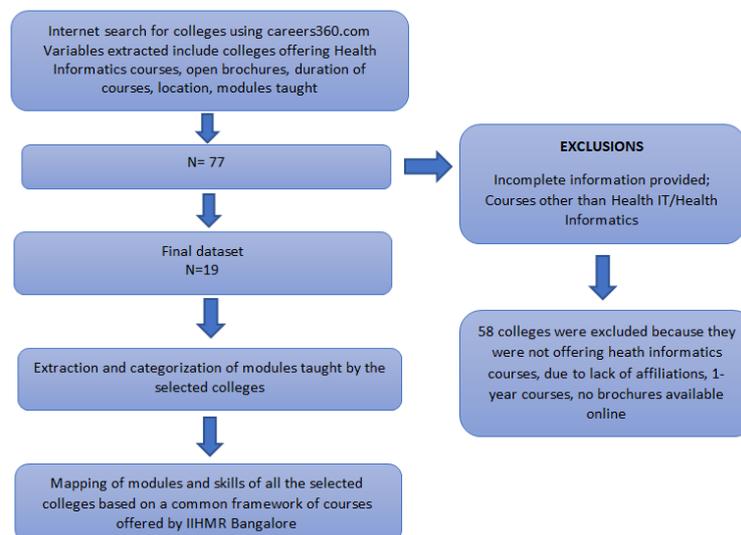


Figure 2: Flowchart describing the assessment of educational institution

Phase III- Identification of job skills

After analysing the job description of all 44 jobs, following skills were classified as mandatory/ required for seeking employment in health IT sector:

SKILLS REQUIRED
SAS
Quality Measurement
Oracle
Data manipulation skills
Data visualization
Communication Skills
Python
Customer centric
Data modelling skills
Microsoft office
Problem solving skills
Project management skills
SQL
Tableau
Product development skills
Decision support skills
Experience/knowledge in US healthcare
Knowledge of EMR/HER
Health information system knowledge
Biomedical/clinical experience
JAVA

Table 2: List of skills required for the jobs

Results

Descriptive Analysis of Job Postings

The jobs yielded were classified into 9 job categories as analyst being 53% (N=23), research analyst as 7% (N=3), expert as 4% (N=2), Knowledge management associate 2% (N=1), associate manager as 11% (N=5), manager as 9% (N=4), consultant as 6% (N=3) quality control executive as 2% (N=1) and data scientist as 4% (N=2). 40% (N=18) of the hiring organization were IT service management and 27% (N=12) were associated with health system. 56% (N=25) job postings required bachelor's as minimum requirement.

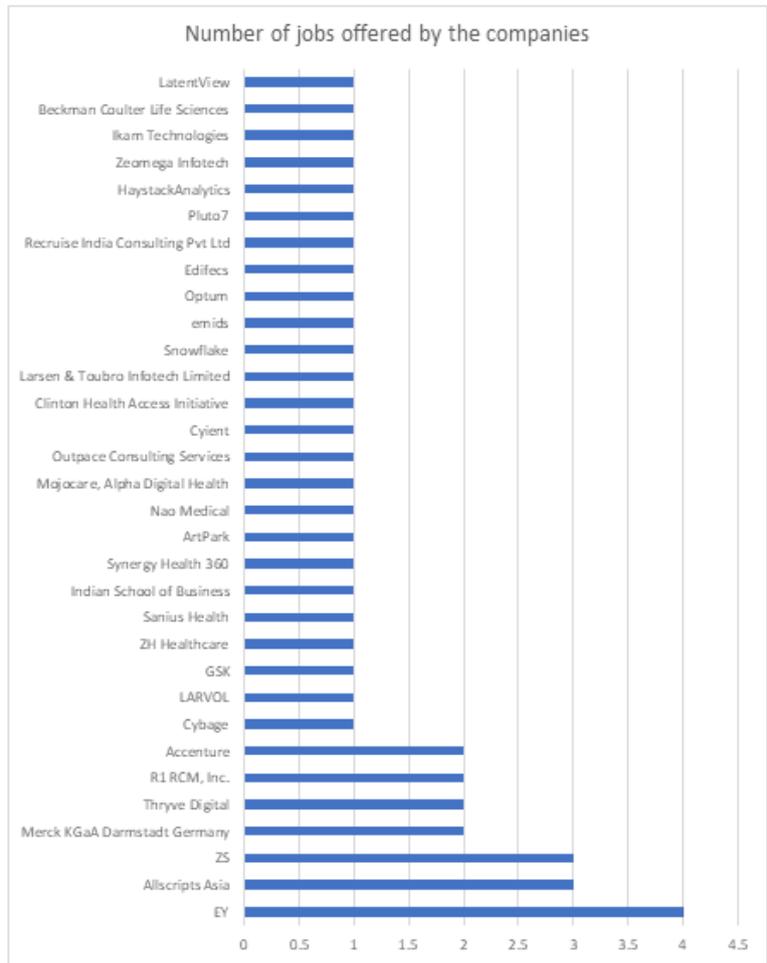
30% (N=13) of jobs were located in Bengaluru, Karnataka; 7% (N=3) were located in Gurgaon, Har- yana; 5% (N=2) of jobs were located each in New Delhi, Mumbai, Hyderabad and Chennai. 5% (N=2) of the jobs were remotely located.

VARIABLES ASSESSED	N=44
Job Categories	
Analyst	23 (53%)
Research analyst	3 (7%)
Expert	2 (4%)
Knowledge management associate	1 (2%)
Associate manager	5 (11%)
Manager	4 (9%)
Consultant	3 (6%)
Quality control executive	1 (2%)
Data scientist	2 (4%)
Hiring organization type	
Health system	12 (27%)
Consultancy	8 (18%)
IT service management	18 (40%)
Pharmacy	4 (9%)
Academics	2 (4%)
Job Type	
Full-time	43 (98%)
Part-time	0
Internship	1 (2%)
Degree Required	
Bachelor's and above	25 (56%)
Master's and above	13 (29%)
PhD/ MD or equivalent	2 (4%)
Not listed	4 (9%)
Experience required	
1 to 2 years	7 (15%)
3 to 4 years	8 (18%)
5 to 7 years	16 (36%)
8 to 10 years	4 (9%)
Not listed	9 (20%)
Salary	
4000\$ -8000 \$	10 (23%)
8000\$-12000\$	15 (34%)
12000\$-16000\$	1 (2%)
16000\$ and above	2 (4%)
Not listed	16 (36%)

Table 3: List of variables assessed for the selected job postings

Number of jobs offered by the companies:

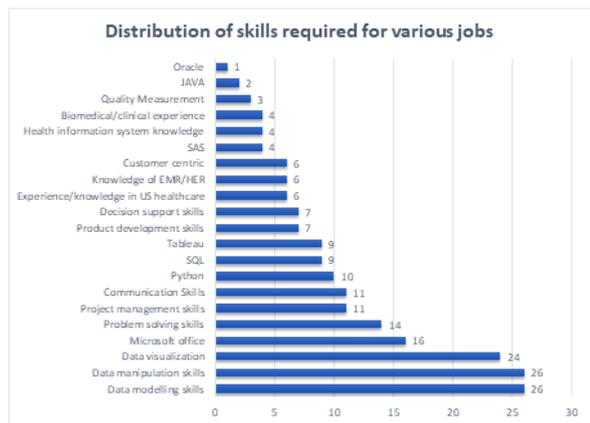
The 44 jobs were offered by various health IT companies across India.



Graph 2: Number of jobs offered by the companies

Distribution of skills required for jobs:

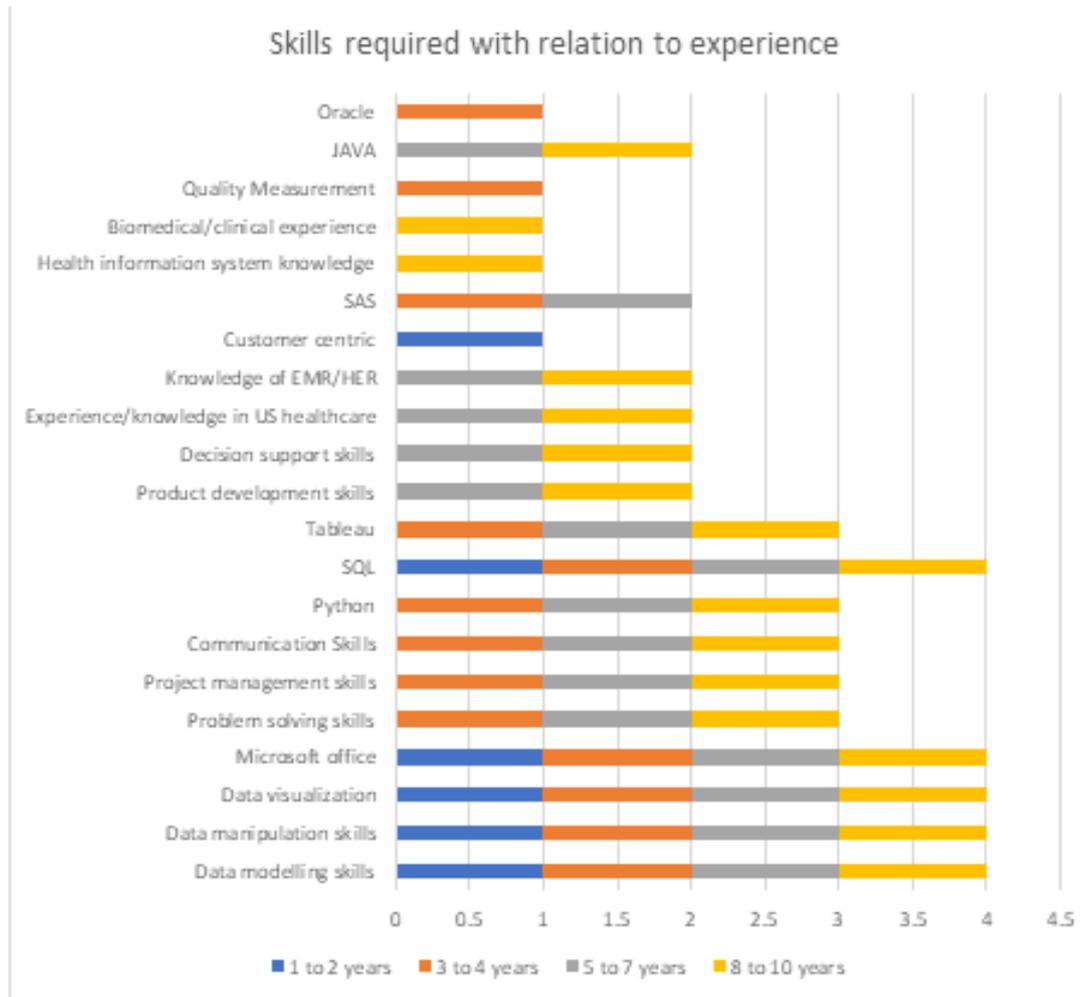
The skills required were segregated in 21 types. The skills were then matched with the jobs on the basis of job description provided. Data manipulation skills and data modelling skills were essential in 26 out of 44 job postings, followed by data visualization required in 24 out of 44 job postings, Microsoft office was required in 16 out of 44 job postings, problem solving skills were required in 14 out of 44 job postings, communication and project management skills were each required in 11 out of 44 job postings, python was required in 10 out of 44 job postings and Tableau and SQL were each required in 9 out of 44 job postings.



