

The role of Malaysian University-of-the-Future (UotF) in the Digital Era: International Community Engagement for Improving the Wellbeing of Youth in India

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Abstract: A humanized education depends on the teaching of educators to impact, navigate and co-occur within the sociocultural environment and implementation of educators, leaders, students, administration, and community members. Creating beliefs and practices around a humanizing education focuses on the cultural and contextual realisms and understandings of the learner. The motivation of this paper was to scout how educators inspire academic change towards a humanizing education and increase employability opportunities for the youth. Educational atmosphere and teaching methods using digital advancements of IR4.0 are explored in this paper as impacts on the elements for humanizing education. Employability is also a major problem to be resolved for the youth in contemplation on an industrial and economical level. Youth have experienced various scenarios of skills mismatch upon trying to be employed in the current industry. The design and system thinking approach has been adapted in this paper to address the wellbeing issues and promote employability skills trainings for the unemployed youth in India through understanding their need, and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the needs, challenges and key problems; formulating and ideating initial business model options in solving the problems; and validation of the initial business model by interviewing the various customer segments. This paper offers validated conceptual UotF business model with focus on international community engagement for a Malaysian-based UotF. The value proposition of the conceptual business model is to enhance the wellbeing of the youth in India through humanizing educational activities by harnessing the digital possibilities in today's world. This paper also aspires to contemplate the contribution of higher education institutions, in accomplishing the Sustainable Development Goals (SDGs) through employability and digital entrepreneurship skill sets that are essential for a graduate.

Keywords: Wellbeing, Humanizing Digital Entrepreneurship Education, India, B40 Youth, Digital Era, University-of-the-Future, SDG, Community Engagement.

I. INTRODUCTION

The United Nations (UN) presented the idea of Education for Sustainable Development (UNDESD) which had a timeline from 2005 to 2014. Following to which, in 2015, as a result of a global consultation progression, UN introduced a roadmap which consisted of 17 Sustainable Development Goals (SDG) to be achieved by 2030 and all the members of the United Nations States implemented the model and adapted the course to achieve these goals.

The Indian economy in the current state is severely affected by poverty and unemployment (G.O.I Planning Commission, New Delhi). Ever since Independence in India, various key factors that challenge the education system involving students of different categories such as levels of society (poor mainly), caste, gender, etc. have been highlighted i.e. Sarva Shiksha

Abhiyan, Right to free & compulsory Education Act, etc. Successive governments have consequently revised the education system and policies to adjust for the development of a quality education to be provided for all. The British Council India (2014) stated that the existing system in India is formulated on diverse objectives but are still heavily grounded by the policies of the previous century and not much has changed for the graduates to be adaptive in today's worldly requirements. In India, as the country's population is the second highest in the world (about 50% are below the age of 25), the country does not lack of universities or graduate programs for the youth to attain a degree but however, finding a job is where the concerns lie. According to the International Labour Organization (ILO), India has an unemployment rate of 14.3% of male youth and 48.3% for the female youth. The Confederation of Indian Industry (CII) reported in 2019 that about 46.21% of the graduates were only to be 'qualified' for employment, whereas the figures for youth employment were lower than that.

There is a high deficit in qualified and trained graduates for the real-world workforce and this implies poor quality teaching, out-of-date curriculums and poor infrastructure for the education system. More importantly, the higher education system or institutes need to incorporate employability skills which are a combination of skills and characteristics required for a graduate's employment and success in his or her job. Employability skills are those that are either foundational or workplace skills, like the knowledge and hands-on experience with workforce systems, tasks and workforce practical application of theoretical studies or they can also be soft skills like communication, interaction, leadership, personal habits and attitudes with the co-workers and higher officials. Unemployment can also be resolved with youth as entrepreneurs. Entrepreneurship is considered to be an essential skill in developing countries, that drives the economy and is helpful in structural changes of established businesses (Vivarelli, 2012). The significance of youth entrepreneurship has amplified in the recent years around the world as a means to lift the economic growth and development (Kritikos, 2014). As India is deeply dwelled into tech start-ups, youth with these skill sets will have an advantage over others in securing a job (Mei & Symaco, 2020).

With the hasty progression of technology, employers are faced with unskilled graduates leaving the higher education system pressurized to improve the teaching quality and producing qualified graduates. In an article (Venkat, 2018), the author writes that graduates are working in temporary jobs like food delivery riders, salesmen, etc. to sustain their livelihood although having an engineering degree, shows the need for the higher education system to step up their teaching methods and enhancing skills of the graduates to be job-ready and job-worthy. Universities also have to renovate their business models and induce teaching methods to be on par with the advancements of IR4.0. Mahyuddin and Dahlan (2019) stated that the traditional education system will no longer be appropriate since digital devices are embedded into the people's daily lives as a result of IR4.0.

