



# MANAGEMENT EFFIGY

|   |    |
|---|----|
| Higher Education System in India from the Context of NEP-2020: A Survey<br><b>R. A. Kapdiya, V. B. Gadicha</b> .....  | 01 |
| A Study of Gender Disparity in Higher Education in India<br><b>Rekha Melwani, Aashi Mahodaya, Anushka Thakur</b> .....  | 09 |
| Sustaining the Skilled Workforce: Building Bridge between the Management Education<br>and World of Work through Qualification Framework<br><b>Brahmmanand Sharma, Mansi Panwar, Saideep Shrivastava<br/>Ashish Sinhal, Arnika Kabra</b> ..... | 17 |
| Impact of Binge Watching on Interpersonal Relationships of Students: A Review<br><b>Dipti Talreja, Sharda Haryani</b> .....   | 31 |
| <b>CASE STUDY</b>   |    |
| Deca Solutions<br><b>Anjani Kumar, Ram Bhavesh Sharan, Sweety Mandovra, Neha Burhanpurkar</b> .....   | 43 |
| Employee Turnover at Humancraft<br><b>Sharda Sethia, Ankur Pandey</b> .....   | 49 |
| <b>BOOK REVIEW</b>  |    |
| Banking and Insurance, Principles & Practices<br><b>Uttam Jagtap</b> .....  | 52 |
| Goals: How to Get the Most Out of Your Life<br><b>Abhijeet Chatterjee</b> .....   | 56 |

**SHRI VAISHNAV INSTITUTE  
OF MANAGEMENT, INDORE**

Approved by AICTE, New Delhi and Affiliated to DAVV, Indore & RGPV, Bhopal, (M.P.)  
UGC-NAAC Accredited 'A' Grade Institute



# VISION

To be the center of excellence in multidisciplinary education by instilling lifelong learning and skill development, by transforming individuals to be globally competent, and to be ethically and socially responsible professionals.

# MISSION

1. To impart quality education with endeavours and initiatives that will lead to the advancement of knowledge and a sustainable career.
2. To strive and remain committed towards the holistic development of students, and to make them employable in order to serve the corporate and the society as a whole with utmost dedication and professionalism.
3. To maintain excellent standards of pedagogy by inculcating adaptability and flexibility in students with firm emphasis on experiential and process oriented learning to develop global competency.
4. To develop students with entrepreneurial orientation while nurturing strong moral and ethical values.



## MANAGEMENT BOARD

### Managing Committee :

**Shri Purushottamdas Pasari**

- Chairman, Shri Vaishnav  
Group of Trusts, &  
Chancellor, SVVV, Indore, M.P.

**Shri Devendrakumar Muchhal**

- Chairman, SVIM, Indore, M.P.

**Shri Girdhargopal Nagar**

- Vice-Chairman, SVIM, Indore, M.P.

**Shri Vishnu Pasari**

- Secretary, SVIM, Indore, M.P.

**Shri Sharad Tulsyan**

- Joint-Secretary, SVIM, Indore, M.P.

**Shri Manish Baheti**

- Treasurer, SVIM, Indore, M.P.

### Editorial Advisory Board:

**Dr. Upinder Dhar** -Vice Chancellor

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, M.P.

- Chairman

**Dr. Santosh Dhar** - Dean

Faculty of Doctoral Studies & Research, SVVV, Indore, M.P.

- Member

**Dr. Pawan Kumar Singh**- Director

Indian Institute of Management, Tiruchirappalli, Kerala

- Member

**Dr. Rajnish Jain**- Professor & Dean, Management

Institute of Management Studies, DAVV, Indore, M.P.

- Member

### Peer Review Committee :

**Dr. Prashant Mishra**

Dean, SBM, SVKM's Narsee Monjee Institute of Management Studies, Mumbai, Maharashtra

**Dr. Vinod Dumblekar**

CEO, MANTIS Institute of Games Research, New Delhi

**Dr. Sangeeta Jain**

Director, Institute of Management Studies, DAVV, Indore, M.P.

**Dr. Sushama Choudhary**

Professor, National Insurance Academy, Pune, Maharashtra

**Dr. D. T. Manwani**

CMD, Quantile Analytics Pvt. Ltd., Indore, M.P.

**Dr. Navindra Kumar Totala**

Professor, Institute of Management Studies, DAVV, Indore, M.P.

**Dr. Jyoti Sharma**

Professor, International Institute of Professional Studies, DAVV, Indore, M.P.

**Dr. Satendra Pratap Singh**

Professor, Alliance School of Business, Alliance University, Bangalore, Karnataka



## EDITORIAL BOARD

**Dr. George Thomas**

Director, SVIM, Indore, M.P.

- Chairman

**Dr. Rajeev Kumar Shukla**

Professor , Indira Gandhi National Open University , New Delhi

- Member

**Dr. Kshama Paithankar**

Professor & Head, Department of Computer Science, SVIM, Indore, M.P.

- Member

**Dr. Abhijeet Chatterjee**

Professor & Head, Department of Management, SVIM, Indore, M.P.

- Member

**Dr. Deepa Joshi**

Professor, Department of Management, SVIM, Indore, M.P.

- Member

**Dr. Dhanashree Nagar**

Associate Professor, Department of Management, SVIM, Indore, M.P.

- Member

**Dr. Sapna Parihar**

Associate Professor, Department of Management, SVIM, Indore, M.P.

- Member

**Dr. Megha Y. Jain**

Associate Professor, Department of Management, SVIM, Indore, M.P.

- Member

Editorial Assistance : **Ms. Sudha Upadhyay**

Technical Support : **Dr. Shailesh Maheshwari**

**Submit your manuscripts to :**

The Editor

Management Effigy,

Shri Vaishnav Institute of Management,

Sch. No. 71, Gumasta Nagar,

Indore (M.P.) India-452009

Email: [chiefeditormanagementeffigy@gmail.com](mailto:chiefeditormanagementeffigy@gmail.com)

Mob: +91-94259-00016, +91-98939-16929

Visit us: [www.svimi.org](http://www.svimi.org), <http://managementeffigy.in/>



## From the Editor's Desk:

Dear Readers,

Greetings!

It gives me immense pleasure to release Volume XIV, Issue I, Jan-June 2023 of Management Effigy, a peer-reviewed, bi-annual, ISSN Journal, indexed with J-Gate. The theme chosen for this issue is '**Future of Higher Education in Context of SDG 4: A Global Perspective**'

Sustainable Development Goal 4 aims at ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all. This goal supports the reduction of disparities and inequities in education, both in terms of access and quality. Without a strong educational foundation, it will be impossible to attain the Sustainable Development Goals. Higher education, as a policy instrument, helps people become more self-sufficient, enhances economic growth by boosting skills, and improves lives by increasing chances for better lifestyles. Management Effigy provides an intellectual platform for researchers, practitioners, academicians and professionals to share innovative research achievements and practical experiences from an Indian and Global perspective. The journal publishes theoretical, empirical and experimental papers that significantly contribute to the different facets of management and other integrated areas.

The paper '**Higher Education System in India from the Context of NEP 2020: A Survey**' observes that higher education system has the ability to produce skillful and value oriented youth for serving the growing industrial demands. In a country like India, the importance of higher education increases when compared to various other developing countries of the world. This paper gives intrinsic details of Gross Enrollment Ratio (GER) in India and also provides a recommendation in the context of NEP-2020 to improve the same, so that the changing demands of the industries can be addressed by the youth exploring the higher education.

The Paper '**A Study of Gender Disparity in Higher Education in India**' is based on secondary source of data that has been analyzed by dividing India in various Zones. The study indicates that the Eastern Zone has shown gender disparity where female participation in higher education is less; while southern zone shows opposite results where female participation is more as compared to males.

The paper '**Sustaining the Skilled Workforce: Building Bridge between the Management Education and the World of Work through Qualification Framework**' identifies the tectonic shift in the employment market and the abilities required to be a successful business executive. The study has been conducted to ascertain the extent to which academicians, business experts and students have various viewpoints on how management education and the progressive components of a certification framework relate to one another.

The paper '**Impact of Binge Watching on Interpersonal Relationships of Students: A Review**' observes that formation of interpersonal relationships plays a significant role in the psychological well-being of individuals; particularly during adolescence. This paper explores the importance of interpersonal relationships for high school students. The paper also examines the rise of binge-watching as a popular form of entertainment and its influence on socialization among students.



A case study **Deca Solutions** discusses the entrepreneurial journey of its founders and the Human Resource Management related issues that the venture is facing during its lateral phase of establishments. The case outlines the challenges faced by the company in recruiting people and the steps taken to overcome those challenges. The case also addresses the issues related to employees' attitudes, who were working from home during the pandemic, and steps taken by the company to manage the attitude of employees towards work.

A case study **Employee Turnover at Humancraft** has discussed the issues of attrition that the company faces because of the reasons such as migration, switching, growth prospects, family and health issues etc. The case mentions the causes of attrition and the probable solutions that can help the organization as well as employees for smooth functioning and future prospects.

The book review on **Banking and Insurance, Principles & Practices** authored by Neelam Gulati underlines the transformations in banking sector of India due to the processes of liberalization, privatization, and globalization, along with India's growing integration into the global economy. The initial section of book chapters focuses on banking while the latter section is dedicated to insurance. It offers comprehensive insights into various aspects of banking and insurance.

The book review on **Goals: How to Get the Most Out of Your Life** authored by Zig Ziglar revolves around the concept of setting and achieving goals. The author delves into various aspects of goal-setting, developing the right attitude and mindset and creating a plan for achieving those goals. The author has used real-life examples and personal anecdotes to illustrate his points, making the contents relatable and engaging.