Graph 3: Distribution of skills required for various jobs

Skills required in relation to experience:

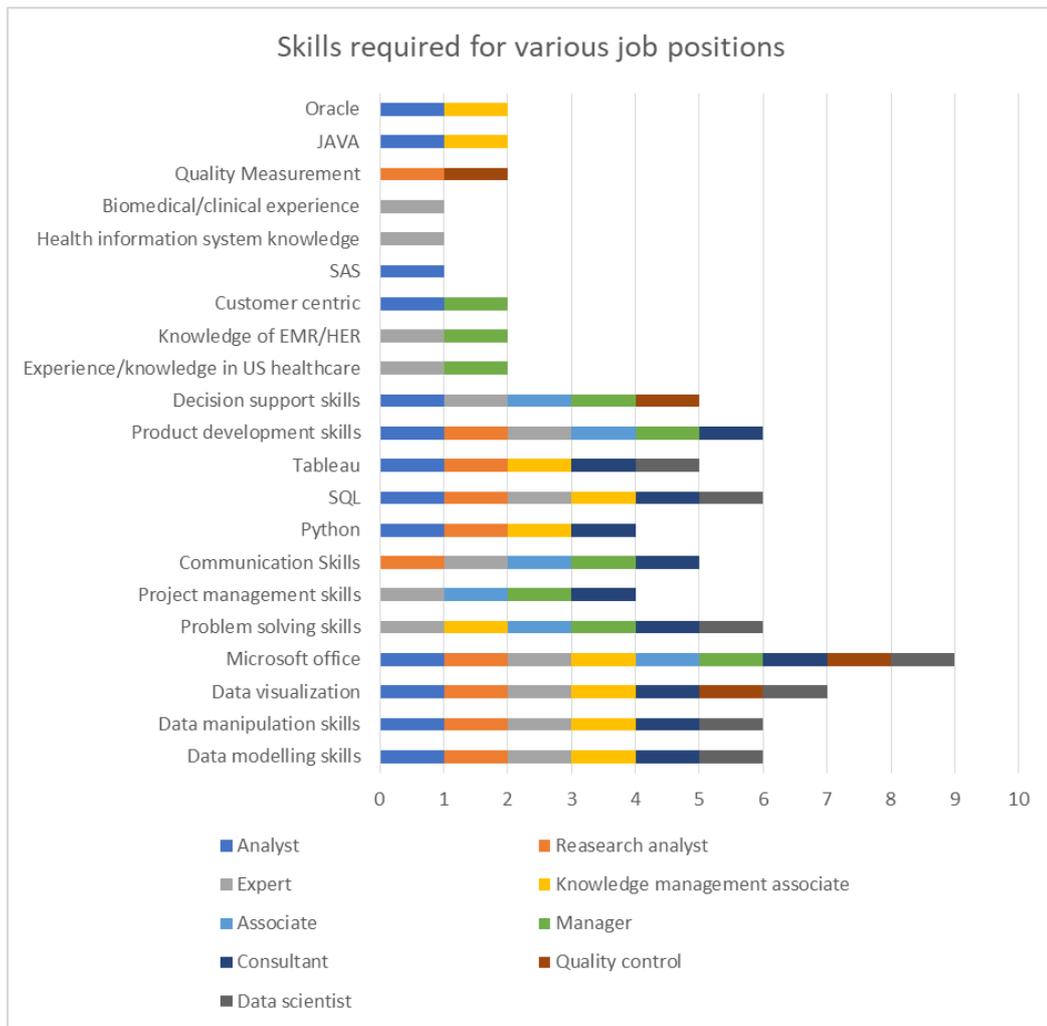
The skills required were then classified on the basis of experience required as per the job description. The experience required was divided into 1 to 2 years, 3 to 4 years, 5 to 7 years and 8 to 10 years.



Graph 4: Skills required with relation to experience

Skills required for various job positions:

The required skills were then segregated into various job positions. The job positions were divided as analyst, expert, associate, consultant, data scientist, research analyst, knowledge management associate, manager and quality control associate.



Salaries with respect to skills required:

The salary bracket provided by the companies was converted into US dollars from Indian rupee. The salaries were then segregated on the basis of skills required.

Data analysis skills, python, SQL, Microsoft, Tableau, decision making skills, product development skills, knowledge of EMR/HER were listed as desirable skills for salary bracket of >16000USD.



Descriptive Analysis of Educational Programmes

We created a unified framework of modules based on our analysis of the core competencies demanded by the hiring firms after examining the modules of each college offering Health Informatics courses. Core management skills such as human resource management in healthcare, financial management for healthcare, marketing management, healthcare operations management, supply chain management in healthcare, and strategic management in healthcare were found to be the most often offered modules. Technical skill modules made up only 3% of the programme. The remaining modules concentrated on developing organisational skills.

MODULES
Organizational Behaviour
Financial Management for Healthcare
Human Resource Management in Healthcare
Strategic Management in Healthcare
Healthcare Operations Management
Marketing Management
Supply chain management in Healthcare
Health Insurance
Project Management in Healthcare
Business Communication
Quality Management in Healthcare
IT in Healthcare Management
Analytics for Healthcare
Global Health Systems
Hospital Information System

CLASSIFICATION BASED ON SKILLS	MODULES
Technical skills	IT in Healthcare Management
	Healthcare IT standards
	EMR, EHR, Interoperability
	Java, SQL
	Analytics for Healthcare
	MS Excel
	Hospital Information System
	Quality Management in Healthcare
	Quality and safety
	Quality assurance
Quality improvement tools	
Management skills	Financial Management for Healthcare
	Healthcare cost and equity
	Budgeting and investment
	Accounting principles
	Human Resource Management in Healthcare
	Job analysis
	Human resource planning
	Pay benefits and incentives
	Strategic Management in Healthcare
	Strategy formulation
	Strategy implementation
	Environment analysis
	Healthcare Operations Management
	Marketing Management
	Marketing in healthcare
	Understanding consumers
	Pricing and project strategy
	Supply chain management in Healthcare
	Inventory management
Transport	
Drugs and medicines	
Project Management in Healthcare	
Organizational skills	Organizational Behaviour
	Emotional intelligence
	Problem solving
	Leadership style
	Business Communication
	Interpersonal communication
	Non-verbal communication
Communication skills	
Others	Global Health Systems
	US healthcare system
	Singapore healthcare system
	UK healthcare system
	Health Insurance
	Health Insurance in India
	Community health insurance
Private health insurance	

Percentage of colleges offering the following modules

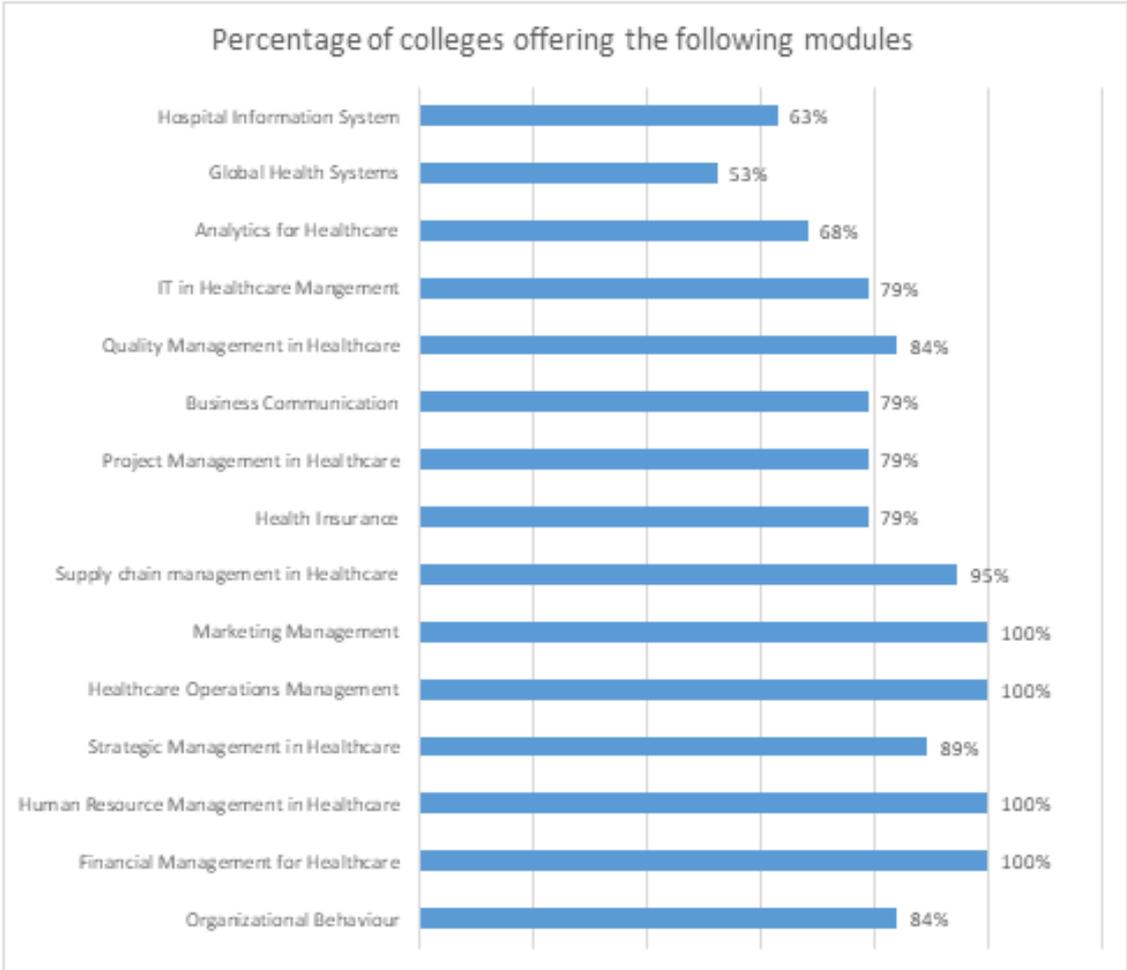
The modules were grouped according to the competencies listed in the job postings, and the number of institutions offering these fundamental skill sets was compared with that. IT in Health Management was offered by 79% of the colleges, Analytics for Healthcare was offered by 68% of the colleges, and Hospital Information System was offered by 63% of the colleges.

Table 5: Classification of modules based on specific skillset

CLASSIFICATION BASED ON SKILLS	MODULES
Technical skills	IT in Healthcare Management
	Healthcare IT standards
	EMR, EHR, Interoperability
	Java, SQL
	Analytics for Healthcare
	MS Excel
	Hospital Information System
	Quality Management in Healthcare
	Quality and safety
	Quality assurance
Quality improvement tools	
Management skills	Financial Management for Healthcare
	Healthcare cost and equity
	Budgeting and investment
	Accounting principles
	Human Resource Management in Healthcare
	Job analysis
	Human resource planning
	Pay benefits and incentives
	Strategic Management in Healthcare
	Strategy formulation
	Strategy implementation
	Environment analysis
	Healthcare Operations Management
	Marketing Management
	Marketing in healthcare
	Understanding consumers
	Pricing and project strategy
	Supply chain management in Healthcare
	Inventory management
	Transport
Drugs and medicines	
Project Management in Healthcare	
Organizational skills	Organizational Behaviour
	Emotional intelligence
	Problem solving
	Leadership style
	Business Communication
	Interpersonal communication
	Non-verbal communication
Communication skills	
Others	Global Health Systems
	US healthcare system
	Singapore healthcare system
	UK healthcare system
	Health Insurance
	Health Insurance in India
	Community health insurance
Private health insurance	

Percentage of colleges offering the following modules

The modules were grouped according to the competencies listed in the job postings, and the number of institutions offering these fundamental skill sets was compared with that. IT in Health Management was offered by 79% of the colleges, Analytics for Healthcare was offered by 68% of the colleges, and Hospital Information System was offered by 63% of the colleges.