The "2017 Global Youth Wellbeing Index" report by International Youth Foundation, stated that the world today has a larger generation of youth than ever before. Half of the global population is now under the age of 30, impacting dramatically on various aspects of the society. When these youth are educated, engaged and empowered, they can become effective agents of change, shaping the world for a better place to live. But when their needs are overlooked, we see alarming trends of a growing number of young people who are unemployed, under-educated, and generally dissatisfied (ILO, 2020). The basic question to be addressed by this conceptual paper is: "are we creating a world in which youth in India can enhance their wellbeing and become a balanced person - as adults, parents, ethical entrepreneurs and citizens?"

To overcome these challenges, the Universities of The Future (UotF) need to re-evaluate and retune their standardized ways of operating with the help of technology and the internet particularly and make immense uses of the digital devices available today to tackle the SDGs in order to secure a better future for the youth. The purpose of this paper is to propose a revised Business Model and Value Proposition for Higher Education Institutes for which a Malaysian UotF can collaborate with and work towards the SDGs. Improving quality of the education (SDG 4) can solve unemployment that can lead to a decent work and economic growth (SDG 8) and ensure healthy lives and promote well-being for all at all ages (mainly youth) (SDG 3) which in turn will help solving poverty and hunger (SDG 1 & 2) and create sustainable cities and communities (SDG 11). The proposed Business Model will tend towards the improvement of Employability Skills and Entrepreneurship Skills so that education motivates towards humanization for a university graduate, to enhance the community engagement of the youth in order to establish the SDGs.

II. PROBLEM STATEMENT

Employment has become a constant challenge in today's economy. One of the main factors for a student to choose a university is job placements and universities take pride in their student's placements. But given the number of established universities and the availability of existing experienced workers, it is becoming harder year by year for fresh graduates to secure a job easily, partly due to being incompetent in the market. Universities have tremendously tried their best in achieving top quality graduates but their teaching methods are still of yesteryears. Despite the unemployment rate falling prior to 2017, the numbers have been increasing ever since which is a pressing concern considering the population in India. Based on different scenarios for the impact of COVID-19 on global GDP growth, the International Labour Organisation (2020) estimates indicate a rise in global unemployment of between 5.3 million ("low" scenario) and 24.7 million ("high" scenario) from a base level of 188 million in 2019. ILO calls for urgent, large-scale and coordinated measures across three pillars: (i) protecting workers in the workplace, (ii) stimulating the economy and employment, and (iii) supporting jobs and incomes. Underemployment is also expected to increase on a large scale, as the economic consequences of the virus outbreak translate into reductions in working hours and wages. Unemployment in turn adds to poverty and gender inequality, so focusing on the former can ease overcoming of the latter.

III. OBJECTIVES

The objective of this paper is to offer a validated conceptual Malaysian UotF business model with focus on international community engagement initiatives. The value proposition of the conceptual business model is to boost the welfare of B40 youth in India through humanizing digital entrepreneurship education and improving employability skills by harnessing the digital capabilities of current times. The Malaysian UotF acting as an offshore key contributor which will provide support in terms of expertise, content, courses, hosting challenge awards, etc. mainly using digital platforms. Thus, improving and sustaining a better world in which youth in India can enhance their wellbeing and become balanced person - as adults, parents, ethical entrepreneurs and responsible citizens. This paper provides insights on overcoming and working towards SDGs (1, 2, 3, 8, 11 by addressing 4) for the Agenda 2030.

IV. LITERATURE REVIEW

A. Higher Education Institutes and Universities of the Future

The Universal Declaration of Human Rights declared literacy or education to be the fundamental of human rights. It is the enabler for people, communities and countries to be empowered. As one is more knowledgeable, the more empowered he or she is. The growth of higher education systems has been rapid after independence, making India a hub for students across the world for higher education. As per the Indian University Grants Commissions' (UGC) Feb 2020 report, there are about 935 universities and roughly 38,000 colleges across the country which is in itself a huge number. UGC is the body that governs and normalizes the standards for all the higher education institutes in the country.

Regardless of the education system and albeit obtaining education and graduating from university, Confederation of Indian Industry (CII) prepared the India Skills Report (2019), which stated that about 46.21% of the graduates were only to be qualified for employment. This shows that India does not lack in higher education institutes' quantity but the quality. However, the employment of females had seen an influx from 38% in 2017 to 46% in 2018 which is a positive step towards achieving SDG5 (Gender Equality). According to the report, India has also seen an efflux in the employment rate in 2019 as compared to 2018. Another research by Aspiring Minds (2019) found that just about 4% of the engineers who graduated with an ICT background are employable, only 40% of the engineering students are able to perform their internships and as low as merely 36% of the engineering graduates have the ability to implicate the theoretical knowledge into practical applications for projects at the workplace. Unemployment diminishes the rate of development and is a major issue across the world particularly in developing countries (Singh, 2018). A basic Google search on Indian university rankings globally will yield on how old-fashioned they are compared to the worldly standards.