I sincerely appreciate the authors and members of the editorial board and advisory board for their consistent cooperation and guidance. I am hopeful that this issue will provide qualitative information and thoughtful ideas, which in turn will add value to the knowledge of academicians, scholars, and practitioners of Management. I sincerely anticipate that the readers find this issue interesting and intellectually stimulating.

Happy Reading!

**Dr. George Thomas**  
Director, SVIM



## HIGHER EDUCATION SYSTEM IN INDIA FROM THE CONTEXT OF NEP-2020: A SURVEY

**R. A. Kapdiya**

Assistant Professor, PRMIT&R, Badnera, Amravati

**V. B. Gadicha**

Professor, GHRUA Amravati

### Abstract

The knowledge driven society across the world has realized the potential impact of higher education systems. The higher education system has ability to produce the skillful & value based youth for serving the growing industrial demands. In the country like India where 60% of the overall population is less than 35years the importance of the higher education becomes much more comparing to various other developing countries of the world. The existing higher education system may have some shortcoming or challenges associated to it. But they can be overcome in the light of National Education Policy (NEP)-2020. This policy provides a new paradigm by virtue of which Indian higher education system can achieve the desirable goals. This paper gives the intrinsic details of Gross Enrollment Ratio (GER) in India also provides a recommendation in the context of NEP-2020 to improve the same so that the changing demands of the industries & Indian society at a large can be addressed by the youth exploring the higher education.

**Keywords:** Knowledge driven society, NEP-2020, GER.

### Introduction

An effective tool for transforming society is education. Education must be given more weight if the nation is to change for the better. The only thing that can produce moral citizens who can illuminate the world is education. On the growth and development of the economy as well as the development of human resources, education has a crucial role. The educational system in higher education encompasses management, engineering, medicine, technology, science, etc. These fields make a substantial contribution and are important in transferring knowledge, information, values, and skills to others. It is essential for boosting the country's productivity. An individual learns information and skills via education that enable him to use resources and knowledge productively. Higher education is the most important tool for development and transformation, and if it is lacking, the country will not be able to keep up with other nations' rates of development and will fall behind.

The fragmentation of India's higher education (HE) system has been attributed to a number of factors, including:

- Early enrollment of students in many fields
- Due to limited access to higher education, particularly in socioeconomically challenged areas, the current GER is barely 25%.
- The institution and instructor lack the autonomy to innovate in higher education and draw in large numbers of students.
- The majority of universities and colleges lack research and innovative ideas. Faculty and institutional executives lack adequate career management and advancement tools.
- Inadequate levels of leadership and governance at institutions of higher learning.
- The majority of universities and colleges lack research and innovative ideas. Faculty and institutional executives lack adequate career management and advancement tools.
- A dysfunctional regulatory framework that stifles outstanding, creative schools while allowing fake colleges to flourish.



According to Dr. Manmohan Singh 'The time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building'. We require an educational system that is contemporary, liberal, and flexible enough to meet the changing demands of a changing globe, society, and economy.

The current government made the decision to overhaul the Indian education system by announcing a comprehensive National Education Policy 2020 in order to foster the sector's growth. This is consistent with the recent appeal from the Prime Minister to use the Fourth Industrial Revolution to propel India to new heights. The recently proposed National Education Policy 2020 envisions an education system that is centred on India and directly contributes to converting our country into a just and thriving knowledge society by offering high quality education to everyone.

### Highlights of National Education Policy (NEP-2020)

1. Foundation Stage- Five year period Basic education that is flexible, multilayered, play-based, activity-based, and discovery-based is provided by Foundational Stage. With the purpose of stimulating children's cognitive and emotional development, this stage uses time-tested Indian customs and cultures.
2. Preparatory Stage -Building on play, discovery, and activity-based learning are key components of this three-year preparatory period. Moreover, regular classroom education utilizing textbooks is being introduced at this level. The goal is to introduce the pupils to a variety of subjects and prepare them for further intellectual exploration..
3. Middle school education Stage- In each topic, including sciences, mathematics, the arts, social sciences, and humanities, middle school education lasts three years and concentrates on more abstract ideas. The approach to use in specialised subjects with subject teachers is experiential learning. 3 Students are introduced to the semester system, and there will be two class-level exams each year.
4. Secondary education Stage -The four-year secondary school curriculum is designed to cover a range of subjects, such as liberal arts education. Students will take 5 to 6 classes every semester at this stage, which will be centred on a subject-oriented pedagogy along with curriculum featuring expanded critical thinking, and an emphasis on life objectives. There are going to be board exams at the end of the 10th and 12th grades.
5. Under-graduation Education Stage- Every topic will have three- or four-year undergraduate degrees with a variety of exit alternatives, such as a certificate after the first year, a diploma after the second year, or a bachelor's degree after the third. The four-year undergraduate programme with a major, minor, and research projects is preferred.
6. Post-graduation Education Stage - For those with a four-year bachelor's degree, the master's degree can be earned in one year; for those with a three-year bachelor's degree, it takes two years; and for those with a five-year integrated degree, the final year is heavily focused on excellent research, to improve professional competence and prepare students for a research degree, the Master's degree will have a significant research component.
7. Research Stage - It includes spending a minimum of three to four years, separately from part-time studies, conducting good research leading to a Ph.D. in any core curriculum, multifaceted subject, or interdisciplinary subject. Students should enroll in an 8-credit course related to their selected Ph.D. field of study in teaching and learning, education, or pedagogy. The old MPhil programme, which lasted a year, is no longer available.
8. Lifelong learning- In order to prevent people from losing the knowledge, skills, and experience designed to succeed successful lives in society, the NEP 2020 emphasizes lifelong learning and research.



## Key Observations of the National Education Policy 2020

The policy says that the mother tongue as well as regional or local language shall be used as the major teaching tool in all schools up to Class 5 (and preferably Class 8 and beyond). Sanskrit will be available at all levels and foreign languages beginning in secondary school under the NEP 2020.

The 5+3+3+4 structure, which consists of 12 years of education and three years of Anganwadi or preschool, has taken the role of the 10+2 system. For kids ages three to eight, there will be a foundational stage. For kids age eight to eleven, there will be three years of pre-primary. For kids ages eleven to fourteen, there will be a preparation stage. And after that comes the secondary phase (ages 14 to 18). The redesigned framework will, in the words of the government, "bring to the school curriculum the hitherto uncovered age range of three to six years, recognised globally as a vital stage for the development of mental capabilities. According to the government, the revamped architecture "would bring to the education system the traditionally uncovered age range from three to six years old, which is recognised globally as a crucial stage for the development of mental skills."

There will only be three tests given to children in classes 3, 5, and 8 rather than exams every year. It will be more "performance, nurtures growth and development, and assesses higher-order abilities, including such analysis, critical thinking, as well as conceptual clarity" when it comes to assessment in the future." Class 10 and 12 board exams will still be given, but even these will be changed to focus on "overall growth." A new national evaluation institution called PARAKH will set the standards for this (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).

In the words of the government, the policy intends to reduce students' course loads and help them develop their "multilingual" as well as "multi-disciplinary" skills. According to the government, there won't be a strict division between the arts and sciences, academic and extracurricular pursuits, or vocational and academic streams. The initiative recommends that by 2040, universities and educational institutions—such as the Indian Institutes of Technology—move for "holistic approach," adding more courses in the humanities, artistic and many more core discipline subjects. In order to allow students flexibility, the NEP 2020 suggests a four-year undergraduate programme with a number of exit possibilities. After four years of study, a multidisciplinary bachelor's degree will be granted. Students who graduate after two years receive a diploma, whereas those who do so after one year complete a vocational or professional course. There will be no more MPhil courses offered. An organisation HECI would be created, with a focus on educational establishments having 3,000 or even higher students. One of the goals of the council is to increase the GRE from 26.3 percent in 2018 to 50 percent in 2035.

## Objectives of NEP 2020

- To transform the Indian educational system to the demands of the twenty-first century.
- To promote holistic experiential, discussion-based, and analysis-based learning.
- By 2030, all kids across the nation will receive an education from preschool until secondary school, with a 100% overall enrollment rate.
- To ensure that all students, regardless of their social or economic standing, have access to the best possible education.

The "2030 Agenda for Sustainable Development (SD)" was endorsed by India in 2015. to provide accessible, impartial, higher qualification and encourage possibilities in lifelong learning for everyone by 2030," based on this agenda is Goal 4 (SDG 4). NEP2020 has been aligned with the 2030 Agenda for Sustainable Development and is



based on five primary foundational tenets: access, equity, quality, affordability, and accountability. Unskilled and semi-skilled level jobs will be replaced by machines as we get closer to an artificial intelligence-dependent and ICT-oriented society, while jobs based in computer science, mathematics, and other technical fields will become increasingly in demand.

International universities will receive special consideration in accordance with the same regulatory, governance, as well as guidelines like other standalone institutions of India. According to the HRD Ministry statement outlining key elements of policy, separate institutions of higher education and institutions of professional education will develop into multidisciplinary education.

## Review of Literature

In ancient India, the purpose of education was to promote overall development and freedom of the individual rather than only the study of material to prepare students for life in the real world or life beyond school. High standards for trans-disciplinary teaching and research were set by world-class institutions in ancient India, including Takshashila, Nalanda, Vikramshila, and Vallabhi, which also welcomed researchers and students from other backgrounds and nations.

