The role of Malaysian University-of-the-Future in the Digital Era: International Community Engagement for Improving the Wellbeing of B40 Young Women in India through Humanising Digital Entrepreneurship Programme

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Abstract: **The advanced education framework in India is one of the biggest on the planet with 51,649 foundations. The enrolments have likewise observed a huge four-crease increment. Notwithstanding the expanded access, challenges remain. Lacking financing, illiteracy, overall guidelines, low employability of graduates and low quality of educators plague the area. This paper offers validated conceptual Malaysian UotF business model with focus on international community engagement programmes. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in India through humanising digital entrepreneurship education activities and harnessing on the digital capability. The design and system thinking approach has been adapted in this paper to address the wellbeing issues of the Indian B40 young women 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. The objective is to enhance the wellbeing of B40 young women with decent jobs and stimulate economic growth by humanising digital entrepreneurship programme.**

Keywords: **Education programme, Humanising digital entrepreneurship, Wellbeing, University of the future, SDG, India, BMC, VPC, B40 young women.**

1. INTRODUCTION

1.1 Introduction

Close to China and United States, India has the third biggest advanced education framework on the planet as far as size and its variety and biggest on the planet as far as number of educational institutions. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. (Agarwal, P. 2009). In future, India will be one of the largest education hubs. Although a lot of investment has been put in the education sector in India, 25% of it's population is still illiterate. The education quality in India is poor be it in primary education or higher education as compared to developing nations of the world. Low employability of graduates is likewise one of the serious issues in India (The Brookings Institute, 2019). Just a little extent of Indian alumni are viewed as employable. Placement outcome also drop significantly as we move away from the top tier institutes. Another issue is the shortage of faculty. In the vast majority of the state and central universities, over 30% of faculty

positions are lying empty while the student enrolment in higher education is developing at a quicker rate in the last few years. There's also lack of basic infrastructure among higher institutions such as library, high-end research facilities, transport etc. which is must to be recognized as university of the future (Byjus, 2019). The report "2017 Global Youth Wellbeing Index" by International Youth Foundation, stated the world today has a larger generation of youth than ever before. Half of the global population is now under the age of 30, which is having a dramatic impact on every aspect of the society. When these youths 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 disaffected (ILO, 2020). The basic question to be address by this conceptual paper is: "are we creating a world in which B40 young women in India can enhance their wellbeing and become balanced person - as adults, parents, ethical entrepreneurs and citizens. Enhancing societal wellbeing include addressing Sustainable Development Goals, more specifically SDG4 and SD8 which is to provide quality education and lifelong learning opportunities for all and to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

1.2 Problem Statement

Despite a lot of investment in education sector, Indian education system has not matured fully. Top tier universities of India such as the Indian Institute of Technology(IITs), National Institute of Technology (NITs) and Indian Institute of Management (IIMs) struggle to position themselves in the list of top 100 universities of the world. Less Gross Enrolment Ratio, lack of quality education, lack of proper infrastructure, low quality of educators are some of the factors that affect the higher education in India which ultimately lead to unbalanced graduates, unemployment etc. Based on different scenarios for the impact of COVID-19 on global GDP growth, the International Labour Organisation (ILO, 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.

2. OBJECTIVES

This paper aims to provide a new conceptual business model (BMC) and Value Proposition (VPC), which will transform current Malaysian universities into universities of the future with focus on international community engagement in enhancing societal wellbeing. It also focuses on humanising digital entrepreneurship. This will eventually prove to be beneficial for wellbeing of B40 young women in India which will lead to becoming balanced graduates. It will also prove vital for students of higher learning and to the community as well and it will make Indian educational system globally more relevant and competitive. This new conceptual business model for Malaysian universities of the future with focus on international community engagement in enhancing societal wellbeing can be benchmarked and adapted by other institution of higher learning.