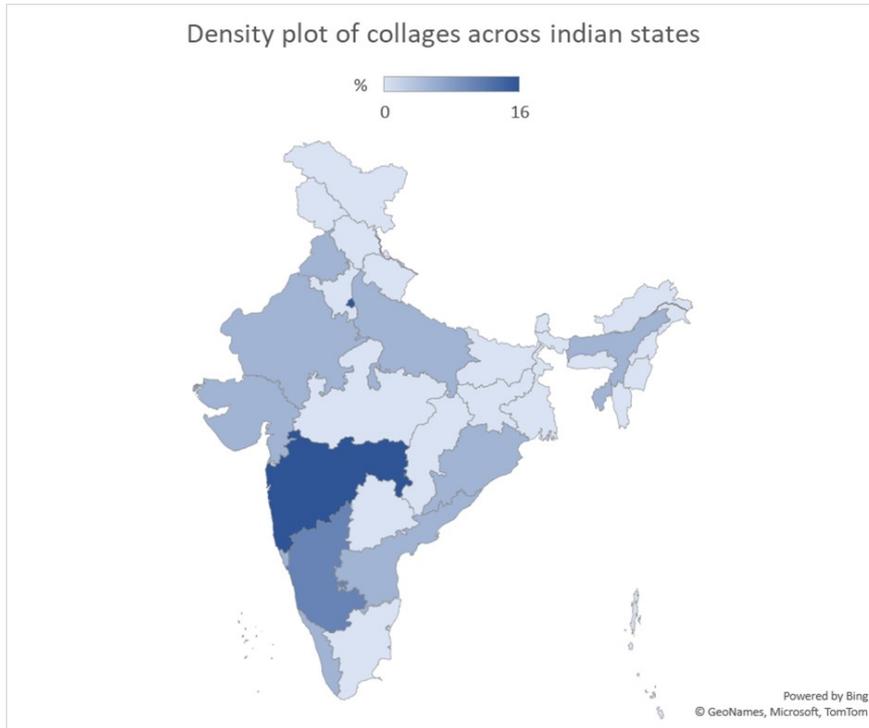
Graph 7: Percentage of colleges offering the following modules

Location-wise classification of colleges

Maharashtra and Delhi had the largest concentration of colleges offering health informatics programmes, with Karnataka closely following them.

Colleges	Location	State	Country
Symbiosis	Pune	Maharashtra	India
Gitam	Vishakapatnam	Andhra Pradesh	India
Assam Down town	Guwahati	Assam	India
University of Delhi	Delhi	New Delhi	India
IIHMR Bangalore	Bangalore	Karnataka	India
IIHMR Jaipur	Jaipur	Rajasthan	India
IIHMR Delhi	Delhi	New Delhi	India
ICFAI	Agartala	Tripura	India
AHALIYA School of Management	Palakkad	Kerala	India
Asia Pacific Institute of Management	Delhi	New Delhi	India
Srinivas University	Mangaluru	Karnataka	India
MIT School of Management (MIT)	Pune	Maharashtra	India
Chitkara University	Chandigarh	Punjab	India
National Forensic Science University (NFSU)	Gandhi Nagar	Gujarat	India
Sharada University	Greater Noida	Uttar Pradesh	India
Lovely Professional University (LPU)	Phagwara	Punjab	India
KIIT School of Management (KSOM)	Bhubaneshwar	Orissa	India
Goa Institute of Management (GIM)	Poreim	Goa	India
KJ Somaiya Institute of Management Studies (KJSIM)	Mumbai	Maharashtra	India

Table 6: Classification of colleges based on their location



Percentage-wise classification of modules offered by the colleges

General management made up 94% of the curriculum that the colleges provided, followed by quality management in healthcare (84%). Technical skill modules made up 79% of the IT management in healthcare and 68% of the analytics for healthcare.

Percentage-wise classification of skills required by the hiring firms

Microsoft Office was a must for every position, and it ranked above other skills including data analysis (67%), general management (61%), and communication (56%).

Comparative Analysis: Percentage of jobs requiring a skill vs percentage of colleges offering that skill

We discovered that the most requested competence, Microsoft Excel, was not provided by any of the colleges when we compared the percentage of skills provided by the colleges and those needed for the job posts. However, 97% of institutions offered general management training, which 61% of occupations required. 64% of institutions offered the data-related abilities that 63% of firms requested. Only 38% of companies asked for programming languages as a necessary talent, despite the fact that 79% of institutions offered programming courses.

Discussions

Education is a discipline that is forever evolving. As time goes on, new breakthroughs occur in all areas of education, changing the operational domain, theoretical advances, and employment requirements. The novelty of the field and the need for labour market adaptation cause curriculum to evolve over time. In India, there is a growing emphasis on health information and knowledge management systems, underscoring the need for health professionals skilled in these systems' development and implementation. There are no prior studies in India referring to the job market analysis of core competencies required for health informatics jobs in India. However, there have been studies carried out by different researchers across the globe analyzing the core competencies.

Although various theoretical frameworks and competency guidelines have been suggested and adapted for health informatics education in India, little focus is given to informatics education utilising job market analysis to produce a highly effective skills market.

The results of our study served in identifying knowledge, skills, and expertise that match employer expectations and helped ensure that curricula satisfy those criteria in this quickly changing job market. India is one of the largest talents markets in the world for informatics jobs. As part of an integrated strategy to construct and enhance our curriculum, our study assessed job skills and combination competences.

In India, the number of "health informatics" programmes is expanding, however there are big differences between them in terms of focus and academic level. As a result, it is advised to research the curriculum of already-in-place training programmes and to consider how such information might help to define the health informatics professions.

According to the findings of our study, the most typical job category was that of an analyst, followed by that of an associate manager, a manager and a research analyst.

Professionals in the field of health informatics work in academia, research, or clinical settings, and their main responsibility is to use informatics to enhance public health. According to the findings of our study, consulting services and IT service management were the two industries that hired people the most frequently. The necessity for informatics training in the healthcare industry is highlighted by recent trends in the information technology field, which reveal a significant paradigm shift from IT solutions to health informatics services. It has long been recognised that health education programmes are necessary and should be informed by current health needs and career prospects. Bachelor's degrees or higher were required for more than half of the jobs. 9% of the positions, however, did not specify the degree needed for the specific position.

Health informatics programmes should take into account specialised tracks that incorporate specific abilities to suit the complicated needs of the market and health care delivery, as well as defined training components for various specialisations. Because technology advancements are occurring at an ever-increasing rate, different organisations have varied requirements for specific skill sets. The findings of our study indicated that Microsoft Office, Python, SQL, and Tableau were among the most frequently requested technical skills in these job openings. In addition to these skills, data modelling, data manipulation, and data visualisation were necessary for almost all of the job openings.

Additionally, depending on the role, different abilities are required for health informaticians, and students need to develop skills that are relevant to their professional experience for their future career choices. Health informaticians also need to build skills that are pertinent to their professional experience for their future career options. Depending on the role, different qualities such as problem solving, project management, knowledge of EMR/EHR, and expertise/knowledge of US healthcare are required. The definitions of business processes, use cases, and requirements created by systems analysis call for knowledge of the system development life cycles. Our study also revealed that different job categories required knowledge of business procedures, requirement analysis, and collaboration across disciplines. A salary-wise analysis of highly paid skillsets showed that having these thirteen skills (see graph 6) paid a salary of around \$16000.

Even though there are numerous Indian institutions establishing health informatics programmes, figuring out the industry-standard skill sets for complete health information has always been difficult due to rapidly changing technologies. To take use of brand-new cutting-edge, patient-focused delivery tools, health informatics specialists need a certain set of skills. In our study, we analysed the fundamental competencies needed by the current job postings and created a standard classification of the modules offered by the specified educational institutions across India (Table 4). The modules were additionally divided into sub-categories of managerial, technical, and organisational skills (Table 5).

Further comparative analysis of the proportion of jobs needing a certain skill versus the proportion of colleges training for those skills revealed that only 3% of the technical competencies demanded by 90% of hiring companies were contributed by the 80% of colleges offering health informatics courses. When we compared the percentage of skills that were supplied by the universities and those that were necessary for the job role, we discovered that none of the colleges offered the most in-demand skill, Microsoft Excel. However, 61% of positions required general management abilities, which were offered by 97% of colleges. Data-related skills were being offered by 64% of institutions in response to 63% of firms' requests. The percentage of institutions teaching programming languages was around 79%, while only 38% of employers cited it as a crucial ability.

The findings of this study can be used as a framework to help programme directors and the various academic units in India design curricula based on this integrated approach. The framework can also serve as a guide for continuous academic programme evaluation in order to pinpoint the abilities that students must develop in order to be prepared for the workforce in this quickly changing world.



THE IMPACT OF BUSINESS EDUCATION ON THE BUSINESS AND POLITICAL ENVIRONMENT



Mandak University, Mongolia

Business is like a team sport. Alone, no matter how talented and highly skilled you are, you cannot win, and you will need the support of other team members. There is a saying of our ancestors: "A single tree does not make a fire, and a single person does not make a family."

Let me share a story with you.

An old man had three sons. They have grown up, acquired knowledge and pursued their own careers. One day, the old man gathered his three sons at home and said: "Dad lived for the good of all three of you all his life. Self-employment requires risk-taking and entrepreneurship. I've spent my entire life working at an executive level in other people's businesses out of fear of putting my family at risk. Now, I don't have enough time or energy to start a new business.

Let the three of you complement each other and start a family business. "I will advise the three of you with the knowledge and experience I have accumulated over the years, such as how to properly create and implement business strategy and management, follow appropriate human resource policies, and how to avoid mistakes." The old man is a business mentor.

The eldest son, a marketing major, said: "I have a great idea that I have been thinking about for a long time. There is an opportunity to meet this unsatisfied demand in the market by producing innovative products and earn high profits. What customers want is clearly defined by marketing research, and now it is necessary to find investors and build the necessary human resources. "I also have several options in terms of finding various strategic partners and signing contracts." The big boy is a visionary entrepreneur who creates and initiates unique business ideas and maps all the links.

The middle son, an engineer, said: "I like this idea of my brother very much. I think I can find the necessary raw materials, research, install and commission factory equipment, and manage the development and testing of new products." The middle son is the expert who turns ideas into reality.

The younger son, who majored in management, said: "I also have inner confidence that this business idea will be successful. I can manage the day-to-day operations from the launch of the first product to ensure compliance with our vision, goals, strategic plan, and action plan." The younger son is the manager who leads the day-to-day operations.

It is said that the three sons worked together to raise their first start-up investment and successfully built their business together.

The lesson of the story: Business success requires 3 main types of people: entrepreneur, specialist and manager. It is very rare for one person to be good at all three skills. At best, a person can be perfect in both skills, and of course there are limits to a person's time and energy.

A perfect company is not made just by having a skilled team and colleagues. We absolutely need a proper structure and organization and a business system that keeps the business wheels spinning. In order to use the company's resources productively, the company's activities are divided into specific functions.

These functions are like members of a family, and only if they help each other, care for each other, and work together can the family live happily. In the following example, the main functions of a business organization are explained using the example of a family with grandparents, a father, a mother, two daughters and two sons, or a family with 8 families. Let's introduce the family members one by one.

Grandfather is a strategy:

Grandpa is a family member who sees things in the big picture and prioritizes vision and principle over emotion.

There are many different definitions of strategy. Put simply, strategy is like a car's rear view mirror. As the company's navigator or leader drives your car forward, you occasionally look in your rearview mirror to make sure you have the situation under control. It can also be said that they monitor how comfortable and proper their passengers or employees of the organization are traveling.

Grandma is a HR:

A grandmother is a person who loves and cares for all family members, helps them, and supports them in their growth.

The most important and the most difficult resource to manage in any organization is human resource, so managing that resource is also very important.

In today's era, where market diversification is deepening, artificial intelligence development is intensifying, and some jobs are becoming more and more automated, the demand for professional and technical skills or "hard skills" is decreasing. assessment, analysis, adaptation, quick learning, and communication skills, or "soft skills," have become more important.



Father is a Marketing:

The head of the family, or the father, is the main person who makes many strategic and tactical decisions about how to manage the family's livelihood, and connects other family members.