The government of Prime Minister Indira Gandhi issued the first NEP in 1968 based on the findings and recommendations of the Kothari Commission (1964–1966). In order to accomplish national integration and more great cultural and economic development, the strategy was seen to need "radical reform" and recommended equitable educational possibilities (for both rural and urban sectors). A new National Strategy for encouraging education at all economic levels was introduced in 1986 by former Prime Minister Rajiv Gandhi. According to the accepted policy, there is a "Special Emphasis on the Elimination of Inequalities and to equalise the Educational Opportunity"; regardless of caste (scheduled caste, scheduled tribes), gender (predominantly for females), and economic background. The plan proposed for increasing grants, subsidies, allowances, adult education, and a number of other means to support The National Employment Plan (NEP) 2019 Draft was published by the Ministry of Human Resource Development (MHRD) in 2019, and it was followed by several suggestions and consultations from the public and other stakeholders.

The author has mentioned the some of the problems faced by Education in India such as shortage of quality teachers, methods of teaching, financial problems of the students, quality of Indian Schools, political factor. Hence the education policies needs for change for the betterment of students and society as a whole.

The goal for which the current higher education system was established has not been achieved. With politicization and quota systems adding fuel to the fire of the spoil system, general education itself has become such a lucrative industry that quality is lost in the expansion of the number of professional institutions. This results in an increase in graduate unemployment without prompt relief to lessen their suffering in the nation's job market. The shortcomings of the higher education system therefore highlight the need for changes to make it useful and advantageous for everyone involved.

The author claims that because the job system's signals are more ambiguous and hazy than ever, higher education is challenged to assess its relevance for the workplace more carefully than in the past. Surprisingly little systematic data is available on graduate employment and work as well as the effects of other aspects of higher education, including curricula and other study alternatives offered, graduates' abilities, job performance, and careers.

For Indian education, the National Education Policy 2020 will prove to be a turning point. A thorough foundation for elementary education is provided by NEP-2020, which covers the instruction of commercial and technical subjects. Additionally, it includes support for internet-based e-learning's, a paradigm shift from the established approach. NEP's core values include access, equity, affordability, accountability, and quality in line with the sustainable development goals of the UN. Although the NEP has flaws, it has a thorough understanding of the world situation. When implementing it, extreme caution should be used to address the obstacles that must be overcome in order to promote high-quality education for all.

### Proposed System

The higher education system in developing countries like India performs a very vital role. It's not only relevant with the overall grooming of the students but also to cater the industrial and societal demands. It is need of the hour to produce the recourse which posses the desired skills. Following diagram indicates the essential requirements of a higher education policy which is most desirable.

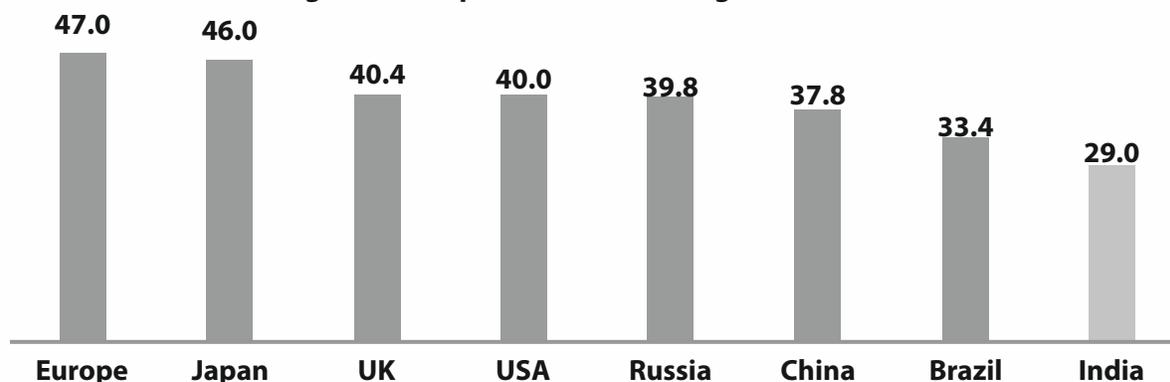
**Figure 1: Essentials of Higher Education**



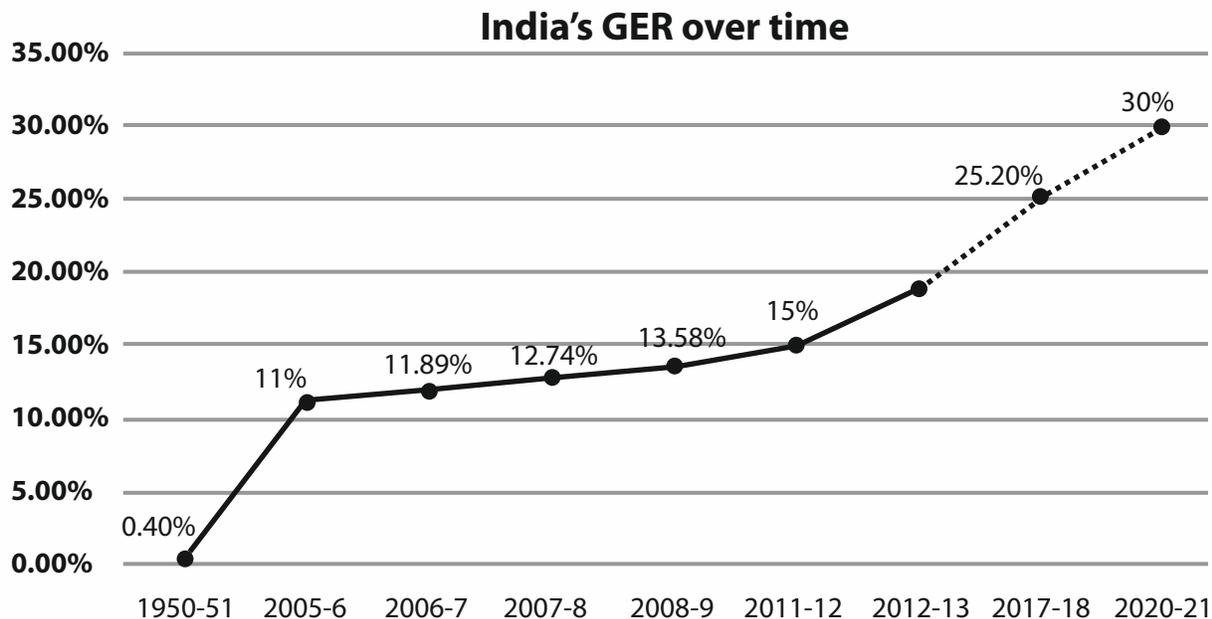
- a) **Accessible:** The higher education must be accessible to every citizen of India.
- b) **Accountable:** It must clearly define all the stack holders & personals participating in the higher education process also must freeze their roles & responsibilities.
- c) **Affordable:** The higher education must remain feasible to acquire from all prospective to everyone.
- d) **Equity:** It must have degree of equality regardless of caste, color & the region of the learner.
- e) **Quality:** It must possess cognitive framework for acquiring the desired knowledge.

In the current scenario, it's so very evident that the nation who has higher percentage (%) of gross enrollment ration (GER) for their higher education program has witnessed the success across various fields of industries & other relevant sectors. Therefore it is of prime concern to evaluate India's position in compare to various developing or developed nations. Following graph#01 will provide the GER of Indian students in compare to various developed nations & hence this will act as a guideline for upcoming policy to determine the path to progress.

**Figure 2: Comparison of GER in Higher Education**



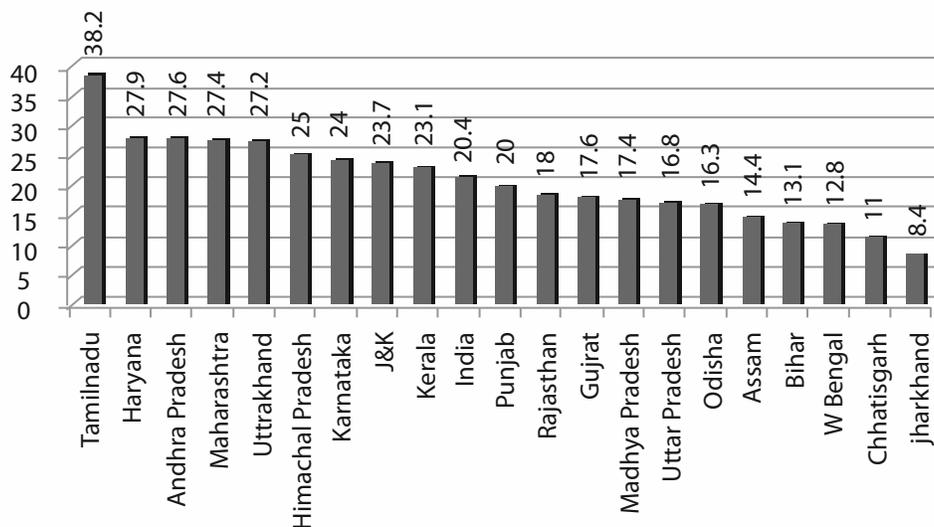
**Figure 3: Progress of GER in Indian Higher Education**



In the above Figure 3 the progress of the GER in India for higher education is visible but in compare to other developed countries still lots of work is yet to done in this domain. Therefore new education policy like NEP-2020 will play a vital role to raise the GER in higher education in the range of 40-50%. Here, one has to analyze that the state-level GER which has been the prime contributor in the National GER of India. How that can be raised to a desirable level so that the set target in concerning to the national GER can be achieved through NEP-2020. Following graph#03 provides a depiction about the state-level GER in higher education (in India).

**Figure 4: GER in Various States of India**

**Gross enrolment ratio in higher education (18-23 years)**





## Opportunities for Higher Education in India

With an estimated 150 million youngsters between the ages of 18 and 23, India is a huge country. The market's vast size presents the Indian higher education industry with numerous prospects for growth. With a phenomenal increase over the past 60 years, India can currently brag of possessing well over 33,000 institutions and 659 universities. With 21.4 million enrolled students in 2012, India now has the third-largest educational system among all nations. Regrettably, India's educational system is not equipped to handle such massive loads. Despite all of the federal funding for education, it just isn't enough to keep up with the demand. As a result, the higher education industry is today recognised as one of the exciting prospects for both domestic and international investment. Large investment potential exists in both regulated and unregulated markets.