3. METHODOLOGY

This paper adopted the design and system thinking approach to develop a conceptual business model of a Malaysian-based UotF – focusing on implementing relevant international community engagement programmes and activities. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in India through humanising entrepreneurship education, and by harnessing on the use of digital/IR4.0 capability and platform. The conceptual business model is developed through understanding the needs of B40 young women by using business modelling tools, namely the Business Model Canvas (BMC) and Value Proposition Design Canvas (VPC). BMC was developed by Alexander Osterwalder and Yves Pigneur which consists of 9 essential components.

a) Customer Segment: We need to figure out all the customers that we are serving in our business. For example, customer segment of a newspaper company are the readers and the advertisers.

b) Value Proposition: Taking the above example, there are two different customer segments with two different jobs to be done. Now, Value Proposition is a set of products and services that will help the customer get this job done.

c) Channels: It describes how do the customers want them to be reached. It answers questions like through which channel customers want to communicate, in which form they want to receive goods (physically or digitally).

d) Customer Relationship: You can decide what relationship you want to have with your customers. As a company, you can opt for dedicated personal assistance, self-service, automated services, co-creation etc. For example, Amazon has a automated service customer relationship.

e) Revenue Stream: What customers are willing to pay for and how? There are various ways to generate a revenue stream for your company such as asset sale, subscription fees, leasing, licensing, advertising etc. These revenue streams should be linked to the personas or segments and the value propositions.

f) Key Resources: What resources are required? Do you need a factory, or a brand? It basically tells us what are the key things needed for value proposition, channels, customer relationship, revenue stream.

g) Key Activities: It tells us what activities are crucial for our business model. It tells us what we need to do in order to excel in our business model. Is it R&D? Is it Marketing and Sales? Is it strategy?

h) Key Partners: In this modern day and age we are not going to do everything ourselves. We need partners. Key partners are the external companies or suppliers that you would need to perform your key activities and deliver value to the customers.

i) Cost Structure: What are the most important cost drivers in your business model? Which key resources and activities are most expensive? A business can be either cost-driven or value-driven. A cost-driven company looks to minimise all costs while a value-driven company is more focused on delivering great customer value in terms of quality or prestige.

Just like you create value for your business with Business Model Canvas, there is a tool to intentionally visualize, design, and test how you create value for customers and it's called the Value Proposition Canvas (Strategyzer, 2017). It was also initially developed by Alexander Osterwalder.

4. LITERATURE REVIEW

4.1 Education in India

Education in ancient India was highly advanced as apparent from the centres of learning that existed in the Buddhist cloisters of the seventh century BC up to the third century AD (Perkin, 2006). Due to the turmoil and intrusions, the ancient education system in India got quenched slowly. India is a gigantic nation. It has a population of young people aged between 18 to 23 years to be around 150 million. The sheer size of the market offers tremendous open doors for advancement of the higher education sector in India. India now claims of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth since their Independence. After US and China, India has the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India cannot handle such large influx of volumes (Nexus Novus, 26 July, 2013). According to a report by British Council, higher education in India has a low rate of enrolment i.e. gross enrolment ratio (GER), at only 19%. If compared to China and Brazil, GER is 26% and 36% respectively. A worrying scenario is that India's elite higher educational institutions (HEIs, for example, IITs, NITs, IIMs or even central universities find no mention in Times Higher Education (THE) university impact rankings (Observer Research Foundation, 2019). Factors affecting education in India include income and gender inequalities in enrolment, low quality of faculty and teaching and a general absence of inspiration and enthusiasm among students (Agarwal, 2009). India's economy continues to grow, a huge number of first generation learners will demand access to higher education. In ten years', time, 25 million households across India will have an income equivalent to $15,000 and will be able to pay fees for higher education, an increase of 15 million on today's enrolment rates (British Council, 2014). The need to enhance the employability of graduates is presenting entry points for joint effort in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world.(British Council, 2014).

According to a report published in IANS (Indo-Asian News Service), around 35 percent posts are vacant in the central universities, 25 percent in the IIMs, 33.33 percent in the National Institute of Technology (NITs) and 35.1 percent in other central education institutions coming up under the Human Resource Development (HRD) Ministry.