Marketing is, in short, the basic function of a business. According to the principle of competitive market environment, any business consists of demand and supply. Marketing intelligence determines the demand side and shapes the supply side accordingly. If you think of a pair of bird wings as supply and demand, the bird can soar only when these wings move together and smoothly. Therefore, for a business in a competitive environment, marketing can be at least 50% and sometimes even 80%-90%.

One common mistake in the Mongolian business environment is that they try to find customers for the products they have created and create them through advertising, but on the contrary, they need to create products for their customers based on research and analysis. The market, or real demand, immediately sets a reasonable price for any product or service, and demand-driven, R&D-driven products don't need too much advertising.

How can any business organization deliver its products and services to the market? Faced with the same question. A marketing mix is the answer to the question and the person who initiates and implements the marketing strategy and chooses the most optimal option from the interconnected options below is called a marketer.

Mother is a finance:

A mother is a family member who cares for and supports all family members by calculating and planning the daily and future livelihood of the family.

There are very few problems in any business that cannot be solved with money. If we consider money as a person, it is the blood supply that circulates continuously through the body.

Very important issues such as budgeting expenses based on sources, optimally determining investment needs and forms, realistic assessment of current and future financial status or bringing out the true value of money, and the difference between owner's property and company's property are discussed here.

Big boy is a production and activity:

The eldest son is a very important member of the family who is the most hardworking and produces physical results. In addition to the timely introduction of new technologies, automation of certain operational processes is becoming increasingly important during the rapid development of digital revolution and artificial intelligence. Adopting simple things like online ordering, automated chatbots, and translation apps can save money, multiply productivity, minimize human error, and more. The rule that "follow the technology, if not, leave the market" has started to apply to most types of businesses around the world.

Future daughter is an administration and law

A neat girl is one who keeps the rules in the house and ensures cleanliness.

Administration is responsible for the smooth running of the general structure of the business, while law is responsible for ensuring that all company operations are in accordance with national and international laws and regulations.

The youngest daughter is sales:

The younger daughter is a smart, resourceful, well-dressed, good-looking young man who obeys her father's word.

No matter how good the product or service is, if there are not enough sales, the bankruptcy of the business is obvious. Good enablement, good employees, good technology can be solved by money. But sales will bring you that money.

Producing unique content that stands out among this huge stream of information and providing valuable information and education to consumers, customers, and buyers has recently become a very important trend affecting sales.

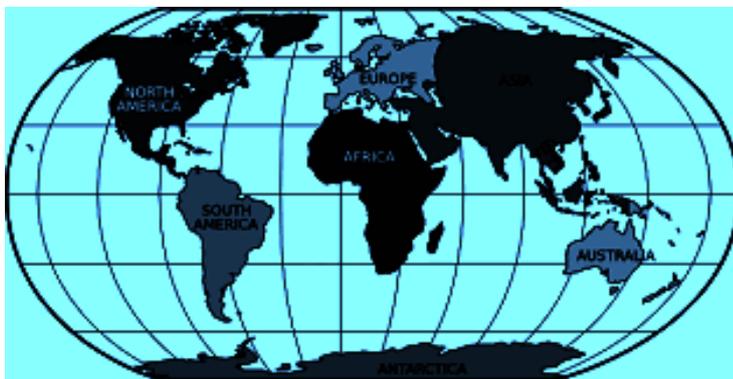
Don't forget consumer behavior or psychology. Many examples can be mentioned, such as chasing brands has become relatively less, people wear fashion that suits them as much as possible, and the iPhone has become a simple use rather than a luxury.

The youngest brother is innovation and research:

Of the businesses whose shares were sold on the stock market more than 100 years ago, except for a few, they have changed by going bankrupt, breaking up, or operating in other directions. A business goes through certain stages in its life cycle, but even in a down cycle, there are times when a business can bounce back with optimal maneuvering in its external and internal environment.

In short, a business cannot survive in the long term without any change or innovation.

Business education can be defined as the education they receive to gain skills and opportunities to compete and survive in the business world.



Researchers believe that there is a positive relationship between business creation and business education. It is also recommended that all levels of educational institutions (general education, universities) acquire business education and give more importance to it. This is because acquiring business education improves the ability to take risks and innovate, not only to increase the quality and number of business organizations, but also positively affects the quality

of all aspects of the organization.

A great example of the great changes and reforms in today's society is that the tendency to emphasize knowledge has become less important and skills are more important. In the past, our biggest criterion was the level of knowledge and education, but now, valuing the ability to use that knowledge and education is perhaps the best way to eliminate low-quality education, but it is also eliminating what is commonly used in society.

Globally, the lack of quality education or the dismissal of incompetent personnel at all levels of training and professions affects developed countries, developing countries, and underdeveloped countries equally. Under the influence of the "Soviet Union" Socialism entered our country strongly, and the words of the former head of the USSR, V. I. Lenin, "Learn, learn and learn" were widely used by people of all ages. Although many scholars and skilled personnel were born who were educated by this word, the value of this word seems to have collapsed along with the collapse of the socialist society. But as if it has already become a widely used word, and the words used by children and old have not lost their magical power, parents continue to tell their children the same words "Learn, learn and learn again" and force the one who has not yet determined the direction of learning, profession in the direction of their own value, and spread the knowledge that they are not capable of. This is in the opposite direction of the goal of creating the world's population of unskilled workers those who have not trained in a particular profession but often possess skills.

In 1982, the Central Committee for Economic and Science Education in Scotland set the goal of providing economics education in secondary schools to help students enter the post-school community, prepare them for the demands of the labor market, develop and improve life skills, interpersonal and cognitive skills. Those the goal of developing abilities and shaping individuals, it has been facilitated by basic education institutions around the world to change their education system. Today, students are taught everything from survival skills in the wild to investing and how to start a startup. Of this, the ability to survive in the wild, while important, is not very useful in everyday life. However, the ability to start and successfully run an investment or start-up business is one of the most useful skills at a time when even the air we breathe has a price.

Taking the example of Mongolia, the number of business owners has been continuously increasing for the past 5 years, and the number of business owners continued to increase even during the difficult times of the pandemic. In 2017, it was 66,265, 71,716 in 2018, 75,522 in 2019, 76,329 in 2020, and 81,533 in 2021. This statistic shows that more than 15 thousand entrepreneurs have increased in 5 years. This clearly shows that the business education of citizens has increased. In the last 5 years, Mongolia has conducted many activities and trainings to support the small and medium industries of the citizens, and one of them, adding an elective course called "Business Intelligence" to the curriculum of general education students, has been very effective. It is believed that an average of 4 people behind one student can improve their business education. The total number of students in general education schools in Mongolia was 572.8 in 2017, 593.2 in 2018, 640.4 in 2019, 680.8 in 2020, and 712.4 in 2021. In the last 5 years, more than 13 thousand citizens have been given business education only through this channel. The results of the study show that as business education is provided to citizens, the number of entrepreneurs increases and the number of entrepreneurs who are forced out of business decreases.

In developing countries such as Mongolia, Kazakhstan, and African countries, educational institutions lack courses, programs, professional orientation, and skill-based courses aimed at economic, business education, and development. According to the researchers, most of the university graduates lack the business knowledge but lack the skills. This tends to increase the number of job seekers who graduate every year. Therefore, researchers believe that educational institutions at all levels will create more jobs in the country if they provide quality education to their students. This is because new graduates seek to create new jobs by themselves without applying for a job. In other words, many citizens will become self-employed, create jobs, contribute to the country's gross domestic product, and that contribution will have a positive impact on social development.

A survey of students majoring in business education at universities, where business education is the most popular, i.e. students studying economics, management, business administration, or accounting, found that when students first studied, their political views were (western) conservative which is traditional. It has been proven that they accept the concept and after mastering the profession, they prefer (eastern) views, classical liberalism and social democratic political. This indicates that business education produces citizens who have the ability to express their voice in politics. Therefore, educated citizens can raise their voices and demand a business friendly political and legal environment for business and create a favorable political environment for doing business. For example:

- In order to create a favorable business environment, citizens with business education can conduct research by academics and submit it to the government to demand a favorable political environment and support.
 - To train professional personnel to implement the laws and to provide business and psychological preparation for the entire population to participate in such legal services through their work.
 - Organization of the management and organizational structures necessary for the implementation of the above laws in an efficient manner within the limits of the staff of the relevant state organizations and units,
- From politicians and government officials to employees of professional service organizations at all levels, take measures to develop ethical norms for the proper implementation of political and business associations within the law.

In general, the responsibility of creating a positive impact on society is not in the hands of only one enterprise or organization. Separate sources of information, challenges and proposed solutions. So, based on them, business education is something that can make a big positive difference in a common and simple way. Also, there is a need for every citizen of the country to acquire knowledge and education in this regard. So what to do in order to get an education, of course you need to study, you need to attend some school or program. Creating an environment for learning and transferring quality experts, of course, you will have to pay money.

However, recently, in Mongolia, tuition fees for universities have been increased by 5-10%, as well as fees for courses and courses. This is a big risk compared to the economy and the standard of living of Mongolian citizens, or the average monthly income. For example: In the statistical database of Mongolia for 2021, the average monthly salary of 1 person is 1,279,400 according to the national level. At the same time, the inflation rate has increased sharply from 14.8%, or 9.9% in September 2021, or the MNT is still weakening. Therefore, although the salary increases to a certain extent, the need for living and the amount of tuition fees are almost directly related, so the first problem we face is the financial problem of paying for the acquisition of knowledge. Next, business organizations.

A total of 81,533 business organizations are operating in Mongolia, including self-employed persons, companies, cooperatives, partnerships, SOEs and NGOs, budget organizations, and non-budget organizations. Most of these entrepreneurs specialize in trade, that is, because they do not have a product they are creating, they are buying and selling foreign goods. A country can achieve stable economic development by supporting domestic production and creating international trade fairs, but for our country, 71% of products are imported. So, the problem is why entrepreneurs who work in business organizations do not produce goods domestically. Based on the economic data, the country does not have enough technical equipment for production, and there is a lack of personnel to use it. Also, many economic and business-related problems, such as lack of demand due to the high cost of production and sale, limit the ability of people to learn and grow through business education. The third problem is political. It is a problem of the level of business education of the experts in the political authorities who manage them. In simple terms, it can be directly related to the socio-economic conditions of the country.

The main issues of supporting the economy, such as approving, implementing and distributing the country's individual budget, are under the control of the state. However, according to the State Statistics Committee, the ratio between budgeted expenditures and revenues is that all the expenditures of the previous 2020 and 2021 budgets exceeded the revenues. It goes



without saying that the process of misallocation of the budget is a lot if we try to solve the reasons. For example: 102 billion MNT on the employment support fund. What you do with this money is usually 2 or 2 days⁸worth of labor and usability training. It is a very expensive program, including teachers, textbooks, and accommodation. However, it is only 10% that actually supports employment at the national level.

So, I believe that if we focus more budget on things like creating a recruitment agency and changing traditional methods, we can bring more real results. As mentioned earlier, there is a great risk that the state budget, which is made up of taxes, fees, and charges, will not be

self-sufficient due to the difficulty of expanding businesses, poor domestic production, and low average income of citizens. Therefore, it is necessary to pay more attention to supporting the business education of the citizens from the very basics. From the political side, it is believed that there is a need to make the projects focused on the fund more effective, to increase the number of training programs, and to have a very transparent control over the education level of the rulers and decision-makers in politics. Finally, to conclude that the foundation of political existence is directly related to the full understanding of business and economy of every citizen, so education is the foundation of a stable country.

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Connecting curriculum to Business Reality



The benefits of preparing pupils for the "real world" have long been lauded by educators. But what occurs when the rate of change in that world is uncertain? If the world is progressing why should education be left aside, our educational methods naturally changed as we transitioned from a rural culture to a society of industrialized workers. As technology advances at a fast pace right now, educators are being forced to reconsider how they deliver lessons and engage students. How can we cultivate a culture of engaged learners who also recognize the relevance of the subject matter in their daily lives when it comes to developing meaningful connections to the curriculum? The services are primarily highlighted as a source of value addition in establishing and maintaining a knowledge-based society.