Mohan et al. (2016) stated that the municipal expenditure for Higher Education in India had endlessly increased over the years. It had extended from Rs 171.5 million in 1950 to Rs 95,620 million in 2004-05. The government's priority can be indicated by the scope of its expenditure budget to any aspect in the country. Due to the compelling of several international funding agencies, funds given for higher education were reprioritized for the advancements of primary education, reasoned as it would influence on the betterment of a wider section of the community. Following which, the government privatized higher education institutes leading to a radical decline in funding.

Agarwal (2006) stated that India suffers from foundational inadequacies in the higher education system. Due to which, unemployable and unskilled graduates are produced although there are multiple vacancies in the job field of various emerging markets. Academical researches are poorly standardized and not on par with the global standards. A few common issues of the system also include clumsy affiliating process, strict or lack of flexibility in the curriculum, decline in autonomous institutes and low funding for infrastructure and research facilities. Other concerns such as the ineffective administrative condition, the accreditation system that has low inclusion and no outcomes, absence of encouragement for better performance and unjust policies of financial funding also exist at large. Fletcher, Pande and Moore (2017) stated that although the economic growth and educational gains are on the incline, the women in India are still missing from the workforce. The rural areas are largely determining women to be for unpaid family labour. Women are declined from education in general and enrolling into universities due to societal norms. Jayachandran (2015) mentioned that India largely contributes for the undermining of females in the workforce. The likeliness of men is thrice to that of the women indicating the gender barrier to be significant.

Recruiters search for employable graduates, skilled with managing questionable and intricate business conditions and personal life by working in an ambitious, out-of-the-box manner. The individuals who are educated with entrepreneurial skills have a different mindset for their way of living, their personalities, making them a different breed of workers than the normal. Too often, entrepreneurship is considered to be a way of starting your own business, but the concept has a wider means than that. It is the skill set of establishing something out of nothing (Littunen, 2000). Wei, Liu and Sha (2019) mentioned that the experience of the early process of start-ups cultivates the mindset of an individual to create, innovate and succeed making the entrepreneurial skills teaching a way of cultivating youth for analytical, creative and innovative intellect. There have been numerous gaps identified with reference to lecturers that deliver the same. Penaluna et al. (2012) concluded that instructors of entrepreneurial skills had their own involvement in creation and running of a business, had their own network of contacts within the educationalist community and engrossed with advice on regular basis from proprietors and ex-students who were involved in this field yet they suggested that future research had to pursue to realize that the better viewpoint of an educator on entrepreneurship would make a positive impact on cultivating minds of the youth.

Due to the current business model for higher education institutes being solely based on teaching or research, they need to renovative and shift to agile business model designs that could meet the changing requirements of the University of the Future (Ibrahim & Dahlan, 2016). Over the past few years, the University of the Future proposal has been explored. The rapid technological advancement is changing the structure of universities. The University of the Future seeks to establish higher learning institutions as a network that offers students, staff, university, and industry social interaction. It also builds relationships of a partnership between universities, students, and the community. In reality, the idea of the University of the Future also fostering organized learning that is not only for academic purposes but also to work jointly and enable greater involvement in the industry to complement the ecosystem (Mahyuddin & Dahlan, 2019).

B. Global Megatrends and IR4.0 for Higher Education Institutes

Megatrends are global changing factors that govern the future of the world, having an effect on economy, businesses, industries, societies and so on which in turn changes our lifestyle (Malik & Janowska, 2018). The megatrends for education are dynamically shifting as we shift into a new era with IR4.0. The megatrends around the world are swiftly advancing, invoking the need to make changes in the industry, technology, education, etc. These are also affecting the way we perceive and live our lives, impacting the environment and social trends and culture around us (Kaur & Arledge, 2019). As the technologies advance, businesses and industries change in this era, the skills and requirements of human workforce also need to be improved to sustain a livelihood. Due to the phenomena of megatrends, the education and learning system needs to have its course of renovation and tweaking to adapt and implement the potential according to the demands of this era. Universities, with its academic professionals are obligated to improve the quality of education provided by humanizing education with the technological advancements of IR4.0 to prepare the students for the adaptability towards the environmental as well as job markets for the 21st century.

In a recent article written by Ark (2019), he suggests Four Megatrends for the restructuring of worldwide education: (i) Defining new learning and graduate profile goals: International advocate iNACOL suggests “engaging our communities in the conversations around new definitions of success and what is necessary for redefining student success to include academic competencies, social-emotional competencies, skills and dispositions with a holistic focus for the whole child, a

well-rounded education and the future of our communities.” (ii) Adapting student-centred learning: This is also termed as active learning, by the assignment of tasks and open-ended challenges involving industries, devising grouped plans and producing quality results for a better understanding of the concepts in its implementation and community engagement. (iii) Industry or work competency: This is where the student needs to “walk the talk”. This is where the graduate needs to show the capability of skills rather than showing the degree. As several online free courses have already implemented the ‘badge’ concept, where the individual is badged according to the capability of his/her skills, rather than a grade which is determined by a generalized exam, universities can implement this which will allow the graduate to be well-skilled in selected topics or fields instead of being half-skilled in multiple topics. (iv) Support integration: This is to help a student with each individual needs to make the system work supportively for a greater number of students.