Despite a number of obstacles, the Indian higher education sector is expanding quickly. But, these obstacles may certainly be surmounted. It is simple for a nation such as India to conquer such issues and embark in a radical shift in the nation's educational system with the aid of modern learning tools. The opportunities are infinite in such a lively country with such a large educated populace. Our country can easily become one of the most developed in the universe if knowledge is disseminated utilizing cutting-edge digital educational tools and community is notified of the extent to which we currently trailing short.

In higher education leadership and management, there are state-level prospects for purposeful involvement and capability building. India has the potential to collaborate with other countries on systemic transformation in areas like quality control, international credit recognition, and an uniform certification and accreditation framework. Higher education takes into account educational opportunity parity. The drive to increase graduates' employment is opening doors for collaborating in entrepreneurship education and industry connections, research skills, and a large array of transferrable abilities, even including English. The recent growth of Indian higher education institutions in the market for vocational courses opens up opportunities for collaboration with foreign partners. In university education, it is crucial to create closer ties and deepen understanding through expanding funding for and involvement in venues (symposiums, conferences, workshops) that promote discussion and communication with other nations.

## Recommendations to Overcome Various Challenges in Higher Education in India

- There is a need to improve the basic infrastructure required for higher educational programs.
- The higher education curriculum must be enriched with skill based & value added courses.
- Outcome based education process must be introduced to acquire the desired output in higher education across the nation.
- The quality of teaching-learning process must be raised to match with world class standards. This can be done by having the collaborations with Institutes of national interest & industries as well.
- The institutes must offer the multi-disciplinary programs for the holistic development of the graduates.

## Conclusion

In 21st century the world is witnessing the revolutionary changes in higher education as the paradigm shift has taken place to introduce more skill based or value based programs in higher education. In the country like India which contributes as the 03rd largest country as per as the population of higher education aspirants are concerned, this becomes very vital to identify various opportunities provided by the higher education sector for the national growth. Hence the HRD ministry along with the Government of India brought a New Education Policy NEP-2020 which will accomplish the desired goals of the youth upon its effective implementation. The institutional practices & the Guidelines provided by NEP-2020 will narrow down the gap between industry & academia and also provide an ethical practitioner (a graduate) who can effectively contribute in the growth of the nation.



## References

- 2.0. University of South Florida M3 Center Publishing, 3(2021), 36.
- Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
- Akansha G. (2021). Statistical Analysis of the National Education Policy (2020). *International Journal of Research in Engineering and Science (IJRES)*, 9(7), 27-31.
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Kaurav, R. P. S., Suresh, K. G., Narula, S., & Baber, R. (2020). New education policy: Qualitative (contents) analysis and Twitter mining (sentiment analysis). *Journal of Content, Community and Communication*, 12(1), 4-13.
- Kumar, A. (2021). New Education Policy (NEP) 2020: A roadmap for India
- Kumar, K., Prakash, A., & Singh, K. (2021). How National education policy 2020 can be a lodestar to transform future generation in India. *Journal of Public Affairs*, 21(3), e2500
- Pallathadka, H., Manoharmayum, D. D., Pallathadka, L. K., & Makki, V. R. R. (2021). School education according to Indian National Education Policy 2020–A case study. *Journal of Contemporary Issues in Business and Government*, 27(03), 265-271.
- Singh, J. D. (2011). Higher education in India–Issues, challenges and suggestions. *Higher Education*, 1, 93-103.
- Smitha, S. (2020). National Education Policy (NEP) 2020-Opportunities and challenges in teacher education. *International Journal of Management (IJM)*, 11(11).
- Teichler, U. (1999). Higher education policy and the world of work: Changing conditions and challenges. *Higher Education Policy*, 12(4), 285-312.



# A STUDY OF GENDER DISPARITY IN HIGHER EDUCATION IN INDIA

**Rekha Melwani**

Associate Professor, Department of Management, Shri Vaishnav Institute of Management, Indore

**Aashi Mahodaya, Anushka Thakur**

Students, BBA III Year, Department of Management, Shri Vaishnav Institute of Management, Indore

## Abstract

Education sector is the most significant amongst other segments in India. Our nation is rich in its culture and traditions, but still there are some equity issues. Gender disparity has emerged as a hurdle in the last decade in achieving several developmental targets. Development of individuals and communities is a major concern for higher education for sustainability and economic growth of the country. The present paper is an attempt to analyze the gender disparity in higher Education in India. The focus of the study is to analyze the female participation in Higher Education in India as compared to males in the form of Gender Parity Index. The study is based on secondary source of data and data has been analyzed by dividing the India in various Zones. These zones are comprises of States and Union territories. The results indicated that the Eastern Zone have shown the gender disparity where female participation in Higher Educating is less while Southern Zone had shown opposite results where female participation is more as compared to males.

**Keywords:** Gender Parity Index (GPI), Sustainability, Higher Education, Gender Disparity

## Introduction

Education sector is the most significant amongst other segments in India. Our nation is rich in its culture and traditions, but still there are some equity issues. Gender disparity has emerged as a hurdle in the last decade in achieving several developmental targets. Development of individuals and communities is a major concern for higher education for sustainability and economic growth of the country. Higher education is the most essential resource in building the nation. Women are the sufferers of gender biasness, the general public never fails to discourage women. This paper explores a wide variety of literature on gender disparity in higher education. In order to achieve high literacy rate and economic development most of the countries have totally progressed over the issue of inequality between male and female. However, in developing countries like India it is a serious concern especially for girls belonging from rural areas. Moreover, the higher education rate in our country is lower due to several ethics and beliefs followed by the people due to which female education is not portrayed in a positive manner. Most of the families consider that investing in girls will provide a lower return than that of boys. Hence, they did not try to spend on educating a girl. This gender stereotype has restricted the women to go out and get education. Though, in a conceptual manner some argue that most of the time men face the disadvantages in gender inequality but while examining on an average it is proved that women are facing a lot of difficulty in several important ways. Many people have ingrained the thought in their mind that arts are meant for girls at the same time science and technology is for boys. Therefore it is required to pull out these thoughts from people's intelligence and give strength and confidence to girls as a way to achieve excellence across the sphere.

## Review of Literature

Upasana (2005) said that exploring the gender biases in higher education is a broad concept. It is a very common and major concern of the Indian education system. The root cause of this situation is the environment and society. Society never fails to disappoint women. As we know, India is a male dominated society, women here face direct or indirect violence. Gender differences are made at the educational institutions and workplace. Sexual abuse is very



usual. In many national or international universities women are underrepresented. A smaller number of women have pursued post graduate programs only because of restrictions. Many women are represented as a strong independent character of Indian society but still many of them are facing disadvantages of either casteism or poverty. It is the time to support women's academic advancement programs. The gender biases in the educational sector directly affect the Human Development Index. Gender bias in the education sector has many negative consequences on the Indian economy. It is required by the policymakers and supporters to sit together in order to form an outlook for this situation. If the government works upon properly planned policies and programs then there will be a decline in the graph of gender disparity mainly in the educational sector.

A study by Buchmann, Diprete and Mcdanie (2007) showed that the terrain of gender disparity in education has emerged a long way. The theoretical study gives a view that women are lagging behind men. The girls are restricted to continue their education till elementary or secondary level on the other hand boys are preferably getting higher education. In the worst cases females are not allowed to go to schools. Generally in rural areas, the women remain uneducated. This is only because of complex patterns of inequalities at the same time unavailability of resources. Educational achievements at the age of adolescence are very necessary. Girls and boys have equal right to get educated. In recent scenarios greater part of the bachelor's degree are accessible to males. More than half of the women received no schooling at all. The ratio of male is far greater than women in undergraduate and postgraduate programs. In this case, there is a requirement of parental education as well. Family with a low level of resources generally favours investing towards male education rather than female. The main barriers of gender biasness in higher education is either poverty or child marriage. In some places schools don't meet proper requirements for children which is another reason for the lack of education for girls. Therefore this rapidly shifting terrain has to be settled down through different plans and policies that should be equally favourable for men and women.

Singh (2008) analysed evidence for gender inequality across socio economic spectrum. Girl education has been a major concern these years which led to expansion of access at primary level. In rural areas girls drop out themselves from secondary level and from higher stages of education. There are a larger number of girls that are being married early and being young mothers without realising their actual worth and the potential they had. But ones who are not married have adopted household responsibilities. One of those who went on fighting for themselves resists pressure and reached a higher education level in universities takes studies seriously because of the known factor that this privilege will be snatched with them after matrimony. Many due to these factors are not able to pursue in the desired field they are willing to opt or choice of vocation. She feels there is a need for development in the particular concept. A flexible education system where women are free to choose, fulfill their aspirations and can overcome their fear. Education system should prepare them for future concern in terms of opportunities and challenges for the betterment of society and sustainability.

A study by Husain (2010) analysed the Gender disparity in different regions in India. This paper tries to answer the question "Is gender inequality greater in North India by putting forward a variance that is the probability of completing school education across India"? They have used the Gender disparity Index to analyze the whole situation and examine the hypothesis that in North India there exists gender inequality at most in comparison to different regions. Followed by econometric exercise and correlates with completing school education adding to it they have used a method which is Fairlie decomposition to analyse the contribution of variables which are explanatory among the regions. To conclude they have stated in total and for rural regions gender disparity is greater in North India and for urban regions in Eastern India.