This action needs a good academic background with great mobility to get completed by focusing on innovation and ongoing education, due to which this approach is becoming more tangible nowadays. The first thing that the student and curriculum are asking for is an examination of the mutual correlation nature to accurately create the correlation tools of the dimensions engaged in the business environment. The authorities' perspective is based on two criteria: the number of needs and the time. The requirement, the expectation, and the latency have been recognized as the three primary stages at the needs level that is crucial for the relationship between the three dimensions. According to our perspective, necessity is an immediate, conscious, well-known need that is followed closely by the cognitive methods of satisfying it and the potential for paying for it. The trichotomy is the present, the very near future, and the very distant future. Those phases were chosen because it is difficult to draw a clear distinction in a dynamic and Uncertain environment. Five years, for instance, may represent the future in the IT area, the near future in the energy field, or the usage of electric cars in India

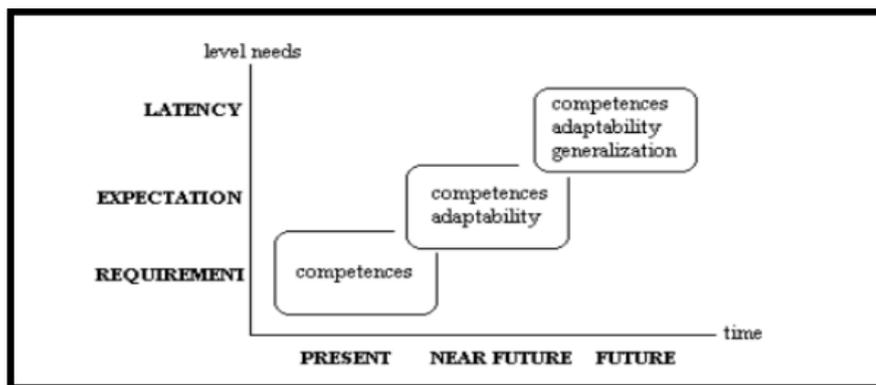


Fig-1 Source: (Cristina Mihaela Gheoghe, 2008)

It takes a lot of research, predictions, and organizing techniques to create a curriculum that meets all the criteria mentioned above. Several bases are considered in that research: - The Professors, The Students, The Business Environment, and The Scientific Environment. Many top business schools carry out numerous projects to link business with academic curriculum. For example, freshmen are required to pass the technology and operations management class, which requires them to post an 800-word vlog about how a company is impacted by climate change, whether through its supply chain, innovation, or operations system.

All of this is done to expose students to a wider range of topics as the course is just getting started. Many courses were developed in partnership with a renowned industry expert from 2017 to 2018 and structured to cover the fundamentals of how the technology operates potential applications, major players driving the technology, the likely development/maturity timeline, legal and regulatory issues, and the key challenges that remain. These courses included Blockchain, Autonomous Vehicles, Robotics, Internet of Things (IoT), Energy of the Future, Artificial Intelligence, etc. Entrepreneurial efforts, which are acknowledged globally as the primary driver of income and employment development, are the foundation of new businesses. Many university programs and courses work to improve the environment for entrepreneurship among their students.

Their goal, which is reflected in the quotation above, is to find students who have the potential to become entrepreneurs and to provide them with the skills they need to succeed in that environment. Additionally, there is a wealth of research examining the effectiveness of such programs concerning the number of new enterprises established and improvements in, for instance, entrepreneurial thinking and mentality. For making decisions on a personal and societal level, economics knowledge is helpful. However, because so many fundamental notions are abstract, there are considerable difficulties. Examining periodicals controlled by the American Economic Association may reveal information about how educators normally think. For instance, "Chalk and talk: a nationwide survey on teaching undergraduate economics" (Becker and Watts, 1996) and "Teaching economics at the dawn of the twenty-first century: still chalk-and-talk" (Becker and Watts, 2001) are examples of titles

70% of the 1400 people surveyed by Pew Research Centre who were asked about the role that technology would play in job training in the future made this prediction. The potential for training technologies to differ and diversify will continue to develop. However, it won't be able to duplicate the essential learning abilities that are only found in humans. Creativity - Teachers assist students in embracing their creativity in a number of ways.

They promote inquiry, offer options, and offer lots of opportunities for hands-on learning. These are methods that technology is unable to do. Intuition-Technical proficiency is essential for job success, but employees also require intuition. Employees must be able to trust their instincts. The ability to understand intuitively is one that technology lacks. Because of this, not every problem can be solved by technology. Empathy- Teachers introduce empathy into the classroom. They exhibit respect, understanding of what it's like to be human, and compassion for their kids. The human teacher understands. He or she will understand how focusing on learning can be tricky when things go wrong, such as an alarm clock that doesn't go off or a stressful family scenario. Inspiring- Students to love learning for the rest of their lives comes from teachers, not technology. Take into account the abundance of motivational teaching quotes.

For thousands of years, teachers have had an influence on the lives of their pupils. Teachers have a big influence on the lives of their students. Motivation- Instruction and training must be helpful in order to be effective. The real-world relevance of what they are learning and how these new abilities apply in a variety of settings and circumstances are made clear to students by teachers, not by technology. Teachers are also aware of the proper times to employ intrinsic and extrinsic motivation. That is a concept that technology cannot comprehend

The simple fact is that corporate training programmes require educators, which is true for any firm. Learners are acknowledged, shaped, and celebrated by teachers. With the launching of corporate training, initiatives give employees the skill sets needed to properly carry out their professional tasks. Corporate training programmes are carried out by L&D departments and talent management teams for large corporations. A smaller company, on the other hand, delegated management of staff training needs to the human resources division. When students enter the world of business, this training can be quite helpful in the following ways

- **Target Performance Metrics:** Training programmes can be created to focus on and improve any performance statistic, including important business challenges or higher standards of work.
- **Increase Retention:** According to Gallup, replacing an employee costs half of their annual compensation. Due to the fact that Millennials seek employment as a means of professional advancement, an efficient training programme helps businesses avoid significant costs associated with employee turnover and improves staff retention

Boost Efficiency: Effective corporate training initiatives help employees work more effectively, which leads to a more productive workforce that produces higher-quality work. Additionally, it encourages people to work harder and, in the long run, makes the company lucrative. Corporate training has moved from traditional employee training approaches to learning in the flow of work as technologies and business processes have changed. Employees want to learn quickly, implement what they've

learned, and go back to work. This sort of corporate learning increases staff efficiency and allows them to teach less and retain more. Whatfix, for example, provides learning-by-doing help to their end-users through real-time-contextual micro-learning.

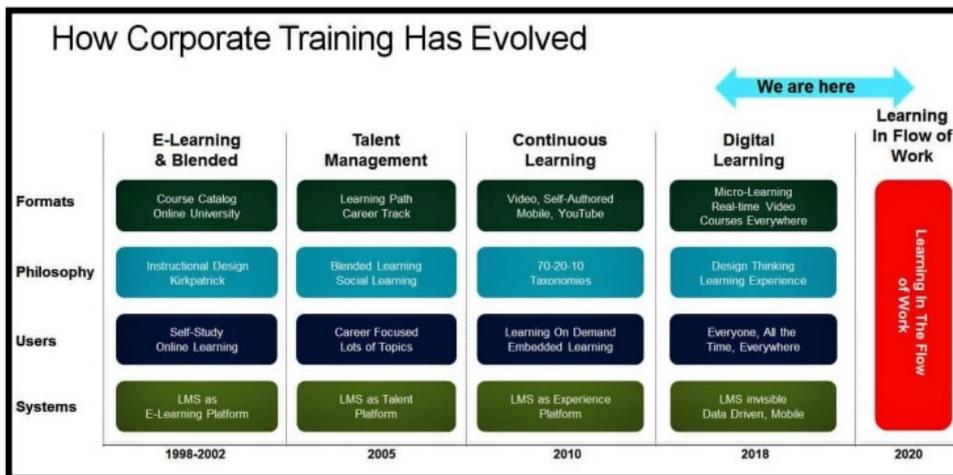


FIG-2 Source: (Anon., n.d.)

To fuel your corporate training initiatives, you can customize employee training and

onboarding. A new paradigm places special demands on business ethics education: (a) integrating financial and social imperatives; (b) preventing recurring scandals without becoming overly concerned with compliance; (c) instilling ethics awareness in all areas of the business to remain relevant to the real world, motivate students, and keep up with innovations; and (d) mediating cross-cultural differences to promote competitiveness and foster positive social integration. However, four barriers—assumptions, aims, disciplines, and context—hinder corporate ethics education's capacity to satisfy those needs.

The slogan "Students interact with each other, throughout phases, and with alumni" emphasizes the value of interpersonal relationships. It emphasizes the academic importance for students of engaging in collaborative inquiry with their diverse peers as well as the human advantages of attending a supportive university, such as through mentor programmes or networking with alumni. Connecting with others, who have different origins and viewpoints, is crucial for at least two reasons. First, it helps pupils learn and, in particular, develops their critical thinking abilities. Second, interacting with peers and alumni fosters active networks, which fosters a sense of community and helps students get ready for the challenging social demands of life and the profession

Why should teachers ask students to cooperate and work in groups while they learn? Although some students will take to group projects right away, others may find them extremely difficult, especially if they are not used to them. Setting up pupils to work together can, however, provide a number of benefits if done properly and with adequate time allowed for students to develop their confidence and group-related skills. The following can frequently be found: increasing self-esteem, developing a variety of communication skills, growing confidence, and expertise in the digital realm, encouraging appreciation of diversity, establishing collaborative problem-solving approaches, and developing higher-order thinking skills. Why should teachers ask students to cooperate and work in groups while they learn? Although some students will take to group projects right away, others may find them extremely difficult, especially if they are not used to them. Setting up pupils to work together can, however, provide a number of benefits if done properly and with adequate time allowed for students to develop their confidence and group-related skills. The following can frequently be found: increasing

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Who Connects?	With whom?	How?	For what purpose?
Students on arrival at the university	Immediate peers	<ul style="list-style-type: none"> Personal/academic tutorial group, using prompt questions to guide conversations Time-tabled small group meetings linked to collaborative investigative task 	Building strong working relationships; assisting with transitions (such as leaving school or a job); cultivating a collaborative, investigative culture from the start; and establishing expectations of regular interaction
Established Undergraduate students	Immediate peers	<ul style="list-style-type: none"> Seminars and tutorial groups Timetabled peer study groups, where 5-6 students meet 	Foster a culture of peer support • Assist in removing perceived hurdles brought on by background differences by enabling students to study new topics together without a tutor present, to prepare for and/or follow up on classes
Senior Students	Alumni	<ul style="list-style-type: none"> Collaborate on interdisciplinary tasks/assignments or on an extra-curricular activity Undergraduate students attend informal seminar series in which postgraduate students present their research 	Encourage self-belief and improve awareness of potential futures by providing insights into how to discipline knowledge is investigated and developed through research. Encourage student engagement by helping them develop their abilities and confidence.

Table-1 Source: Compiled by Authors from different sources mentioned in the references

Earning through study and inquiry doesn't mean leaving each kid to fend for themselves intellectually the wild; rather, it means providing controlled chances for research that are infused with peer learning and peer review as well as human relationships. Through these connections, different students may become more confident speakers and active participants in their communities of learning and research. Getting a business education will help you get where you want go, whether you want to start your own firm or become the CEO of one of your favorite corporations. The advantages of bachelor's, master's, and MBA programmes are numerous. They will enable you to gain a substantial amount of

industry knowledge while also boosting fundamental business skills like communication and time management. Research-based education and learning are one of the finest ways to link curriculum to business reality. This method of instruction for students in modern

degree programmes should mimic the kinds of analytical, critical, and active research. Research activities can also aid in bringing together a variety of students, receiving feedback from peers, and spreading information. Working on research can help students gain analytical and critical thinking abilities as well as the ability to acquire new knowledge about a subject, understand the facts and figures more clearly, and share that knowledge with others. Additionally, they have access to public comments which could aid in their skill improvement.