Infosys (2019) had also added another valuable megatrend concept which would provide for the wider part of the community in India: Open Educational Resources (OER); as education being everyone’s right, OER propositions high-quality education, learning and study materials that can be used and re-used by people all around the world.

A well-established concept of digital learning already implemented is through BYJU’S. Keeping up with the trend, the most outstanding ed-tech start-up that emerged out of India is BYJU’S, a company offering online lessons to students in classes kindergarten-12. In a recent article written by Dokadia (2020), states that “The main reason why BYJU’S has been so successful is due to the format of its video lessons. The concepts are explained in a highly visual contextual format with an amalgamation of animation, gamification, and live-action formats, which make the videos highly engaging.”. BYJU’S brought an innovation in their teaching methods where you get the personalized learning experience by seeing the lecturer and visualizing what she is teaching with excellent graphical/2D works. BYJU’S is a freemium business model where you can take selected few free courses to understand the concepts better. Dakodia (2020) also mentions that “another important parameter used by BYJU’S to improve the learning experience is its feature of personalizing the learning content based on students’ proficiency.” A rich learning profile is built for each student and the app memorizes the student’s learning fingerprint, enabling the app to customize and personalize the student’s learning experience. BYJU’S personalization engine mimics the actions of a personal tutor, helping in tackling students’ weaknesses and enabling the students to learn at their own pace. A similar digital platform can be tailored to work for the shortcomings in youth skills training and eventually can be implemented for higher education institutes also.

Industry 4.0 was introduced in 2011 by the German government. The target of the movement was to increase productivity and efficiency of industries which also brought in changes in the digital world and enhance AI capabilities (Frank et al., 2019). Digital transformation of IR4.0 has reformed and changed the way education has become accessible and is delivered. It has enabled to cater educational needs of every student along with the student’s input and interaction in a direct manner. IoT has eased and reduced the communication gap between people and opened portals to endless techniques for education delivery. The higher education institutes are benefitted through IR4.0 technologies by increasing flexibility and productivity, improving R&D activities, and developing new skills and talent both locally and globally (Dahlan et al., 2020). These megatrends will enable higher education institutions to provide significantly more pertinent, flexible and application-based academic programs that stimulates the quality of graduates.

C. Humanizing Digital Education

Societies today have already achieved or in the pathway to reach the economical and social success, however the concern lies in the spiritual emptiness, meaninglessness and hopelessness, which disturbs the majority of it. According to Danica and Sazhko (2013), a need for a system that highlights these concerns was due which had to incorporate humanization of mankind and society in general. An education system that focuses solely on academics and does not pay attention to ethics and spiritual education aspects will produce generations of academic knowledge and skills but less of morality and faith in their career and life. Instead, the education system must aim to develop a holistic person that is intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God (Wan, Sirat, & Razak, 2018). The concept of humanization of mankind can be practiced only through education as these values need to be instilled from a very young age. Humanity is one of the key aspects every person should have, which also includes virtues of kindness, honesty, consideration to others and humbleness. The UotF must be built on the basic principles of humanity first and foremost. Humanizing education solely rests on the staff of the UotF. Xu et al. (2017) remarked that the viewpoint of humanizing education defines teaching as a process and a vision for life in schools and beyond – not only for students, but also for ourselves. These are principles that cannot be taught like academics. It needs

to be practiced with each other to produce a developed and humanized community, be it staff to student or vice versa. With the swift advancement of technology, universities need to adapt better strategies to provide a relevant knowledge aligned with IR4.0 to ensure that their stakeholders are familiar with it. Technology can also be misused for cyber-attack, cyber-robbery, etc. Universities can play a significant role in overcoming the negative uses of technology by focusing on humanizing education delivered to the students and produce graduates who fear God (Abeid & Dahlan, 2018). Opportunities for employment and aiding for the betterment of a fellow human is also a responsibility of every human. By the practices of humanizing education, the youth would be a valuable asset because of honesty, ethics and virtue to the company, if an employee and can look over others providing for the good if a managerial position. These youths would realize the concept of greed and contribute more to the society and play a major role in helping poor people and treating women equally providing for the betterment of the community which can tackle SDGs.