Das and Samanta (2014) said that education is the most important tool for social and economic development. There is a necessity of education for youngsters in order to meet their own needs for the future. They analysed that, a well educated citizenry that is completely equipped with knowledge and skills not only help in social and



economic development but also support truly inclusive growth of a country. It is said that India has the largest working population and they play a crucial role in acquiring sustainable development through various factors. Education is a key tool for economic and social transformation of a country. The Indian government is majorly focusing on promoting higher education through various schemes and programmes in rural areas for the sake of changing the mindset of people. Sustainable development promotes individual growth by maintaining society's democratic principles. The government has also proposed various policies as a way to protect the educational interest of girl children belonging to rural communities. Promoting sustainable development through higher education will totally enhance the knowledge and skills of the working population which will provide them with several employment opportunities. Thus, education advances human security and helps in making a positive contribution towards the betterment of a society. An educated person is apprehensive towards his rights and duties. Therefore, sustainable rural development totally relates to rural education.

Renju (2014) stated that our country is rich in its cultures and traditions. The people uphold the special bond and values towards society. The only concern is unequal participation of men and women. Nation's progress is correlated with overall uniform participation of the society. Education is directly related to the development of the country. One of the fundamental rights says about the right to education. Inequality is a significant concern as it directly affects the women's mental health. There is a clear difference between the educational backgrounds of women and men belonging to urban and rural areas. It is required to solve the ground situations that are worsening the literacy rate of the country. The Indian economy is growing rapidly, according to the statistics the secondary and higher education ratio of women from urban areas has increased. For the backward areas, the government is pooling the energies required to promote female education. The foremost factor due to which there is a gender gap in education is poverty. People usually think they spend more on boys than on girls. Many theoretical and empirical theories have proven that gender disparity in education has a direct effect on a country's economic growth.

A study by Chutia, Borah & Hazarika (2014) showed that gender discrimination in the education system is one of the major reasons that pushes women backwards to a lower social status. In a male centric society, the male of the country are favouring the disparity is one of the key criteria that impacts women section to grab an equal opportunity in a male dominating society. In terms of bull and beer, India turns out to be a beer where it's recorded that enhancement in higher education in terms of students coverage and expansion in number of institutes and upward graph in public funds. Here the actual question is whether this expansion is really helpful for eradication of gender disparity in the education system of India. Basically this is an empirical study which tried to analyse the current situation of the problem with secondary data and found out various factors impacting the same. They have selected six variables to examine with the problem of gender disparity in higher education. They showed out of six only four necessarily correlated with the enrolment number of women in higher education.

Bhagwat and Abhyankar (2016) stated the concept of sustainable development and the role of higher education in promoting sustainability for the development of India. In their study they have mentioned that Sustainable Development is an essential concept for evolution and growth of the world. Increase in population level and the higher pace in changing lifestyle of urban areas are creating major social and environmental problems in India. Society has to face several constraints i.e. economical, social, and environmental which has all been balanced out by sustainable development. The SDGs correlate sustainability and development. Furthermore, it gives recognition to higher education for helping to meet sustainable development and promoting it at global level.

Karak and Sen (2017) stated that gender disparity which exists all over the world is a diverse phenomenon, reduces the growth and development of the education system and too has an impact on the social class. In a diverse economy the cruel reality of gender disparity particularly in higher education is a complex web and this problem



seems to be more diversified. Because it's not rigid it exists in every other field of interest. They have been trying to find out those factors which have been responsible for these differences in education systems in India. This paper is trying to put a light towards the multiple context of gender disparity in Education systems in India. In addition this paper highlighted all the various factors such as social, economical, cultural and political biases which are seen as a major challenge for makers and scientists to eradicate the problem and build equality among the whole field. They have researched and analysed the situation and tried to give various suggestions and implications to eradicate the problem of gender inequality by promoting the actual position deserved by women with dignity and grace.

Sumanjeet (2017) said that gender inequality remains the initial concern for the country. It has various demerits which directly or indirectly affects the society as a whole. Gender inequality in education not only provides a lack of resources for education to females but also it has a huge impact on future generations. Traditional norms have made the women live their life with the household chores. Statistics show that the gender parity of our country in the educational sector is very low. It is required to provide access to resources to women, without such resources they cannot use their potential, skills, knowledge and expertise. But undoubtedly the graph is on its rising level, as more women empowerment is being focused on recent trends. Uneducated are generally unaware about their surroundings, the same are the women of our nation. According to the patriarchal norms, higher education is only meant for boys. The girls are not allowed to choose their level of interest. Low status of women is demonstrated by weakening them in every sector. India has a long way to go before calling itself as a gender unbiased country. The change will come only with the awareness programme. The government and the society has to come together in order to free our nation from gender disparity specifically in education.

Zeb and Mohammad (2018) stated that undoubtedly the education system in our country is relatively high but however disinclined to solve the equity issues. In some places in India people believe in several myths and patriarchal norms. Thus, it has totally lowered the status of women. The orthodox thinking is followed thoroughly in the education system also. Males are provided with more opportunities, as they are known as the asset of the family. The enrolment of women in primary and secondary education is comparatively lower than men. Half of the total population of the country consists of women. Gender equality in education is the utmost concern. Knowledge grooms an individual's personality, in accordance with this concern each and every person of the country has the right to education. Generally the gender inequality for education can be seen in several rural and backward areas. It is a serious problem for developing countries like India. According to the data, the enrollment ratio of girl child is less than boys because of the lack of cultural attitude of society towards providing primary and secondary level education to them. For improving the quality of life for women many social factors are contributing to fill the gap between men and women. The government is providing various resources to girls in order to strengthen higher education so that girls can also pursue their careers and can contribute to building the nation.

A study by Sahoo and Klasen (2021) stated gender based differentiation in schooling at senior secondary level across various fields in developing countries. They have used a set of data which is nationally longitudinal in nature from India to analyse the level of indifference and the gap which has been created in the higher secondary stream. They have used different techniques to analyse the situation and some effects to control unobserved heterogeneity resulted in a 20% gap difference between the science and commerce stream when compared to Arts. This gender inequality is independent of gender specific concerns thus the gap between boys and girls remains at a greater level. To examine further they have deep rooted the study through sensitive analysis taking different effects into consideration. Various effects resulted in a perspective that girls are being suppressed and underrepresented in the science stream. At the school level, gender inequality in economic outcomes is determined by trajectories which are much earlier set in the courses.



A study by Kumar (2021) stated that Educational Institutions should make their involvement in identification of the problems that impact society and well-being. On the basis of economy, public and private sector's awareness is needed for Mobilisation. As per the want of a sustainable society higher educational institutions have to redesign and define their mission, vision, goals and objectives and enhance priorities accordingly. Putting a light forward towards the sustainable development goals the behaviour of the higher education people and in general level of education in respect to our lifestyle and environmental impact needed to be changed considering different perspectives. Training programmes, workshops, conferences etc are good at a certain level but must have some implications or active results in deeds. Being educated is everyone's fundamental right. Thus, Development of individuals and communities should be one of the major priorities of Higher Education.

Swain (2022) said that knowledge and skills are correlated with each other. The growth of a country has a mutual relationship with education. India is well known for its education system. Higher education has witnessed a huge growth in recent years. Several studies and data provide the vision that in one or the other manner Indian education system is totally facing the problem of gender inequality. The ratio of male enrollment is higher than that of females in several states. Basically, higher education is the main tool for innovation and transformation. Taking a look towards the male-female ratio, in every sector the female ratio is comparatively lower.

The main reason is either early marriage or the myth of investing more on boys as they are the asset of the family. On a country level, the status of different states are on different levels regarding gender disparity and higher education. Tamil Nadu is amongst the top states providing the actual higher education and several schemes in favour of girl education. According to several reports, the overall student enrollment has increased. The female enrolment for higher education expanded because of several government policies and schemes for scholarships etc. Government has made several sectors for women belonging to lower class rural groups like (OBC, SC ST) with a view to increase the GER ratio and have access to higher education.

### **Objective of the Study**

- The Objective of the study is to analyse the Gender Disparity in higher Education in India.

### **Research Methodology**

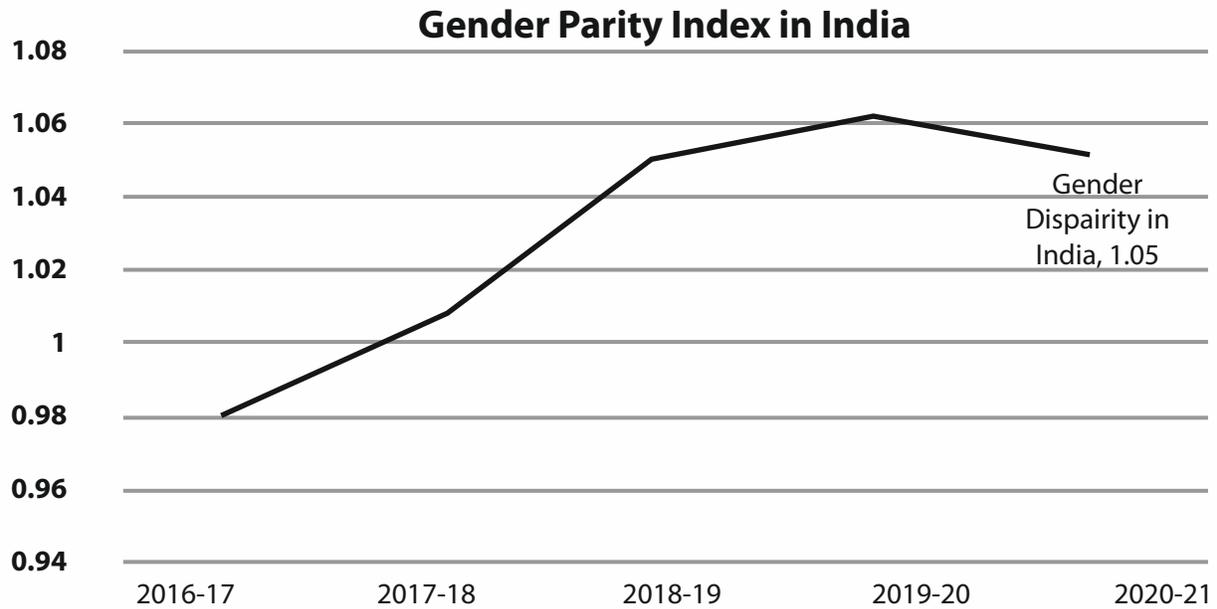
The present study is analytical in nature. It is an attempt to analyse the gender disparity in Higher Education in India during the last five years i.e. from year 2016-17 to 2020-21. The secondary data has been collected from the All India Survey on Higher Education (AISHE) reports for the Consecutive five years. The data have been analysed analyzed by dividing the India in various Zones. These zones are Central Zone, Eastern Zone, Northern Zone, Southern Zone, Western Zone, These zones are comprises of States and Union territories. The Gender Parity Index (GPI) of 36 states and union territories has been analyzed through Microsoft Excel.