A person's ability to find content and information depends on the websites they are using and the disciplinary setting. In the modern world, where people can go into their pockets and take out their smartphones, and access more than 4.66 billion web pages, this is not a problem. People can gather data even in remote parts of the world thanks to a very well-known initiative known as the "Open Science Movement," where they can crowdsource their ideas online. This kind of movement can encourage individuals to read and learn about the topics that interest them, regardless of their educational level, cultural background, region, or financial situation. Students who do this have access to resources that are literally innumerable, just like students at other institutions and anyone else or organization

Meyer, Shanahan, and Laughksch conducted research in 2005 to determine why pupils frequently get academic research. To get more data and information; To learn the facts and truths about the issue; To gain a deeper comprehension of a topic through perceptive study and discovery; The greatest technique to find buried knowledge is through re-research. Speaking of a very real example, the students are expected to think imaginatively, conduct the appropriate study, locate appropriate facts regarding their opinions, and read as many research papers as they can to develop powerful information. Compared to the traditional classes they take at their business schools, this is significantly more productive.

They develop good reading habits, their critical thinking abilities improve, they practice writing and analytical thinking, they learn how to deal with problems, difficulties, and dilemmas, and many other skills that will be useful in their future employment. Research-based Learning in 5 Stages - 1) Determining and defining the subject, problem, and challenge 2) Looking into the data. After that, organize the data by classifying, defining briefly, clarifying, and conceptualizing it. improving their reading skills. 3) Allowing them to enter their own minds. Something really vital and innovative is to think beyond the box. 4) Reviewing the report and providing a compelling conclusion. 5) Sharing the results with the teachers, classmates, or even online is the best and final step.

That will help them communicate more effectively. If you're planning to launch a firm soon, business schools and business education can assist you in specializing in your primary functional areas, such as marketing, finance, supply chain management, etc., in a way that meets your objectives. By pursuing a business degree, you will gain insight into various business fields like accounting, marketing, etc. You will also see how different departments are connected to one another, even though they all have different goals, and how they work together to accomplish a single corporate objective. The COVID-19 pandemic business education market is projected to continue to offer benefits such as flexibility and cost even after many programs are now taught remotely. Additionally, the industry saw a 50% increase in the number of students enrolling in MBA programs.

Since many institutions are now focusing on learning by doing this technique since it also provides practical learning for students and adds to their business ethics and values, business education programs now also include practical elements such as industry visits and internship programs. This gives students the ability to take advantage of these chances, discover what positions they are interested in, and apply their knowledge and skills in those fields. Many people who have a particular talent, skill, or area of knowledge would want to make a living by introducing others to these interests. Being a teacher may be a very gratifying and successful career that lets you spend every day doing what you love. One can offer special needs pupils coaching foreign language lessons, public speaking lessons, and museum consulting services, among other things. There are numerous chances for instructors to work and make money in these places; they can pursue their passion projects while making money.

The outside world is a crucial component of entrepreneurship education. At the university level, you can find the most advanced methods for facilitating interactions between educational institutions and the outside world. The fact that laws, policies, or regulations supporting new teaching techniques are in sync with powerful social and political forces in society is another significant factor in transformation. The majority of the students working in each session were assigned five homework assignments, three tests, three industry guest lectures, and a twice weekly iClicker question, but the question at hand is whether this process of assigning and receiving homework genuinely helps the students to succeed in their careers. Or do we need to consider other options for the same thing?

At this point, case study theory comes in handy. Mini-case studies are a great method to engage students in a case, especially if it is ongoing or disputed. How well students learn may depend on the preparation, selection, and repetition of mini-case studies. Successful examples should be closely related to the course content and ongoing learning objectives. Even if it takes time, a thorough assessment is necessary, and efficient grading and analysis techniques may significantly improve the learning process. Fourth, there are many positive ways that kids react to active learning strategies. Students who are unwilling to participate in other types of stress reduction may find that group talks and round-robin exercises are preferred alternatives.

In universities, the co-location of education and research is a significant advantage. Students and academics everywhere can learn from research about what is known as well as the boundaries of knowledge. This has always been crucial, but in today's politically charged age of "alternative facts" and "fake news," it is vitally essential. By engaging with research, we can all observe how knowledge gaps are filled, new information is produced, and how it may be effectively shared with a range of audiences. The Connected Curriculum programme encourages disciplines to draw on their own originality and the unique traits of their own fields of research in order to foster new ways of thinking and communicating about what it means to be a university. It has already sparked a number of constructive discussions regarding fresh options for higher education.

Additionally, it has promoted changes in practice both within its own institution and in larger regional, national, and international contexts. If they keep on doing this and students and communities gain, it will have achieved its goals. The field of entrepreneurial education is still in its early stages of growth, despite the positive effects it has on both students and society. It is still regarded as a cutting-edge yet unproven pedagogical strategy that sparks both a lot of curiosity and misunderstanding among many stakeholders. If we are to succeed in making effective and efficient entrepreneurial education accessible to the majority of people in the educational systems around the world, there is still a great deal of work to be done. And there are still many risks, detours, and distances to travel before accomplishing such a lofty aim. Finally, we would like to say that in addition to theoretical instruction, case studies, regular interaction with students, an understanding of their points of view, participation in group activities, and scheduling a talk with an experienced corporate head can all help students connect their coursework to real-world business situations

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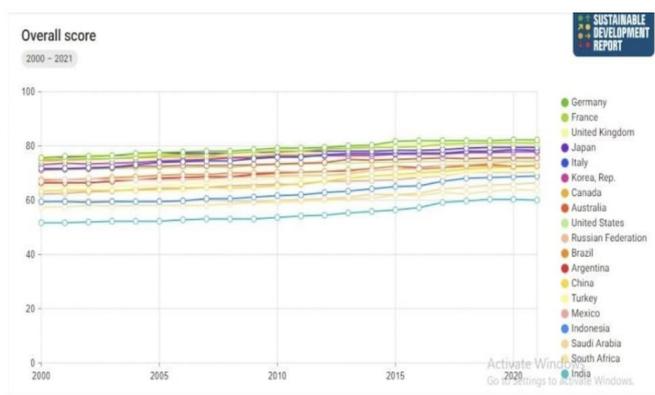
B-schools commitment to UN Sustainable Development Goals



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Commitment towards sustainability is the need of the hour, which goes true with the saying “The future belongs to us because we have taken charge of it. We have the commitment, we have the resourcefulness, and we have the strength of our people that shall make us achieve our goals”, thus, B Schools' commitment to the United Nations Sustainable goals is the root force and assurance for a better world.

Figure 1: SUSTAINBLE DEVELOPMENT REPORT 2000-2021



(Source : <https://dashboards.sdgindex.org/explorer>)

For the SDGs to be accomplished as outlined in Agenda 2030, It is essential to analyze and comprehend how B schools, have demonstrated their academic success and social responsibility. Therefore, this essay aims to depict the current progress and future efforts needed to be exerted by the Business Schools to play their part in achieving the 2030 Agenda. The essay intends to address the following three questions:

- How effectively have B-schools in India adapted to the United Nations Sustainable Development Goals?

- From challenge to opportunity, are we realizing Sustainable Development Goals as a weapon to change the world?
- What more must be done by the B-schools in India to thrive in their commitment towards the United Nations Sustainable Development Goals?
- Keywords – B-Schools 'Commitment, SDGs, Agenda 2030, Social Responsibility

The Introduction of Sustainable Development Goals (SDGs) is the finest measure taken by the United Nations (UN) to bring equality, peace, and prosperity to all the people on this planet by the year 2030. This Initiative requires all Individuals, Organizations, and Nations to work together as a Single Unit to flourish. Three core pillars of sustainability are economic development, social development, and environmental protection, which ensures the overall progress needed to attain and enhance learning and fix solutions for a better environment. Figure 1 shows a line graph comparing India's performance to some other countries based on SDG scores

From the above figure, it is clear that India is expected to improve further when compared with other developed countries based on SDG Scores. All the Indian Organizations like Universities, Businesses, etc, and all the citizens have to put in more effort towards the sustainability goals.

Table 1 shows a list of the top 10 Universities in the world based on their SDG scores along with the top 10 colleges in India. The best-performing educational Institution in India based on SDG is Amrita Vishwa Vidyapeetham at Rank 41.

Table 1 : Top 10 Universities in the World based on SDG scores.

RANK	UNIVERSITY NAME	OVERALL SCORE
1	WESTERN SYDNEY UNIVERSITY, AUSTRALIA	99.1
2	ARIZONA STATE UNIVERSITY, UNITED STATES	98.5
3	WESTERN UNIVERSITY, CANADA	97.8
4	KING ABDULAZIZ UNIVERSITY, SAUDI ARABIA	97.5
4	UNIVERSITI SAINS MALAYSIA, MALAYSIA	97.5
6	UNIVERSITY OF AUCKLAND, NEW ZEALAND	96.7
7	QUEEN'S UNIVERSITY, CANADA	96.6
8	NEWCASTLE UNIVERSITY, UNITED KINGDOM	96.5
9	UNIVERSITY OF MANCHESTER, UNITED KINGDOM	96.4
10	HOKKAIDO UNIVERSITY, JAPAN	96.2
41	AMRITA VISHWA VIDYAPEETHAM, INDIA	93
74	LOVELY PROFESSIONAL UNIVERSITY, INDIA	90.2
101-200	SHOOLINI SCHOOL OF BIOTECHNOLOGY AND MANAGEMENT, INDIA	82.1-88.5
201-300	AMITY UNIVERSITY GURUGRAM, INDIA	76.9-82.0
201-300	UNIVERSITY OF CALCUTTA, INDIA	76.9-82.0
201-300	CHITKARA UNIVERSITY, INDIA	76.9-82.0
201-300	NITTE (DEEMED TO BE UNIVERSITY), INDIA	76.9-82.0
301-400	JSS ACADEMY OF HIGHER EDUCATION AND RESEARCH, INDIA	72.0-76.7
301-400	SYMBIOSIS UNIVERSITY, INDIA	72.0-76.7
301-400	VIT UNIVERSITY, INDIA	72.0-76.7

(Source: <https://www.timeshighereducation.com/rankings/impact/2022/overall>)

There are only 61 colleges from India in the list of top 1000 Educational Institutions in the world based on SDG scores. As we are facing Irreversible changes in the earth's system, following Sustainable Development Goals is a must to preserve the planet

The adoption of SDGs initially by Business Schools in India had been slow and superficial. But the Growth has been quite buoyant. If all the 6000+ Business Schools in India accelerate in the direction of Sustainable Development Goals,

We can triumph sooner than expected. How effectively have B-schools in India adapted to the United Nations Sustainable Development Goals? B-schools in India comprise passionate and creative youngsters who possess the power to change the world. Initially, B-schools were quite slow in adapting to the norms of the United Na-

tions 2030 Agenda. In the year 2015, only a few Institutions in India were aware or acted upon the Sustainable development Goals.

Through the years of 2017 and 2018, Indian B-schools gradually picked up the hang of Sustainability and began their initiatives towards sustainable causes on a small scale. The hit of the Covid 19 pandemic was a disruption to the growing efforts of B-schools to attain Sustainability Goals. By the year 2022, B-schools are now more motivated than ever before and are also quite indulged in their practices of sustainability. The United Nations Academic Impact (UNAI) project links higher education institutions with the United Nations to assist and contribute to the accomplishment of United Nations missions and goals. Through the primary interventions and actions that are reviewed, the United Nations has recommended effectual frameworks and types of machinery for implementation thereby making necessary amendments to the laws, provisions, and clauses.