D. Sustainable Development Goals (SDG) 1, 2, 3, 4, 8 and 11

The higher education priorities are to ensure equitable access to higher education for students from all backgrounds at the national level, develop and adhere to a broader globalization approach that involves technology and intellectual training (Winasis & Dahlan, 2019). Globalization is a systematic process of incorporating an international, intercultural and global aspect into purpose, roles and delivery of tertiary education with a view of improving the quality of education and research for all students and staff and making a positive contribution to the society (Litz, 2011). This indicates that a broader purpose is served by international education, one that is connected to both academic and higher education's social role and responsibilities. It also indicates how international education contributes to the creation of graduates who are international students and how it can foster social cohesion, create a more peaceful, less divided and non-violent society, human value and encourage international education in all domains beyond business and management, such as medicine, arts and human science. This paper provides insights to a quality education (SDG 4). By 2030, it targets to achieve higher levels of economic productivity through technological advancement and innovation, as well as focus on high-value and labour-intensive sectors. Improving quality of the education (SDG 4) can solve unemployment that can lead to a decent work and economic growth (SDG 8) and ensure healthy lives and promote well-being for all at all ages (mainly youth) (SDG 3) which in turn will help solving poverty and hunger (SDG 1, 2) and create sustainable cities and communities (SDG 11).

In order to support the SDG 4, quality education in India, the conceptual solution is aimed at improving the processes and quality of the programs for enhancing the skills and knowledge of youth to address the needs and expectations of employers. The higher education institutes should dig deeper into the key skills that young people require in the 21st century. Nazar et al. (2018) concluded that further sustainable development goals can be accomplished by the roots of quality education. Hence, education is prioritized by UNESCO. This will eventually build peace, attain equality and basic human rights in the society.

E. International Community Engagement

The role of higher education institutions has always been known as a communal good, with sole societal responsibilities in providing knowledge for community development and sustainability and they play a critical role in it. In Asia, a region with so many disparities and different sections of communities, the re-emphasis of ideologies and concepts of community engagement ought to become the significance agenda for existing education. Education is undoubtedly a key for developing human capital for which a sustainable social and welfare system is demanded by the public. Chan et al. (2009) mentioned that the modern world is facing a new economic situation, which can be characterized by digitization, globalization and a monopolization of capitalism, implying our eager preparation to face the new economy as one community. According to the "Youth Civic Engagement" report by United Nations (2016), "Although the extent of their participation has varied, young people have always been actively engaged at the community level through volunteerism, peacebuilding efforts and sporting activities". Community level engagement helps the youth with their first experience of contribution to a cause or movement, serving as an initiative to further and broader engagement throughout life as well as opportunities for leadership building. The youth are energetically inspired to participate for issues, causes or movements that are meaningful to them and the communities in which they live. The escalation of social media and advancements of ICTs and mobile technology has provided youth with better prospect to engage within their communities in new and innovative ways.

The integration of intentional learning and education in community level youth engagement can contribute significantly to youth development. Activities such as volunteering, peacebuilding and sport not only engage youth in the activity itself, but also offer the possibility for young people to develop specialized skills and knowledge in the areas of leadership, teamwork, communication, peer-to-peer mentorship, problem solving, decision-making, negotiation and mediation, and intercultural understanding. Furthermore, evidence suggests that involving youth at the community level in grass-roots causes, groups and activities increases the likelihood that they will engage in political processes (United Nations, 2016). The International Youth Foundation (IYF) has created a global network of over 600 organizations for productive lifestyle development guidance and training for the youth in the last 30 years. Multiple initiatives by IYF have been serving for the welfare of the youth in India. EquipYouth is one of the initiatives in collaboration with Caterpillar Inc. that is currently serving in India, Brazil and China. Launched in 2012, with the goals of increasing youth employability prospects and enabling youth towards entrepreneurship, through tailored strategies and approaches to provide respective countries' local youth. The organization has actively managed to provide youth with market-relevant life and technical skills training, internships, on-the-job learning, and job placement support and services.

Given the diversity of approaches for community engagement, there are multiple techniques for implementation for the youth in higher education institutes. Community engagement in higher education institutes can essentially take six forms: linking learning with community service, linking research with community knowledge, knowledge sharing with the community, devising new curriculum and courses, including practitioners as teachers and social innovation by students (Singh, 2016). International community engagement at a university level refers to a combination of practices that impact on many higher education institutions, scholars and students. It takes the form of new approaches to knowledge creation or transfer that link community activists to university researchers, and to the engagement of students in community action projects or movements (Strumm, 2018). The higher education institute has to adapt and develop a holistic and efficient approach to engage international community engagement. Tandon (2014) also highlighted that the institutional model for community engagement should be based on the following core principles: (i) Mutually agreed interests and needs of both communities and institutions be articulated and respected. (ii) Engagement must encompass all the three functions of institutions of higher education—teaching, research and outreach/practice. (iii) Institutional engagement cutting across disciplines and faculties should be mandated, including natural sciences, and not restricted to social and human sciences alone. (iv) Participation in community engagement projects by students should earn them credits and partially meet graduation requirements and it should be integrated into their evaluation systems. (v) Performance assessments of teachers, researchers and administrators in such institutions should include this dimension of community engagement. Hence, international community engagement for higher education institutes can be considered to be an umbrella concept, which encompasses several mutually-beneficial engagement initiatives between the university and the community. Effects of such community engagement activities undertake special significance for the stakeholders involved and the expectation associated with it.