### **Analysis and Interpretation**

The collected data have been analysed through Microsoft Excel and the following charts depicted the gender disparity in India in Higher Education. It has been analysed that the female participation in higher Education has shown an incremental trend from 2017-18 to 2019-20. After the above mentioned period the decrease in female participation has been depicted. It is being noticed that the GPI in India is more than 1.00 in the study period which showed that the female participation in India is more than male participants in Higher Education.

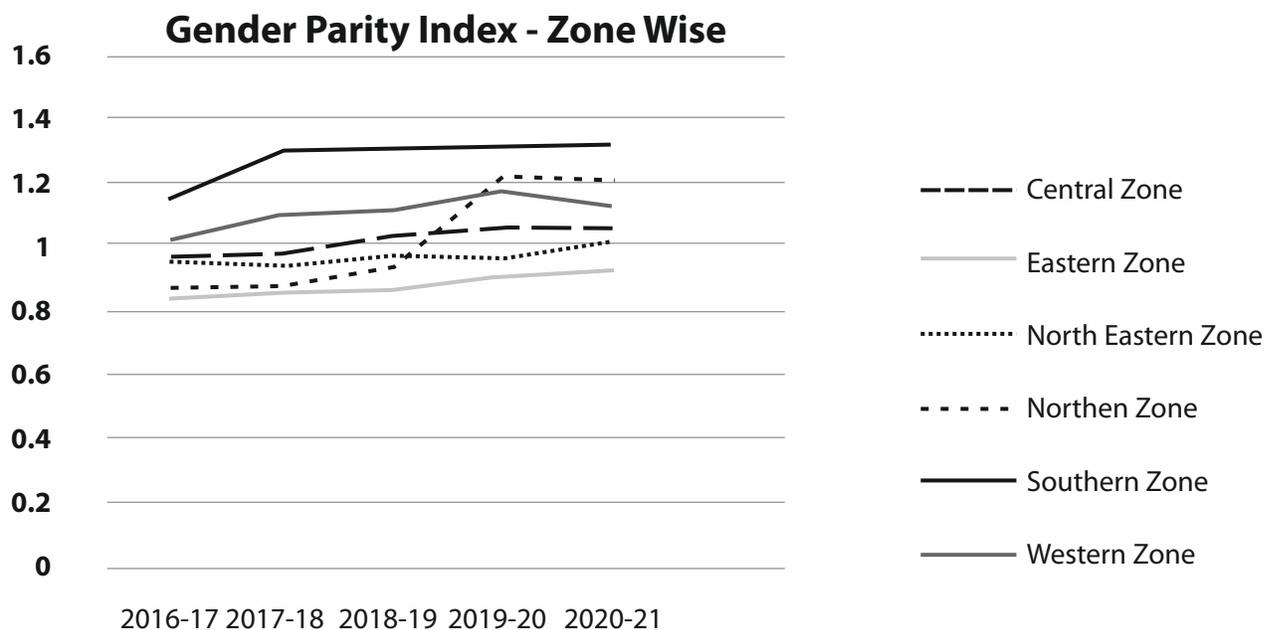


Figure 1: Gender Parity Index (GPI) in India



The collected data of Gender Parity Index (GPI) has been segregated in various zones zonal-wise and the analysis of various zones is shown in the graph below.

Figure 2: Gender Parity Index: Zone-Wise





The above graph depicts that the Gender Parity Index (GPI) in Higher Education in the Central Zone has an incremental trend from 2017-18. States like Chandigarh, Chhattisgarh, Uttarakhand and Uttar Pradesh have depicted that these states have equal or more participation of females in Higher Education. On the other hand in Madhya Pradesh female participation is lower than male.

The Gender Parity Index (GPI) of Higher Education in the Eastern Zone has observed an incremental trend from 2019-20 but after that the GPI showed a levelled off trend in the study period. In the Eastern Zone, states like Bihar and Odisha have less female participation whereas in Jharkhand and West Bengal female participation is showing a rising trend.

The Gender Parity Index (GPI) of Higher Education in the North Eastern Zone has observed a fluctuating progressive trend. Here, in this Zone states like Tripura, Mizoram and Arunachal Pradesh have less female participation in higher education although in Sikkim, Nagaland, Meghalaya, Assam and Manipur female participation is equal to men hence; the graph shows progressive trend.

The Gender Parity Index (GPI) of Higher Education in the Northern Zone has noticed an incremental trend from 2017-18 and after that GPI has constantly increased. Female participation showed a continued expansion in states like Punjab, Delhi, Ladakh, Haryana, Himachal Pradesh and Jammu and Kashmir on the other hand in Rajasthan female participation is less than equal to men.

The above graph depicts that the Gender Parity Index (GPI) in Higher Education in the Southern Zone has an incremental trend from 2017-18 but after that the GPI showed a stagnant trend in the study period. Here, the states like Telangana, Tamil Nadu, Lakshadweep, Kerala, Karnataka and Andaman and Nicobar Island showed an increasing trend in female participation whereas female participation is low in Pondicherry and Andhra Pradesh.

The above graph depicts that the Gender Parity Index (GPI) in Higher Education in the Western Zone has noticed an incremental trend from 2017-18. States like Goa, Dadra-Nagar Haveli and Daman and Diu noted increasing numbers of female participation whereas in Maharashtra and Gujarat female participation is lower than male.

## Conclusion

The results of the study have found that Higher Education is at a critical stage of intersection and needs changes to contribute effectively and efficiently in sustainable development of the country. If changes are implied this will surely enrich and mitigate the problem of gender disparity from society. Putting the light towards sustainability and redefining the process and channel of providing the learning has to be changed in terms of training given to students, making them aware of sustainable goals and social learning as well. The paper analysed different zones to examine gender disparity in higher education among various states. The analysis showed that in the Southern Zone GPI is showing an increasing trend followed by Western Zone where female participation tends to increase. In the Central Zone there seems to be an increase in participation of females and in the North Eastern Zone the female participation has shown a slightly increasing change. The Northern zone showed an expansion in female participation from a certain level before that female participation was lower whereas the Eastern Zone showed very less female participation. Thus, here we examined a positive result towards gender equality by noting drastic change in numbers of women participation in Higher Education but still there needs to be a change in some regions where gender inequality is at a higher level. Higher Education is a crucial step towards Sustainability and therefore for the development of the country the backbone of knowledge needs to be taken into consideration for the betterment of society.



## Implications of the Study

The present study is an attempt to analyse the female participation in Higher Education in India. The Zone-wise analysis indicated Gender Disparity in various zones of the nation. These zones covered the States and Union Territories of India. The future directions of the study may cover the other factors apart from the GPI which have an impact on the sustainability of Higher Education in India.

## References

- All India Survey of Higher Education (AISHE), Department of Higher Education <https://aishe.gov.in/aishe/gotoAisheReports>
- Bhagwat, N. and Abhyankar, P. (2016). Sustainable development and Indian higher education: A constructive alliance. *Scholarly Research Journal for Interdisciplinary Studies*, 3(22), 2-9.
- Buchmann, C. Diprete, T. and Mcdanie, A. (2007). Gender Inequities in Education, 5-10.
- Chutia, N. Bohra, R. and Hazarika, D. (2014). Gender disparity in higher education in India: An analysis of some socio-economic factors. *Zenith International Journal of Multidisciplinary Research*, 4(5), 2-6.
- Das, D and Samanta, S. (2014). Rural education in India : As an engine of sustainable rural development. *International Journal of Research in Humanities, Arts and Literature*, 2(10), 2-6.
- Husain, Z. (2010). Gender disparity in completing school education in India: Analyzing regional variations, 3-17.
- Karak, S and Sen, K. (2017). Gender inequality in higher education in Indian context, 8(2), 2-5
- Kumar, R.K. (2021). Role of higher education in sustainable dDevelopment in Indian perspective. *International Journal of Applied Research*, 7(11), 1-3.
- Renju, A. (2014). Higher education and women participation in India. *Global Journal for Research Analysis*, 3(6), 1-4.
- Sahoo, S. and Klasen, S. (2021). Gender segregation in education: Evidence from higher secondary stream choice in India. *Demography India*, 58(3), 2-8.
- Singh, N. (2008). Higher education for women in India- Choices and challenges, 3-10.
- Sumanjeet, S. (2017). The state of gender inequality in India, 3-15.
- Swain, J. (2022). A review of literature on gender disparity in higher education system in India. *International Journal for Research Trends and Innovation*, 7(3), 1-4.
- Upasana, SR. (2005). Gender bias issues in higher education in India. *Advances and Scholarly Researches in Allied Education*, 3-12.
- Zeb, K. and Mohammad, A. (2018). Gender disparity in education system of India. *The International Journal of Emerging Technologies and Innovative Research*, 5(11), 2-10.