4.2 Sustainable Development Goals (SDGs)

In an article posted previous year, the author states, that in December of 2018, the NITI Aayog, in collaboration with the United Nations (UN), too released the Baseline Report of the SDG India Index. HEIs found no mention in that report that measures India's progression on Goal 4, i.e. education (Oberverver Research Foundation, 2019). Globally, HEIs are the key drivers of the SDGs, as they are the hubs of innovation and critical thinking. Education is the most vital multidimensional component for achieving most of the SDGs, because of its inter-linkages with all other SDGs and some specific targets related to poverty, hunger, nutrition, health for all, gender equality, decent employment and climate change (Beena Panday, 2018). Ensuring equal access to higher education for students from all backgrounds at the national level is the higher education priorities for implementing and adhering to a wider approach to globalization, including technology and intellectual training (Winasis & Dahlan, 2019). In order to achieve all the targets of Goal 4; the total financial requirement for India is of the order of INR 142 lakhs crores (USD 2258 billion). While there is no financial gap identified in case of primary and secondary schooling due to provisions and finance allocations under Right to Education Act, there are significant gaps in case of early childhood development and tertiary and higher education (Bhamra et. al, 2015). Through education, other sustainable development goals can be achieved. That is why education is considered as top priority of UNESCO. This will eventually build peace, attain equality and basic human rights in the society (Raima Nazar et. al, 2018). In a report by The Global Youth Wellbeing Index states that, India's general position in youth prosperity falls in the base level of countries in the Index. India's youngsters experience difficulties in health, education, financial opportunity, information and communication technology, and gender uniformity. Around 45% of youth in India believe that their government does not care about their wants and needs. A survey was conducted in which 92% of Indian youth agreed that women should have all the same rights as men. Even though India has seen a drastic change in the education field, yet it ranks at the bottom when compared to other countries in education sector. There are higher levels of unemployment among educated youths, especially young women, which testified to the difficulty of initial labour market entry (Rodgers, G., 2020).

4.3 Humanizing Digital Entrepreneurship Education

Creating job opportunities and helping human beings are one of the vital responsibilities of each person in this world. In recent decades, digital technologies have seen widespread use across global society and adoption at all levels of education. These digital technologies are paving way for mesmerising innovation opportunities for entrepreneurs (Rippa, P., & Secundo, G., 2018). Classrooms nowadays are highly inter-connected and provide both teachers and students simple, quick, and affordable access to data, resources for learning and teaching (Löbler, H., 2006). Class-delivered lectures can be successfully replaced with eLearning mode which includes videos, podcasts of lectures, online presentations or interactive content or online tutorials, and are effective in instructing large amounts of conceptual content. This is a great opportunity especially during this COVID-19 pandemic where everyone has to observe social distancing. So many students around the world are unable to utilize the digital education experience for various reasons; be it lack of internet access or a financial crisis. By humanizing digital education, we're not only providing meaningful and structured academics but also maintaining social connection.

4.4 Harnessing Digital/IR 4.0 Technology in Digital Entrepreneurship Education

During the IR 3.0 era in 20th century, the advent of computer systems and automation ruled the industry. However, India did not manage to grab the opportunity due to lack of labour and limited access to software. Industry 4.0 is the next big thing. It is a mixture of IoT (Internet of Things), Artificial Intelligence, Data Science, Cloud Computing, eLearning, eMarketing, Robotics etc. To leverage the best that technology has to offer us, India must embrace Industry 4.0. India has plenty of room to grow. A report by McKinsey states that only 40 percent of the population in India has internet subscription. People prefer to pay in cash even though 90 percent of the population has a digital bank account. E-commerce revenue is growing by more than 25 to 30 percent per year, yet only 5 percent of trade in India is done online, compared with 15 percent in China in 2015.

India can harness the power of data science in the field of agriculture. To give an example, countries like Canada and Ireland take daily satellite images of farms. It helps them in deciding what crops should be grown on a particular land. Weather Predictions can be made with the available data that will influence the yield of crops. Data Science professionals can recommend the right quantity of fertilizers to farmers. Another real-life example is Egypt where farmers use water pumps to collect water from the river Nile to their crops using advanced water sprinklers. This method is useful in the efficient usage of water.