V. METHODOLOGY

The methodology used for this paper is the design and system thinking approach to develop a conceptual business model of a UotF – focusing on implementing relevant skills development programs via digital platforms. Design thinking methodology is a structurally organized technique, which includes a progression of steps requiring a lot of contemplation (Shaked & Schechter, 2017). The value proposition of the conceptual business model is to enhance the wellbeing of the youth in India through humanizing digital education, and by harnessing on the use of digital/IR4.0 capabilities and platforms. The conceptual business model is developed through understanding the needs of the youth by using business modelling tools i.e. Business Model Canvas (BMC) and Value Proposition Design Canvas (VPC) (Osterwalder et al., 2010 & 2014). The approach involves carrying out a literature review and interviews to identify key challenges and issues of various CS, formulating and devising an initial conceptual business model – in the form of BMC and VPC, and value proposition to enhance the wellbeing of unemployed youth in India. The initial BMC is validated by interviewing the following 5 participants; 2 personnel with teaching background (a current entrepreneur and a university lecturer involved in community engagement), 1 employed recruiter and 2 HR personnel based in India as well as in Malaysia. Additionally, surveys and interviews were conducted by interviewing the various customer segment participants, mainly youths in India and Malaysia to address the concerns faced by them towards unemployment. The initial VPC is validated by interviewing the following customer segment participants; 7 unemployed Indian fresh graduates and 3 Indian university students. The main focus would be to successfully solve the youth unemployment by redesigning the business model and validate the value proposition of the UotF for the higher education institutes in India which either directly or indirectly contribute towards the SDGs.

VI. PROPOSED CONCEPTUAL SOLUTION

A. Initial BMC and VPC

The Business Model Canvas (BMC) and Value Proposition Canvas (VPC) was initially proposed upon literature review and laying out the aspects that needed to be addressed. The design thinking approach used helped the initial BMC and VPC to include the branches of the community this will be serving and the services to be offered to them. The validation of the same was supported by surveys and questionnaires by participants as mentioned in the methodology section. These discussions were carried out via digital platforms such as Google forms, Facebook, WhatsApp and face-to-face meetings.

B. Validated BMC and VPC

a) Business Model Canvas

The surveys and questionnaire yielded that, 8 out of 10 customer segment participants had an opinion of employability skills to be the most important factors that need to be combined with the technical line for recruitment. Graduates with technical knowledge often do not lack soft skills such as speaking skills, leadership, etc. The graduates who have both skills have more chances of getting shortlisted for interviews and are employable. The teachings for entrepreneurship and training youth mindset to run businesses has also resulted in graduates to be employed in renowned companies. However, entrepreneurship is usually perceived as the concept to run own businesses by the youth. By creating balanced and holistic academic curriculum with employability skills and entrepreneurial mind-set can enhance the job employment by the public and private sectors, or become self-employed for the youth. The youth are eager to be trained for creative and innovative thinking. To enable easy and hassle-free learning process and experience, digital platforms such as e-learning (Google Meet, Zoom, etc.) can be used and if needed locally established schools or the infrastructure facilities of mosques can be utilized to provide local trainings on these skills. The validated BMC is shown in TABLE I.

TABLE I: BUSINESS MODEL CANVAS

Business Model Canvas				Malaysian UotF	V
Key Partners	Key Activities	Value Propositions	Customer Relationship	Customer Segments	
<ul style="list-style-type: none"> - Government (MOHE) - Community - Industry partners - Local or international universities - Local schools or institutional workspaces - Alumni 	<ul style="list-style-type: none"> - Online learning programs - Entrepreneur training programs - Skills development or specialized courses - Job & industry trainings - Programming (coding) workshops & trainings - Develop and enhance e-learning & e-marketplace - Industry collaborated trainings - Community engagement 	<ul style="list-style-type: none"> - Well-rounded, balanced, humanized and job-worthy skilled graduates - Graduates with employability and entrepreneurial skills - Courses structured for industry trainings and industrial visits - Free selected online courses - Career & job-integrated training programs - Supportive university community - Mentoring & coaching activities for community (NGOs / Associations / Local residents) 	<ul style="list-style-type: none"> - University contact resources (E-mails, websites, social media) - Free consultations in workshops & career fairs - Masjid networks - Partnerships - Face-to-face - Alumni 	<ul style="list-style-type: none"> - Students (undergraduates, postgraduates, local and international, financial disability students) - Unemployed & employed youth - Donors & sponsors - Government 	
	Key Resources <ul style="list-style-type: none"> - Teaching infrastructure or workspaces - Lecturers and staffs - Digital platform/social media - Wide course content database 		Channels <ul style="list-style-type: none"> - Partner university campuses or schools - Websites or e-learning & e-marketplace platforms - Social media - Masjid or Tahfeez 		
Cost Structure			Revenue Streams		
<ul style="list-style-type: none"> - Salary for lecturers and staffs - Marketing and advertisements - Facilities and accommodation - Research funds - Website and IT development and maintenance - Social activities and projects - Trainings 			<ul style="list-style-type: none"> - Student fees (registration fees, courses fees, etc.) - Donations for free knowledge resources - Hostel and in-house businesses (e-marketplace) - Government grants - Waqaf/Zakat - Grants from Muslim organizations like OIC, etc. 		