## **SUSTAINING THE SKILLED WORKFORCE: BUILDING BRIDGE BETWEEN THE MANAGEMENT EDUCATION AND WORLD OF WORK THROUGH QUALIFICATION FRAMEWORK**

**Brahmmanand Sharma, Mansi Panwar**

Assistant Professors, Department of Management  
Prestige Institute of Management and Research, Gwalior.

**Saideep Shrivastava, Ashish Sinhal, Arnika Kabra**

Assistant Professors, Department of Management  
Shri Vaishnav Institute of Management, Indore.

### **Abstract**

Numerous opportunities and challenges will be presented by the fourth industrial revolution. The tectonic shift in the employment market and the abilities required to be a successful business executive have been highlighted in numerous credible study papers from across the globe. Understanding the business's criteria and fulfilling them through educational institutions or even self-paced online learning is crucial to maintaining the current rate of industrial growth. This study was conducted to ascertain the extent to which academics, business experts, and students have various viewpoints on how management education and the progressive components of a certification framework relate to one another. The implementation of qualification frameworks aims to connect industry and academia and ensure that qualifications are of a high calibre. This makes it possible for us to shift the emphasis away from input-based learning and towards learning outcomes. Based on the primary data collected from respondents, the study's results were reached, and it also gave recommendations on the factors it determined needed immediate adjustment.

**Keywords:** Qualification Framework, NSQF, Management Education, Industry 4.0

### **Introduction**

Many nations throughout the world believe that National Qualifications Frameworks are urgently needed in order to develop the entire ecosystem of skilling and education. India has adopted the NSQF as the foundation for strengthening the entire TVET system

The National Skills Qualification Framework (NSQF) organises qualifications according to a number of levels of knowledge, skills, and aptitude, according to the Gazette Notification (2013) on Government of India. These levels are described in terms of learning outcomes that all learners must possess, whether they have learned them formally, informally, or through other means. The NSQF is a framework for quality control in that regard. As a result, it is a nationally integrated education and competency-based skill framework that will offer numerous horizontal and vertical pathways, both within vocational education and vocational training and between vocational education, vocational training, general education, and technical education, connecting one level of learning to another higher level. A person will be able to achieve the needed competency levels, transition to the job market, and then return at an appropriate time to learn new skills to further enhance their competencies.

3 lakh students and more than 150 employers nationwide were polled for the Wheebox India Skill Report 2020, which was produced in collaboration with the AICTE, Association of Indian Universities (AIU), and UNDP (Wheebox, 2020). According to the research, skill-based education and practises are increasingly being incorporated into numerous academic fields, particularly management education. With an employability score of 54%, MBA graduates have surpassed other graduates of other courses as the most employable group.



Government, business, and academics must all work together to increase students from all backgrounds' overall employability. Employers place a strong emphasis on abilities like domain expertise, learning agility, environment adaptation, and a positive attitude, especially from the industrial end.

It is obvious that there is a divide between academics and industry notwithstanding the efforts made by regulatory, academic, and industry groups. The study examined directors, professors, faculty members, students, and industry experts with firsthand knowledge in the hope of identifying the gap between academia and industry with regard to NSQF and management education. The goal of this study is to use primary research to identify the intended outcome within a framework of studies, conversations, and recognised quality assurance tools.

### Review of Literature

According to goals, Camuffo and Gerli (2004) have tracked real learning and development performance and created a connection between the labour market, work, and education. The researcher has made an effort to offer a compounded constituency structure that incorporates students, academic institutions, and businesses in the planning, execution, and management of competency-based management education. The researchers created a case study on competency-based management education by applying the framework to an Italian MBA programme with 71 students. The framework was broken down into three stages: a. setting objectives through competency-based modelling and surveys; b. developing teaching and didactic strategies based on competencies; and c. assessing learning using competency-based instruments.

Morgan (2009) outlines how company executives require a new set of skills, talents, and attitudes in a book on riding the change of waves for establishing managerial competencies in a chaotic world. The book is based on managerial study conducted in the middle of the 1980s, and the author has reviewed the results in reprint issues from 2009 and 2010. The book discusses the requirements for business managers' competency while also subtly encouraging management schools to help management students enhance their abilities, skills, and attitudes. Emerging trends, leadership, embracing change, information technology interventions in management, and managers' social responsibilities are all covered in the book. The book makes recommendations for a competency development programme that can be used in management education.

When thoroughly examined, it is clear that the recommendations and additions to the management curriculum are a result of UGC recommendations for undergraduate curricula that are based on learning outcomes. The learning outcomes-based curricular framework's overarching goals are designed to ensure that graduates possess the following competency.

**Table 1:**

|                             |   |
|-----------------------------|---|
| 1. Disciplinary knowledge   | 2. Scientific reasoning                   |
| 3. Communication Skills     | 4. Reflective thinking                    |
| 5. Critical thinking        | 6. Information/digital literacy           |
| 7. Problem solving          | 8. Self-directed learning                 |
| 9. Analytical reasoning     | 10. Multicultural competence              |
| 11. Research-related skills | 12. Moral and ethical awareness/reasoning |
| 13. Cooperation/Team work   | 14. Leadership readiness/qualities        |
| 15. Lifelong learning       |   |

A strong differentiation between institutions that focus on careers and those that focus on research is needed in order to concentrate on the problems and improve the overall situation. Figure 1 depicts a model to aid in the collaboration between business and academia.

**Figure 1: Strengthen Industry-Academia Linkages**



**Source- EY Higher Education in India Vision 2030**

It is clear from above figure that interventions at three levels- 1. Administration and Governance, 2. Delivery and 3. Employment & Research are required with industry bodies for which specific ways are prescribed (EY, 2013).

As per NSQF gazette notification following features are envisioned to inculcate-

- Mapping all recognized qualifications in India in single framework;
- Focus towards learning outcomes;
- Clarifying the roles of education & training providers and employers in the governance of TVET;
- Strengthen the link between demand and supply of skills in labour market through education.
- Provision for credit transfer and recognition of prior learning;
- Flexibility and vertical & horizontal progression for learners throughout TVET;
- Benchmarking of knowledge and skills to international standards.

NSQF implementation mechanism involves filling up of qualification file and getting it approved through high powered committee centralized at NCVET.

Basic criteria's related to qualification file (NSQF)-



### A. Detailed Layout of Qualification File

- Learning outcome based duration corresponding to level, inclusion of RPL (depends)
- Assessment Evidence- NOS (Sub-Units) wise assessment criteria
- NSQF Domain wise (Process, Professional Knowledge, Professional Skill, Communication Skill, Responsibility) description
- Evidence of Need- need, industry relevance and usage (Industry validations)
- Arrangements to monitor, review and revise
- Evidence of progression- Mapping of all job roles through Career Map (Horizontal Vertical Progression)

**B. Curriculum:** student handbook, course outline, training manual, trainer's manual, and trainer credentials. Guidelines for testing, evaluation, multimedia, and electronic materials. According to the NSQF announcement, Figure 2 specifically outlines the competency traits expected of graduates and postgraduates.

**Figure 2: Level Descriptors for higher level qualifications particularly for graduate and post graduate level programs.**

| Level          | Process   | Professional Knowledge   | Professional Skill  | Core Skill  | Responsibility  |
|----------------|---|--|---|---|---|
| <b>Level 7</b> | Requires a command of ranging specialised theoretical and practical skill, involving variable routine and non-routine     | wide ranging, factual and theoretical knowledge in broad contexts with in a field of work or study | Wide range of cognitive and practical skills required to generate solutions to specific problems in afield of Work or study | good logical and mathematical skill understanding of social political and natural environment good in collecting and organising | full responsibility for output of group and development |
| <b>Level 8</b> | Comprehensive, cognitive , theoretical knowledge and practical skills to develop creative solutions, to abstract problem. |  |   | Exercise management and supervision in the context of work/study having.  |   |



Course outline, training manual, trainer's manual, and trainer qualifications are all included in the curriculum. Guidelines for testing, evaluating, and using electronic and multimedia items. Figure 2 particularly highlights the competency attributes anticipated of graduates and postgraduates, according to the NSQF release.

For management education, improvements in pedagogical approaches have been examined by Kumar (2014). The study's objectives were to review various studies on management education and recommend a skill set with cutting-edge pedagogical methods to institutions as a whole. All students are expected to be proficient in learning, thinking, information technology literacy, and life skills. Innovative pedagogical approaches are defined as those that emphasise co-operative skills, global mentality, values instillation, and action-oriented leadership. The study comes to the conclusion that pedagogical and curriculum innovation will clear the way for qualified business students.

(Zineb, Soumia, Souad, & Karim, 2017) The researchers have tried to study the inadequacy of most of the universities i.e. adequate matching of training to employment. Competency based approach was observed in different countries and as conclusion the review paper suggest that timely revisions in the trainings and skills set designed for students is an important factor to be considered.

According to (Saxena & Kumawat, 2017) in an attempt to connect skill India and Higher Education, higher education system can work hand in hand with skill India mission. The success of country require the amalgamation of these two institutionally separate but essentially single factor for human development in country. Moral social values along with competency enhancement needs to be inculcated commonly across qualifications.

(Reporter, 2017) Evaluating the state of higher education institutions NITI Aayog has stated about the lack of skilling component in graduates and post graduates. The news article further mentioned that government need to work on quality assurance and less regulatory so that institutions can have autonomy in deciding and delivering professional – vocational education.