The effective intervention of academic institutions as strong machinery has enabled the organization to come up with a possible solution for enhancing opportunities among people. The interventions of various Academic Hubs have equipped the people with knowledge and awareness regarding identified issues that are a part of the seventeen SDGs. The establishment of strong dialogues with the stakeholders has not only led to the empowerment of the initiatives taken by the academic hubs but has also resulted in building an effective mechanism for United Nations to achieve the agendas

UNAI has chosen very well-established institutions as its Hubs and has assigned them particular goals to be working on. B-school contained Institutions like, De-Montfort University, United Kingdom has been assigned Goal No 16 - Peace Justice and Strong Institutions, University of Auckland, New Zealand has been assigned Goal No 4 - Quality 5 Education, UNISINOS, Brazil has been assigned Goal No 11 - Sustainable Cities and Communities, Kristu Jayanti College, (Bengaluru, Karnataka) India has also been assigned as an academic hub for SDG 1 - No Poverty, etc.

Three universities from India are in the top 200 list of universities on overall performance in the parameters of sustainable Development Goals. Amrita Vishwa VidyaPeetham, Tamil Nadu is placed at 41st rank globally in Overall performance. Lovely Professional University, Punjab, and Shoolini University of Biotechnology and Management, Himachal Pradesh are the other two in the list placed in the 100-200 grouping. But when it comes to Individual Sustainable Development Goals, there are several other Universities in the top 200 list. “ Success is the sum of small efforts repeated day-in and day-out “ -Robert Collier It is simply impossible for the B-schools to set all 17 Goals as their target and work towards them.

Hence, every B-school can set any one of the 17 Goals as their target and work in the direction of achieving that target. Whilst working on that major target, all the activities happening in the institution should have an allegiance to all the other Sustainable Development Goals as well. Indian Institute of Management, Lucknow is offering an MBA (Master in Business administration) in Sustainable Management. Amity Business School, Noida provides a course in Natural Resources and Sustainability. In the Indian Institute of Management, Calcutta, Sustainability has been integrated or incorporated into most of its programs. For example, In their Human resource program, re-skilling of employees who had been laid off is included. BITS Campus in Mumbai has set its target to emerge as a zero carbon footprint campus within a year or two.

Indian Institute of Management, Indore, has many courses following the concept of sustainability. 10% of their energy is generated from solar power. Xavier School of Management, Jamshedpur, meets 30% of its energy power through solar power. Birla Institute Management Technology, Noida, requires its students to visit rural areas to make them understand water depletion, poverty, and supply chain barriers. This outreach program is not included in their curriculum, it is more of a measure to develop empathy and compassion. It is certain that the future demands managers who understand Sustainability. The Corporate Organizations are now also working towards UN Sustainable Goals in parallel with their 6 profit Strategies. Hence, they would need people who understand and are determined towards this concept

Business Schools now have undergone a shift from focusing on profit maximization to embracing the holistic idea of positive business impact on the people(society) and the planet(environment). As Above mentioned, top business colleges in India are coming up with a broad variety of sustainability-related courses. B-schools are now teaching courses on a TBL approach i.e Triple Bottom Line, where it is believed that a business is only successful if the emphasis is given equally on profit, people, and the planet.

Many B-schools have included many sustainability-related courses based on the principles for Responsible Management Education issued by the United Nations. PRME persuades B-schools to ensure leaders with the skills needed to balance both economic and sustainable goals. SEBI(Securities and Exchange Board of India) has proposed that the top 1000 listed companies report the impact of their business on ESG(environmental, social, and governance) in BBSR(Business Responsibility and Sustainability Report).

Such legal requirements about sustainability are also updated at the B-schools. Many B-schools have also introduced experiential learning methods, where students learn from observing and interacting with social contexts. Many Institutions have also designed student-centered activities and courses for experiential learning.

The Usual activities in a Business school like reviewing case studies and business plans are now also viewed from the perspective of sustainability. B-schools also host functions in link with NGOs, social enterprises, and individuals who are creating a superior societal and environmental value that contributes to Experiential Learning. Along with the above-mentioned courses and approaches, B-schools have also been promoting entrepreneurship in the domain of sustainability. Many Existing problems can be solved by designing innovative affordable sustainable solutions. The newly aroused courses like social Entrepreneurship have attracted a lot of interest among the students

.It is high time to realize that man is the least important part of the ecosystem and not the master of the ecosystem, thus when comparing and researching how these aspects are taken into action in B-schools sets an example to the rest of the world to join along for our betterment. The goals of Sustainable development are very significant for everyone to be achieved enabling future generations to enjoy the world as it appears to us. Connecting our study with existing examples we find that - B Schools have the knowledge, skills, and resources to make the UN SDGs a reality through various training programs, B Schools are well equipped with sound curricula to transform lives, make youngsters productive and purpose-oriented, mold youth to be self-driven and achievement-oriented. Compelling Reasons for Indian B Schools to embrace UN SDGs ‘SDG rankings: Lessons for Indian higher education institutes’ by Antara Sengupta (2019) speaks of Times Higher Education, a UK-based world university ranking agency, that released the first-ever University Impact Rankings 2019 by Sustainable Development Goals. The report ranked the global universities based on eleven highly relevant UN SDGs out of seventeen.

The report ranked Japan as the most relevant nation. The United States and Russia followed closer. Indian B Schools must realize and recognize this opportunity, India to become a superpower and a developed nation is a long cherished dream of all Indians for two decades. The dream can come true when we give prime importance to the UN SDGs need in our HEIs, especially the B Schools where our graduates can be trained to make UN SDGs a reality by 2030 so that no one is left behind. If B Schools cannot identify a simple solution to the UN SDGs achievement it will be nothing less than proof of our lack of creativity and innovation mindset. It would be in the best interest of the nation and its citizens that B Schools work hard with the fullest commitment to the achievement of UN SDGs in the next five years.

Working towards achieving the SDGs provides a range of challenges for Responsible Management Education moving forward, not only in curriculum design and pedagogy and our research agenda but also in building partnerships within and across our institutions and communities locally and globally as well as further developing our institutional practices. Thus, when we analyze the above research, we get an overall notion of how India as well as other countries are emerging and taking the right action for their B school engagement. It stands as the factual reality and face of the agenda's improvement

What more must be done by the B-schools in India to thrive in their commitment towards the United Nations Sustainable Development Goals? Mahatma Gandhi had once said, “One must care about the world one will not see”. Indeed, humanity has progressed when it has collectively risen to its obligation to the world and responsibility to the future. We are here to choose a future for humanity and the planet 70 years after a sad war came to an end and a new era of optimism began. Since recent crises have brought attention to the issue and shown how unsustainable current systems are, the necessity for reform toward sustainable development is without a doubt. It's time to comprehend how a transition can take place right now. IIT Kharagpur alumni together to solve problems related to illiteracy, hunger, and disease.

The summit held in Bengaluru is an endeavor by the institute to focus on and solve basic problems that are neglected by the industry and government. This is also in line with the universities working with the state governments to address socio-economic problems. A survey of 1,500 MBA students by Bain & Company found that 66 percent of women and 59 percent of men planned to put positive social impact ahead of financial gains. 88% of MBA students indicated that social or environmental business was important to them in Net Impact's 2014 Business As Unusual survey.



According to 2016 research by the Forum for Sustainable and Responsible Investment, social impact screening is now required for one out of every five dollars professionally managed in the US (US SIF). Impact investing has increased from \$15 billion two

years ago to more than \$77 billion in 2016 according to the Global Impact Investing Network (GIIN), an industry association that monitors market developments. Education and literacy are the key indicators of a society that play a central role in enhancing the overall socioeconomic development of a country as a whole.

Emphasizing education as the essence of human resource development, the Government of India is likely to finalize the New Education Policy (NEP) through a consultative process. India has achieved significant progress toward the goal of Education for All. Digitalization has spread its wings over all aspects of life in the age of technological growth when everything is centered around the "e" world. The level of digitization in the current environment and how it helps other nations achieve equitable prosperity by following a sustainable route.

The availability of clean, affordable drinking water, the elimination of open defecation, improved water quality, sewage treatment, and safe reuse, as well as the appreciation of ecosystem services.

It is expected that innovative and policy-relevant research will emerge from a co-creative process if academia takes the democratically agreed-upon SDGs seriously and invests time and effort into discussing their implementation with policymakers.

CONCLUSION

Most of the B-schools in India and all around the world have understood the importance of Sustainability. Many of them have already adopted and are working towards their targets. The Initiatives and approaches taken by B-schools to achieve the United Nations Sustainable Development Goals must be individually given importance through the regular academic curriculum, other activities, and events for the overall betterment and progression of the students in SDG-related efforts personally and their careers too. Humans have hurt mother earth to the extent that it takes more than a lot to heal her. Therefore, Organizations like B-schools where the minds of the young and expected world leaders are grown, inculcate remarkable and consistent steps towards SDGs, along with the existing measures, as "Environment is no one's property to destroy; it's everyone's responsibility to protect."

□ Prerna Nayak □ Abin Thomas □ Pryanish Singh Kristu Jayanthi University Students.

Business Education and UN Sustainable Development Goals



Introduction

The world today calls for enhanced societal action from governments, businesses, NGOs and educational institutes such as business schools. It is therefore worthwhile to ponder the societal impact of business education. One of the ways business schools strive to engender social impact is through adopting and working towards implementing UN SDGs.

The UN SDGs is one of the most important frameworks that guide business education to enhance societal impact. The UN Principles of Responsible Management Education (PRME) launched in 2007 connects business education with UN sustainable development initiatives and depicts the importance of business education in driving UN SDGs. The UN SDGs provide a framework for business education to work towards achieving sustainability directly through their operations and indirectly by instilling future managers with a sustainability mindset. Educational institutions that impart business education such as universities, colleges and community colleges have a key role to play in implementing UN SDGs and contribute to sustainable development.

Business education impacts all of the 17 UN SDGS.

However, some of the UN SDGs are more relevant and impactful for business education such as UN SDG 4 - access to quality education, UN SDG 16 - peace, justice and strong institutions, UN SDG 9 of industry, innovation and infrastructure and UN SDG 10 - reducing inequalities. Business Education and its commitment to UN SDGs Business education encompasses branches for imparting the fundamentals of business as well as developing skills and capabilities required to perform various business functions efficiently and effectively to achieve the business objective of an organization.

The subject 'business' is covered under different courses right from school years; however, Master of Business Administration or MBA is considered to be the highly acclaimed business course in business education. While the implicit objective of a business education is to help students build a successful career in management, it needs to do so by keeping the current changes and the trends in the larger environment. In the wake of many unethical instances that happened in the business world such as the Enron case, business education has been criticized for educating managers with only profit motives. Today it is apparent that business education needs to be responsible for training managers who are ethical and work for the common good. This helps business education to stay relevant and legitimate.

In 2015, the United Nations launched the sustainable development goals which is a shared blueprint for peace and prosperity for the people and the planet, now and into the future. The UN member states considered this as an agenda for 2030.

The UN SDG includes 17 goals and 169 targets. The SDGs provide a framework for all the actors in the society to contribute to sustainable development. This also includes business schools who could create societal impact through business education. In 2020, by third principles for responsible management, the education champion cycle was developed and launched. This provided guidance to support business schools in achieving and integrating the SDGs through a practical guide, concepts, tools and frameworks.

In reality, most of the business schools get engaged in the SDGs through different ways. Some through research, others through campus operations and most of them through revamping the curriculum

Towards the goal of achieving UN SDGs, firstly the business education curriculum needs to be revamped on a frequent basis according to the economic, social and environmental goals depicted in the framework. One of the biggest needs of the world today is that businesses behave responsibly.