➤ **Value Proposition**

The Value Proposition defines the value of the business to the customers, services and products that are offered by the UotF in satisfying the needs and expectations of the various customer segments. The student youth can take advantage of humanized digital education available much alike to university teachings, special courses, skills development, etc. Unemployed along with employed youth can enrol for specialized courses, coding courses, entrepreneurship courses, etc. for one's further development and advancement in career and life. The donors and sponsors can use the digital platforms in expanding the customer segments and with the use of e-marketplace, they can be small-scale entrepreneurs or to expand their existing businesses and create more job opportunities. The government can be involved to attain balanced job-worthy graduates who can be employed in the government sectors or private to improve the economy and assist in governmental affairs, a step closer to achieving well-being of the societies in the nation. The government can also make use of the e-marketplace platform and support to make it a global e-commerce platform. These values will reduce unemployment and poverty due to the academics and skills training provided for the youth. These values will also help towards the achievement of SDGs.

➤ **Customer Segments**

Customer Segments correspond to the people and community the business or enterprise is targeted towards. They are an essential part of the enterprise that determine the success. The customer segment includes partners and receivers of the enterprise, particularly targeted for the youth community of India.

➤ **Customer Relationship**

The platforms or means used for the enterprise to stay connected with its customers are Customer Relationships. These tasks are performed through any means of contact i.e. channels. The digital platform e-learning along with integrated with e-marketplace should be implemented with easier and flexibility of use, most importantly a platform that runs well consuming less data and slow internet connections.

➤ **Channels**

Channels are used to share and deliver value propositions through various platforms and it can be reached to new customer segments also. For the UotF, the channels included are both virtual, digital platforms such as the internet and social media as well as face-to-face interaction facilities because the customer relationship can be either virtual or physical. The e-learning along with integrated with e-marketplace as well as other online content support will favour youth to access and learn anywhere anytime and help donors and content providers ease of access to ensure smoothness of the platform. Other channels used can be the network of Masjid and Tahfeez, collaborated universities or schools for infrastructure

➤ **Key Resources**

Key Resources are the important assets required to deliver the value propositions offered by the UotF to its customer segments. UotF can be executed by the work of staff and students, alumni, digital platforms, infrastructure for the delivery, etc.

➤ **Key Activities**

Key Activities describe the activities to be performed in order to deliver the value propositions offered by the UotF to its customer segments. It consists of online learning programs, developing and enhancing e-learning and e-marketplace, job and industry trainings, skills development or specialized courses, entrepreneur training programs, programming (coding) workshops and trainings, industry collaborated trainings, with better engagement of community to provide the value propositions for the customer segments.

➤ **Key Partners**

Key Partners enlists the external partners with the strategic competencies and values - people or/and organizations/ industries, who can collaborate as partners to execute and deliver the value propositions offered to its customer segments. The key partners include local and international universities collaboration in generating the courses content, training and other academic activities. Research centres and institutions to support research. The government, industries and alumni collaboration to conduct trainings, workshops and promotions for UotF, and community to engage in key activities.

➤ Revenue Streams

Revenue Streams are to generate revenue for the enterprise, in this case UotF, for which the management needs to evaluate the worth of the value proposition and ensure best delivery of it to be provided to each customer segment. It is a means to cover the operational costs for the enterprise through student fees, government fund, donations, training and workshop fees, etc.

➤ Cost Structure

Cost Structure defines the operational costs to execute the key activities and maintaining the key resources in order to deliver the value propositions to the various customer segments. The required costs include salary of staff, cost of academic content generation, implementing digital platform, maintenance for infrastructure, etc. The required costs are covered from the revenue streams.

b) Business Model Canvas

The Value Proposition Canvas is for defining the customer pains, gains and shows the expected services that the customer needs from the business or enterprise. This VPC is validated by interacting with unemployed Indian fresh graduates, Indian university students, employed graduates, personnel with teaching background, employed recruiters or HR personnel in India as well as Malaysia. The validated VPC is shown in TABLE II.