4.5 UotF Business Model

The current business model for universities is dependant exclusively on teaching and research. There is a need for innovative and dynamic business model designs meeting the changing requirements of the University of the Future (Ibrahim & Dahlan, 2016). For example, in current business model, a subject is taught only once every week, students have to be available on that day otherwise they will miss an important lecture. This is one of the many examples that have become barriers in learning and thus a new agile business model is needed to overcome such barriers.

Universities can apply the 5 drivers of change as mentioned by Ernst & Young to help generate a new business model. These are:

a) Ease of access to information/open source

b) Industrial Revolution 4.0/digital transformation

c) Partnership with Industry

d) Universal Agility

e) Competitive Environment

Moreover, introduction of freemium knowledge through digital platform where university can decide which content should be available for free. MOOCs (Massive Open Online Course) are another example of digital platform where student can study at their own pace and from anywhere in the world. Affiliate programs like Google-Udacity or Stanford-Coursera is another possibility. More students will join in as they won't be spending money for travelling and living in other country/state. Additionally, universities do not have to depend on financial help if automation is introduced via digital platforms. It will reduce the workload and staff cost.

4.6 University International Community Engagement

University-community engagement should have two broad purposes. First, it should absolutely aim to mobilise and combine university knowledge and community experience to address social disadvantage and exclusion, to promote the idea of a fair society. Second, it should complement and collaborate with the university's service to business activities by focusing on all those areas of our daily lives that are of profound material and civic importance but which are typically seen as "non-economically productive activity", such as caring, sustainable development, self-management of health and well-being, voluntary activity and the development of citizenship. A report published by Global University Network for innovations (GUNi) titled "Knowledge, Engagement and Higher Education: Contributing to Social Change", has emphasized on deepening societal engagement of universities in order to promote new domains in teaching and research (Hall, B. & Tandon, R. 2014). This report, explains the concept of community engagement and more importantly, recommends how higher educational institutions can play an active role leading to desired social change. Noted academician Krishna Kumar has remarked that the education in colleges works more like secondary schools where the emphasis is more on teaching than anything else (Kumar, K. 2012). However, the apex body UGC (University Grants Commission) has come up with some initiatives where it has decided to introduce arts, culture, and community outreach programmes in form of community engagement (Dhar, A. 2013).

5. CONCEPTUAL BUSINESS MODEL

5.1 Initial Business Model

To transform into University of the Future (UotF), university has to deal with multiple complex problems and in order to analyse those problems, business modeling tools are necessary. BMC (Business Model Canvas) and VPC (Value Proposition Canvas) are the tools used by industry to design, evaluate alternative business models and value propositions (Ibrahim & Dahlan, 2017). Based on the literature review, the initial Business Model (BMC & VPCs) of UotF is developed.

5.2 Validation and Key Findings

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. 6 freshly graduated unemployed university students and 4 women university student were interviewed via digital platforms such as Google forms, Facebook, WhatsApp and face-to-face meetings.