Most businesses function in a way that is detrimental to the society and the environment. In this regard business education has a big role to play by developing a set of students who could drive sustainability in organizations. It instills students with the skills and capabilities to function as successful corporate managers or entrepreneurs and upskill creativity, innovative thinking capabilities to enable them to find innovative solutions for meeting UN SDG goals.

Business education helps raise a community of students who are sustainability oriented and have pro-social values. Such students act as change agents towards sustainability and make decisions that have a positive impact to create a more just world. Thus, business education drives the UN SDG goal 16 by contributing to peace, justice and strong institutions as well as UN SDG 9 of industry, innovation and infrastructure. A business education curriculum that focuses on imparting quality education and sustainability helps to implement the UN SDGs 4 on quality education. Business education could also focus on reducing differences in gender, race, religion, and social status. This could be done by providing more opportunities for 4 underprivileged students, women students, and students from low-income countries by offering scholarship programs for underprivileged students to join courses and gain knowledge, thus building an equitable society.

Thus, business education could impact the bottom of the pyramid by helping students with fewer resources to have access to quality education and provide opportunities for them to grow. This is in accordance with the UN SDG Goal 10 of reducing inequality. B-schools also foster partnerships with governmental institutions, PRME, AACSB to achieve goals of sustainable development. Particularly this helps in networking and developing a code of best practices. Partnering with institutions that promote entrepreneurship could help the students to become socially responsible entrepreneurs. This would enable the implementation of UN SDG goal 17 of partnership for goals.

Examples from around the world on business education and its commitment to UN SDGs

SDG 1 – No Poverty

- The aim of SDG 1 is to “end poverty in all its forms everywhere” that is under this goal by the year 2023 eradication of extreme poverty of all people everywhere in the world has to be done.
- B- SCHOOL COMMITMENT: The students of Gabelli School of Business through the specs Nova Initiative worked with faculty to ease poverty in some of the poorest regions of the world by examining sustainable fair trade business models.

SDG 2 – Zero Hunger

- The aim of SDG 2 includes food security, nutrition and sustainable agriculture.
- B- SCHOOL COMMITMENT: Seattle Pacific University in the USA works on diverting extra food by having an on-campus food recovery program which is initiated and driven by the students from 2016 to recover thousands of pounds of food for donation to poor shelters.

SDG 3 – Good Health and Well Being

- The aim of SDG 3 is to “ensure healthy lives and promote well-being for all ages”. It includes 13 targets and 26 indicators which covers maternal health, new born baby health, communicable and non-communicable disease, traffic accidents, reproductive health and much more.
- B- SCHOOL COMMITMENT: The Universal school of business, India had made a partnership with ENACTUS which is an international non-profit organization and has collaborated with and provided nearly 500 eyeglasses to the people

SDG 4 – Quality Education

- The aim of SDG 4 is to “ensure inclusive and equitable quality education by promoting a lifelong learning for all” also it includes 10 targets which covers compulsory primary and secondary education.

- B- SCHOOL COMMITMENT: Aston Business School has partnered with The Prince’s Trust, a charity which supports 11-30 years old who are unemployed and struggling at school and at risk of exclusion. The people are provided a range of training programs, providing practical and financial support to build people’s confidence and motivation.

SDG 5 – Gender Equality

The aim of SDG 5 is “Achieve gender equality and empower all women and girls”.

- B- SCHOOL COMMITMENT: The University of Sydney Business School, partnered with Women Australia in 2014. They made this effort to promote gender equality in the various levels of society by providing a three full annual scholarship “UN Women Australia ” for MBA programs. Many women benefited from this program such as Ms. Katie Moore. She is the first known Indigenous woman who got an MBA from Sydney.

SDG 6 – Clean Water and Sanitation

- The aim of SDG 6 is to “ensure availability and sustainable management of water and sanitation for all”

- B- SCHOOL COMMITMENT: At Brennan School of business, sanitation as an entrepreneurial opportunity is discussed in the international business course, which mainly focuses on innovation in developing low-cost toilets for poor people.

SDG 7 – Affordable and Clean Energy

The aim of SDG 7 is to “Ensure access to affordable, reliable, sustainable and modern energy for all” also it includes 5 targets which covers Universal access to modern energy, double improvement in energy efficiency and much more.

- B- SCHOOL COMMITMENT: The students of Sydney Business School partnered with Business France to analyze the Australian renewable energy market, which will be helpful in finding the Rare Earth Element (REE). This is intended to help Australia to attract French companies to invest in Australia.

SDG 8 – Decent work and Economic Growth

The aim of SDG 8 is to “promote inclusive and sustainable economic growth, full and productive employment and decent work for all”.

- B- SCHOOL COMMITMENT: Chester Business School has partnered with universities in Vietnam for a project for creating new programs for employment and education amongst young people, minority workers and policy makers. Over 1070 young people and 200 policy makers were engaged in this program.

SDG 9 – Industry, Innovation and Infrastructure

The aim of SDG 9 is to “build resilient infrastructure, promote sustainable industrialization and foster innovation”.

- B- SCHOOL COMMITMENT: The University of Wollongong is an Australian university which works towards the sustainable development goals by inculcating it in the curriculum and creating learning programs through research and teaching. They have active partnerships with 249 industries and governments. They have started a unique business accelerator and incubator program named " iAccelerate". It helps local start-ups and small businesses to develop hard skills and also focus on leadership, ethical and sustainable learning.

SDG 10 – Reduced Inequalities

- The aim of SDG 10 is to “ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard”.
- B- SCHOOL COMMITMENT: A civic agreement was signed between the University of Glasgow and the Glasgow Civic Council in the year 2019. It works along with the centers to provide education equally for all and to prevail in employment.

SDG 11 – Sustainable Cities and Communities

- The aim of SDG 11 is to “improve urban planning, management and development and make the world’s urban spaces more inclusive, safe, resilient and sustainable”.
- B- SCHOOL COMMITMENT: The University of Bocconi university has constructed an innovative, sustainable and safe environment for the local residents, which is conceived to be shared with the faculties, staff and students. The entire city of Milan has benefited. In the year 2021 the sports and recreation center was constructed for the community people and was highly acclaimed as a successful measure.

SDG 12 – Responsible Consumption and Production

The aim of SDG 12 is to “ensure sustainable consumption and production patterns” by responsible consumption and production”.

- B- SCHOOL COMMITMENT: The University of Sydney Business School collaborated with various organizations, the students and faculty teams to work on the effective management of food production and supply chain in the community.

SDG 13 – Climate Action

The aim of SDG 13 is to “take urgent action to combat climate change and its impacts”.

- B- SCHOOL COMMITMENT: The GRG B-school, India has taken measures to plant more trees in villages and create awareness among the common people and industrialists.

SDG 14 – Life Below Water & Sdg 15 – Life On Earth

The aim of SDG 14 is to “conserve and sustainably use the oceans, seas and marine resources for sustainable development.”

- The aim of SDG15 is, protecting, restoring and promoting the sustainable use of ecosystems and stopping biodiversity loss.
- B- SCHOOL COMMITMENT (SDG 14 &SDG15): The Nottingham Business School launched 'Sea change event'. on February 20th, 237 innovative and enthusiastic students participated. Their motto was to create a green environment and to preserve life on water.

SDG 16 – Peace, Justice and Strong Institutions

- The aim of SDG 16 is to promote peaceful and inclusive societies for sustainable development, provide access to justice for all to build effective, accountable and inclusive institutions at all levels”.
- B- SCHOOL COMMITMENT: Nottingham Trent University, UK. had laid an agenda for achieving equal access to justice. They were also awarded for embedding social responsibility and sustainability in their curriculum. They created awareness and had created a more friendly student environment.

SDG 17 – Partnerships For The Goals

- The aim of SDG 17 is to “Strengthen the means of implementation and revitalize the global partnership for sustainable development”.
- B- SCHOOL COMMITMENT: In 2017 the NUW Alliance was founded with the partnership of The University of Wollongong, University of Newcastle, and University of NSW. The Alliance had shown its achievements by bringing in enormous changes in the environment.

GRG School of Management Studies and its commitment to UN SDGs

GRG School of Management Studies is a business school located in the textiles and manufacturing hub of Coimbatore, Tamil Nadu. It is a business school dedicated to educating 9 women and is the only women institution in South Asia to be accredited by ACBSP. GRG SMS impacts UN SDGs mainly through quality education, reducing inequality, inculcating peace, justice and building strong institutions. GRG SMS has redesigned its curriculum that strives towards achieving UN SDGs.

The courses include

- **Innovation and product management**- This course teaches the students the techniques of creativity and innovation in decision making and problem solving under various scenarios including sustainable development problems and scenarios
- **Design Thinking** - Teaches the students the techniques of creativity and innovation in decision making and problem solving under various scenarios and guides the students to concept using design thinking approach in product and service that include innovation for sustainability.
- **Social entrepreneurship** - This course focuses on creating values through social enterprise models and creating sustainable changes in society.
- **Social Responsibility of business** - The purpose of the course is to examine and create awareness about UNSDGs by focussing on sustainability, responsible consumption and climate change. This course also explains about the environmental law and the guidance in India related to the conservation of the natural ecosystem.
- **Values, ethics and governance** - This course which deals with importance with corporate governance and ethical practices of organization which contributes towards social commitment.
- **Environmentology** - The outcome of this course is to understand the characteristics of the ecosystem, its services and management of the resources for sustainable development. Analyze the ecosystem services and their significance and develop conservation strategies to protect nature. Analyze the resources available, human impact on it and propose improvements in the existing management policies and also assess the ecosystem services and manage it through Environmental Protection Acts, policies and programs. It also helps the students to apply the recent trends in environmentally sustainable management through community participation in resource management

Universal Human Values- This helps the students to develop a holistic worldview and practical skills for living with fulfillment, and harmony as an individual, with family, society and the natural environment

● **Community Immersion Program** - The objective of the community immersion programme is to sensitize students on their responsibility towards the community through fieldwork in the villages adopted by the institution. They divide themselves into groups with a mentor and work to identify the issues prevailing in the community, primarily relating to UN Sustainable Development Goals. This activity where the students have live lab experience and demonstrate empathy, social responsibility, and transformative leadership. By working with NGOs and Government Officials like ward members of the concerned Village, the students gain knowledge of grass root problems.

The students find solutions to these problems which are implemented over a course of time and the impact is measured. This program focuses on the sustainable development of the particular community.

The main focus is on the UN SDG 4, UN SDG 6, UN SDG 8 and UN SDG 15. The student activities that enable these UN SDGs are:

1. UN SDG 4 - Quality education - Students give skill-based training for school students and women in the village. They give career guidance for students.
2. UN SDG 6 - Clean water and sanitation - Students create an awareness about Waste Management, Health, Hygiene and Sanitation.
3. UN SDG 8 - Decent work and Economic growth - With the help of the institution a Flour Machine at cost of 15 lakhs arrived and installation work in process and the training, marketing and sales support are given to the villagers. The plan to install 4 computer systems is in progress right now and computer literacy training is given to the villagers. Students provide their help to Self Help Group members in the village for their welfare, and provide guidance for women to start their small business.
4. UN SDG 13 - Climate Action - The institution and students came up with an initiative called "Vanam". The objective is to plant 8000 trees in and around village and forestry.

Submitted by: Prashitha G Yogitha Mumti A Mithraadevi R of GRSMS, Coimbatore





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Nemuutsetseg Batjargal , Anita Panigrahi , Erdenebat Purevsuren



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6th  PEREGRINE
— ACADEMIC SERVICES —

STUDENT CASE COMPETITION

WORKSHOP

on the theme of:

SOCIAL IMPACT OF BUSINESS EDUCATION

NOV 26
6PM IST



4th
Rhyllis Rae Oedekoven
Trophy

And the
Winner
is.....

1st position

2nd position

3rd position



Special mention