TABLE II: VALUE PROPOSITION CANVAS

Customer Segment	Customer Profile			Value Map		
	Customer Jobs	Pains	Gains	Products & Services	Pain Relievers	Gain Creators
UG & PG Students	<ul style="list-style-type: none"> - Skills development - Self-employment trainings - Free access to wide content for skills development - Free specialization training programs 	<ul style="list-style-type: none"> - Expensive tuition fees - Lack of job-worthiness and experience - Finding individual strengths 	<ul style="list-style-type: none"> - Free access to online education content - Industry and job-related training and networking - Guaranteed placements 	<ul style="list-style-type: none"> - Top ranking university - Humanized education - Badge or ranking level concept certification - Free online courses - Experienced or industry-based tutors - Good campus facilities 	<ul style="list-style-type: none"> - Cheap tuition fees - Selected free courses - Industry-based learning and job placements 	<ul style="list-style-type: none"> - Quality education and facilities - Facilities and staff for high quality research assistance - Employability and entrepreneurial skills training - Soft skills development - Scholarships
Unemployed Youth	<ul style="list-style-type: none"> - Skills development - Certification courses - Self-employment trainings - Free access to wide content for skills development - Free specialization training programs 	<ul style="list-style-type: none"> - Financial constraints - Travelling to campus difficulties - Poor language and leadership skills - Lack of job-worthiness and experience - Finding individual strengths 	<ul style="list-style-type: none"> - Online-based education - Free access to online education content - Industry and job-related training and networking - Increased employability of students - Guaranteed placements - Physical assistance for learning if needed 	<ul style="list-style-type: none"> - Humanized education - Badge or ranking level concept certification - Free online courses - Experienced or industry-based tutors 	<ul style="list-style-type: none"> - Free educations - Selected free courses - Industry-based learning and job placements - Financial aid services for monthly expenses 	<ul style="list-style-type: none"> - Quality education and facilities - Facilities and staff for high quality research assistance - Employability and entrepreneurial skills training - Soft skills development - Enrolment in challenges or competitions (24-hour coding marathons, etc.) - Scholarships
Donors	<ul style="list-style-type: none"> - Increase employability - Content generation 	<ul style="list-style-type: none"> - Poor digital education platform - Lack of 	<ul style="list-style-type: none"> - Increase youth employment and financial stability 	<ul style="list-style-type: none"> - Reduce unemployment - Skilled graduates 	<ul style="list-style-type: none"> - Mature digital platform - Quality content 	<ul style="list-style-type: none"> - Creating job opportunities - Research and innovation

	<ul style="list-style-type: none"> - Sponsors and mentors for self-employment - Promotions and advertisements - In-charge for financial services 	<ul style="list-style-type: none"> quality content - Poor financial system 	<ul style="list-style-type: none"> - Marketing and business development 	<ul style="list-style-type: none"> - E-learning platform - Conduct researches to solve unemployment issues 	<ul style="list-style-type: none"> - E-services and online based system - Experienced instructors and tutors 	<ul style="list-style-type: none"> - Skills development programs - Humanizing education
Government	<ul style="list-style-type: none"> - Financial assistance - Grants and collaborations - Ease of facilities for youth - Improve educational policies - Improve and market the e-marketplace platform 	<ul style="list-style-type: none"> - Educated and balanced youth society - Stable and better economy - Balanced talents for hiring 	<ul style="list-style-type: none"> - Unbalanced society - Poverty - Lack of easy access and affordable services such as internet - Lack of teaching staffs and facilities - Lack of quality online content 	<ul style="list-style-type: none"> - Globally competent in delivering humanizing educational facilities, content, materials, staffs, etc. 	<ul style="list-style-type: none"> - University supervision within global standards - Eradicating corruption and enhancing proper facilities for educational purposes. 	<ul style="list-style-type: none"> - Universities buildings - Communication channels - Masjids and public facilities as physical infrastructure - Team of best developers for digital platform and content creation.

VII. CONCLUSION AND FUTURE WORKS

Today, knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate. The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world. There are about 900 universities and 38,000 colleges according to Indian University Grants Commission but however, these institutions face shortage of faculty and concerns have been raised over the quality of education. This is the reason this paper has proposed educational methods to improve skills and enhance employment opportunities for the youth. The revolutions caused by IR4.0 has also supported to improve the quality of education. The conceptual design proposed has a long way to go if it is decided to be implemented and this needs the cooperation, patience and agreement of everyone involved to be executed to its ultimate goal. This design can also bring changes to the economy and country's development as these factors can lead to the achievement of UN's Agenda 2030 Sustainable Development Goals.

For future work, this paper needs to translate the conceptual business model and solution proposed into actual project implementation by developing a project and change management plan including the implementation process taking into consideration the budget, tools and techniques required to facilitate the youth training and learning. The digital platform also needs to be developed in accordance with suggested points in this paper for the same.

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