From the surveys and questionnaire, the results showed 8 out of 10 customer segment participants were of the opinion that industry and academia connection is necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs (keeping in view knowledge + skills+ global professional skills = good jobs).
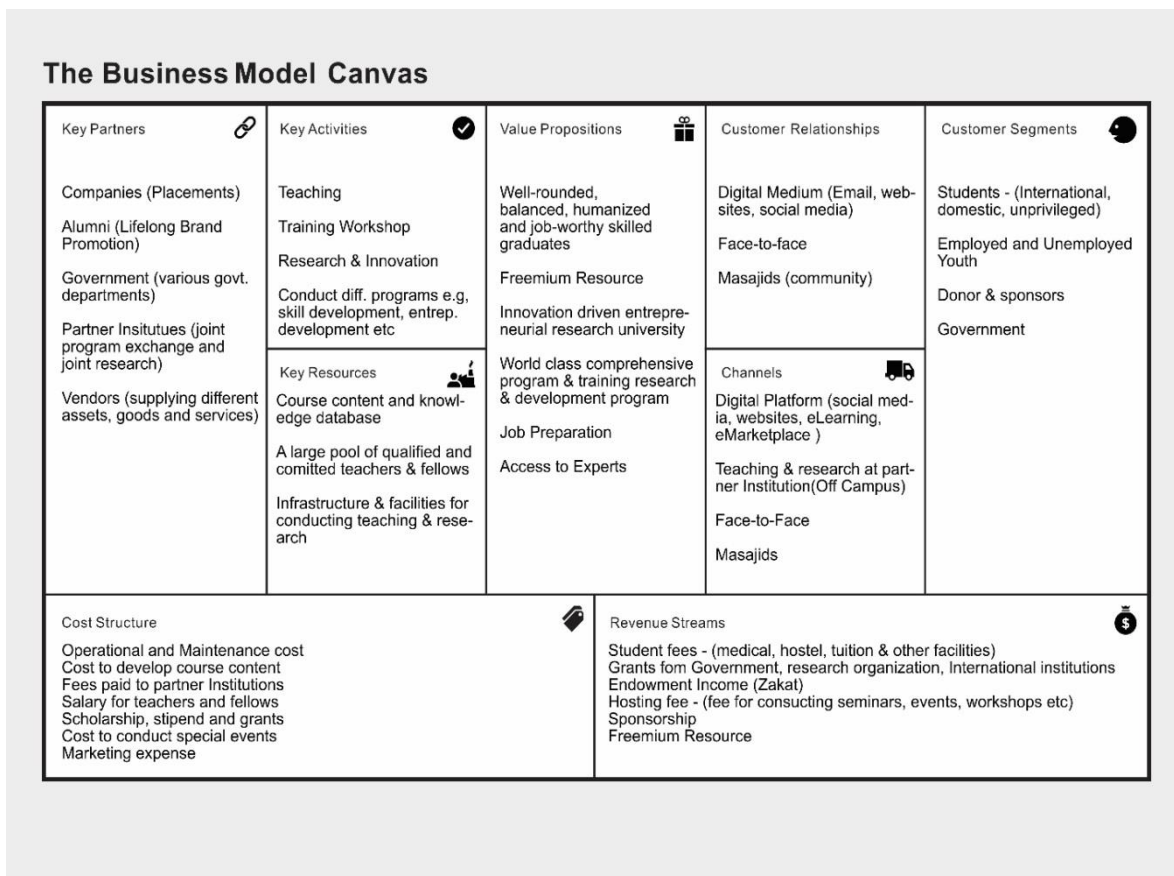

Fig. 1: BMC of Malaysian UotF

5.3 Validated BMC and VPC

- *Value Proposition*

Value proposition is the most important tool that can be used to satisfy the need of the customers. The main aim is to provide more opportunities to students especially young women by imparting required skills and knowledge so they can setup their own jobs. They can utilize the benefits of humanized digital education where they can enhance their skills by taking special courses. Courses offered can be related to coding, entrepreneurship, etc. Government can hire job-worthy graduates to work in govt. sector or private sector which will boost the overall economy of country and lead to societal well-being. Donors and sponsors can use digital platforms to expand existing customer segments and use E-Marketplace as a means of business and become entrepreneurs. They can also form a means to provide job opportunities.

- *Customer Segment*

Customer Segment are different stakeholders in the project. They are an essential part of the project. The customer segment includes both international and domestic students, employed or unemployed youth, donors/sponsors, and government. Institutes can now have more donors since they have endowment income in revenue stream. The main focus in this project is the young women of India.

- *Channels*

Channels are used to share and deliver value propositions through various platforms and it can be reached to new customer segment. In this project the channels included are both digital and non-digital because a customer relationship can be virtual or physical. For virtual relationship, digital platforms like internet, social media, web, email can be utilized

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whereas for physical relationship face-to-face interaction is required. Masajid and other partner institutes can be used for community engagement and infrastructure. eLearning and E-Marketplace can be utilized as a means of developing new skills and getting employed.

- *Customer Relationship*

Another essential component of the BMC is the customer relationship. Customer relationship can be established by any means of contact and at any point. Students can utilize various digital platforms like eLearning, E-Marketplace. Masajids can be used as a means of community engagement to build relationship.

- *Key Activities*

To deliver the value proposition of this project and to empower the young women of India, some tasks need to be done. Key activities involved in this project include teaching, training workshop, research & innovation, conducting different programs such as skill development, entrepreneurship development, coaching & mentoring etc to provide the value proposition for customer segment and to make the young women of India self-sustainable.

- *Key Partners*

The key partners can consist of people or a group of people who can help in running the project. Government can facilitate the learning by maintaining stability in the country. Companies can help by creating more job opportunities for the youth. Alumni can promote the education. Institutes can form a joint program exchange to ease the learning process.

- *Key Resources*

These are the main resource for creating value proposition for customer segment. It defines the key resources that are required for delivering value proposition. The key resource for this project includes top quality committed and quality staff, learning content, well-built infrastructure to conduct teaching and research, lifelong learning & digital entrepreneurship.

- *Revenue Stream*

Organizations must evaluate the worth of the value they provide to each customer segment. This building block elaborates the earnings a business gets by subtracting the costs from the revenue generated from each customer segment. Revenue in this project will come from student fees, government fund, sponsorship, donation (zakat), and from conducting workshops, seminars, and donations for free knowledge resource etc.

- *Cost Structure*

To successfully deliver the project it requires money and manpower. For this project money need to be invested in paying staff, it will require money to develop course content, scholarships, stipend, and grants will cost money, operational and maintenance cost, other additional activities will also require capital.

6. VALUE PROPOSITION DESIGN CANVAS

The Value Proposition Canvas is a tool which can help ensure that a product or service is positioned around what the customer values and needs. It captures the needs and expectations of the customers.

TABLE I: VALUE PROPOSITION CANVAS

Customers	Value Map			Customer profile		
	Product and Services	Pains	Gains	Customers job	Gains	Pains
Young women	-eMarketing -eLearning -online courses -high quality mentors	-lack of skills -lack of jobs -infrastructure problems	-knowledge -business skills -new business	-learn soft skills -learn a profession -entrepreneur Training -create job opportunity	-high quality education and facilities -entrepreneurship training -learn soft skills	-job ready learning -flexible schedule -create good relationship-goods and services

Unemployed Youths	-Enhanced Knowledge -Self Employed -Innovation, research and skills	-Lack of job opportunities -Low Enrollment -Lack of Infrastructure	-High quality knowledge -Self Sustainable -Enhanced Wellbeing	-Free Education -eLearning -Donation -Learn entrepreneurial skills	- New Skills -Job opportunity -Research grant -Business opportunity -Income	-enhanced learning environment -Reduce expenses -Grants
Government	-Competing globally in delivering humanized education, facilities, material, content, staff, etc.	-Enhancing teaching facilities and eradicating corruption	-Trained labor -Masjids and public facilities as infrastructure -Content creation team	-Grants and collaboration -Improve education policies -Financial assistance -Facilities for young women	-Unbalanced society -Lack of infrastructure -Lack of digital platforms -Poverty	-Educated young women -Employing balanced graduates -Stable economy and society
Donors	-Increase employability -Skilled graduates -eLearning platform	-Lack of resources -Lack of time	-free knowledge -wide range of degrees-- better teachers	-Increase employability -Content generation	- Increase youth employment and financial stability -Marketing and business development	-Poor digital education platform -Lack of quality content -Poor financial system

7. CONSCLUSION AND FUTURE WORK

This paper offers a conceptual business model of Malaysian University of the Future. The contribution of this paper is a conceptual and validated business model in the form of BMC and VPC in providing possible solutions by offering humanising entrepreneurship education programme, aiming at the youths especially the young women in India. It is necessary to have increase in employment opportunity. The reason for that is because, freshly graduated students are facing hard time finding jobs if they do not have the required talent and capability. This methodology, which is BMC and VPC, is defined to propose options towards accomplishing the University of the Future that have drawn in with networks and offer long lasting learning through eLearning and e-Market stages. This applied plan can improve the economy and nation's advancement and can help accomplish UN's Sustainable Development Goals. This new conceptual business model for Malaysian universities of the future with focus on international community engagement can be benchmarked and adapted by other institution of higher learning.

For future work, is to decipher the conceptual plan of action into actual project implementation. Interviews need to be conducted with more stakeholders to further enhance the paper. Furthermore, Project and Change Management will be established to implement the conceptual business model.

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