(Reporter, 2017) In an attempt to understand the new avenues for business schools to face the changes the research emphasizes on the issues faced. Researcher has suggested to design of admission criteria and curriculum, shifting the focus to skill development, attitude change and value clarification.

(Yasmeen Bano, 2019) In an interesting paper on bridging the employability skill gap has pointed out that the employability gap is in the structuring itself i.e. separation of skilling system and education system in country. The paper emphasize the communication between industry and academia through following- University – Industry collaborative approach, Skill-based education, Project based learning, Work based learning (Learning through internships and live projects), and technology enabled learning and Up-skilling the faculty.

## Objective

This paper's main goal is to examine research that deal with management education and qualification frameworks using primary data analysis. In order to bridge the gap between management education and industry, the study looked for areas where academics, students, and industry all had common ground.

## Sampling Procedure

The current study is limited to the stakeholder viewpoint on the disconnect between academia and industry with regard to the introduction of the NSQF in management education. Academicians and students from management colleges in the state of Madhya Pradesh were designated as the stakeholders. HR specialists from businesses with operations in Madhya Pradesh were chosen as industry professionals.



Due to the nature of the research design, academicians from various districts in the state of Madhya Pradesh are initially represented through quota sampling. The snow-ball sampling method was used after the quota sampling method. The researcher employed his judgement at two different stages: first, when identifying the districts with significant management institutions, and second, when choosing academicians for that district. The snow-ball sampling method was used to collect data for industry professionals after the judgemental sampling method. Experience in the HR field and willingness to engage in the study were considered while choosing the industry professionals.

The same technique as for academicians was used to acquire data from students. It was requested of the academicians named in the first questionnaire to distribute the student questionnaire inside their own institution.

### **Primary Data**

One set of questionnaires was created for academics, another for students, and a third for business executives. To collect the necessary feedback from academics and students, a survey form with a covering letter was created. Through a cover letter, respondents were reassured that absolute confidentiality would be upheld and that the data would only be used for analysis in the current study. Due to the COVID-19 scenario, over 95% of the data was gathered online using Google Forms, mailing, and posting links to the questionnaire on academic and student social networking groups. Respondents were given telephone support as and when required. Nearby senior professors were sought, and a questionnaire was filled out by hand.

Overall primary data from 412 respondents (64 academicians, 33 industry professionals and 315 students) was collected from 18 academic institutions and 15 companies from different parts of Madhya Pradesh.

### **Analysis and Presentation**

With the aid of descriptive statistics and the proper statistical techniques, the information gathered from the three sets of questionnaires was analysed. The study is generally divided into three parts, the first of which deals with the analysis of academician responses, the second of which deals with responses from business professionals, and the third of which deals with responses from students.

The questions elicit detailed replies from respondents regarding how they see management education as a whole progressing. Systematic categorization and ordering of the data is analysed using both qualitative and quantitative methodologies. For calculations and analysis, one-way ANOVA, the Kruskal-Wallis test, the Chi-Square test, and Cronbach's alpha were used as statistical tools. For sorting, graphical display, and statistical analysis, we used Google Sheet, MS Excel, and SPSS.

Cronbach's alpha ( $\alpha$ ) analysis was used to test the reliability coefficient. For academicians, there were a total of 64 cases followed under examinations that were deemed legitimate, while 70 questionnaires were given out. For business professionals, a total of 33 cases were followed under exams that were determined to be legitimate, while 40 questionnaires were distributed. For students, a total of 315 cases were followed under exams that were determined to be legitimate, whereas 350 questionnaires were distributed. Responses were properly gathered since respondents were kept informed and conversant with the questions prompted. For academicians, business professionals, and students, the respective Cronbach values for the responses were determined to be 0.837, 0.714, and 0.934, which supports the validity of the data that was gathered.



### Sample Profile

#### Academicians

- Out of total 64 academicians respondents most of them were Assistant Professors (59%). The academicians were having the largest experience group of 67% as 0-10 years of experience followed by 20% as 10-20 Yrs of experience group.
- Most of the academicians (77%) were Doctorate and remaining were post graduates only, working largely with Private (50%) and government (34%) institutions.
- In terms of industry connect 36% of academicians were connected with industry on quarterly basis followed by annual basis (31%).

#### Industry Professionals

- Out of total 33 respondents most (36%) were having an experience of 10-20 Yrs followed by 33% having 0-10 years of experience. Largely all industry professionals were post graduates (94%).
- Only 24% of industry professionals belonged to organizations having any MOU with academic institutions.
- Meanwhile most of them are connected with academic institutions on monthly basis (49%) followed by annual basis (46%). A very meagre percentage of 18% had any experience of working with academic institutions.

#### Students

Out of 315 respondent students mostly (73%) were pursuing post graduate level course and 22% were pursuing doctorate level of course in management. Most of the students (53%) were from private institutions followed by 40% from government institutions.

### Findings and Conclusion

One of the major outcomes of implementing quality assurance framework is to make a bridge of communication, trust and exchange between academia and industry. Covering the fourth objective, features and initiatives to bridge the gap between academia and industry are discussed in two section as below-

#### Section 1- Ranking of features important for management graduates to be industry ready

As per the table 1 the important features can be divided in two categories-

**Category 1-** Coherence in views among academicians and industry professionals on –

Fail to reject-

1. Knowledge about economic, legal and social environment of Indian businesses
2. Skills to analyze the business data, relevant analysis, problem solving and innovative solutions

**Table 2: Result Comparison of Different Experience Groups of Academicians/Industry Professionals on Ranking of Features Important for Management Graduates to be Industry Ready**

|  |
|--|
| H001: Academicians from different experience groups does not differ in their opinion on ranking of features important for management graduates to be industry ready.           |
| H002: Industry professionals from different experience groups does not differ in their opinion on ranking of features important for management graduates to be industry ready. |



| Ranking of features important for management graduates to be industry ready |  | Academician    | Industry       |
|---|--|----------------|----------------|
| 1   | Knowledge about economic, legal and social environment of Indian businesses                      | Fail to Reject | Fail to Reject |
| 2   | Skills to analyze the business data, relevant analysis, problem solving and innovative solutions | Fail to Reject | Fail to Reject |
| 3   | Global business outlook and cross cultural understanding.  | Fail to Reject | Reject         |
| 4   | Responsiveness to social issues and solving business dilemmas                                    | Reject         | Fail to Reject |
| 5   | Usage of various communication forms involving technology  | Reject         | Fail to Reject |
| 6   | Understanding Leadership roles and ability to work with/lead teams.                              | Reject         | Fail to Reject |

**\*Source- Researcher's compilation**

Both academicians and industry professionals having various designation/ experience groups does not differ in their views on above mentioned features. It means that both of them are sure about the importance of these features and accept unilaterally that these features are necessary to be followed in management curriculum.

**Category 2-** Difference in views among academician and industry professionals on –

1. Global business outlook and cross cultural understanding.
2. Responsiveness to social issues and solving business dilemmas
3. Usage of various communication forms involving technology
4. Understanding Leadership roles and ability to work with/lead teams.

It is quite interesting to note down that academicians and industry professionals in different experience groups have opposite views on ranking of the important features to make management graduates as industry ready. For instance, academicians does not differ on global business outlook and cross cultural understanding however industry professionals differ on the ranking given to feature.

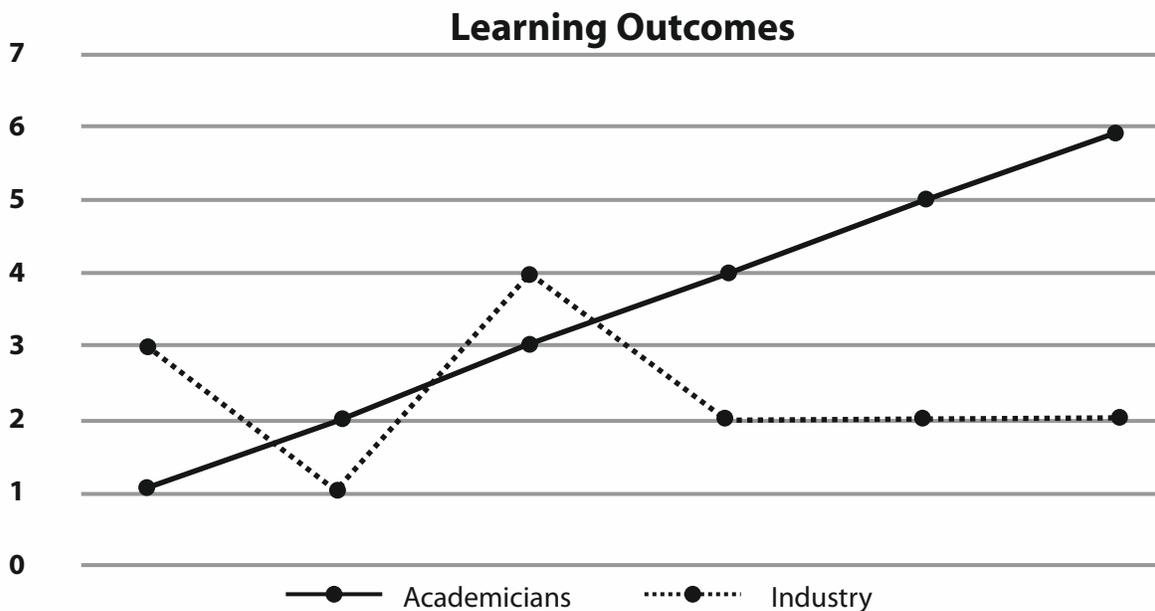
At the same point of time Industry professionals do not differ about giving ranking to features as-

1. Responsiveness to social issues and solving business dilemmas.



- 2. Usage of various communication forms involving technology.
- 3. Understanding Leadership roles and ability to work with/lead teams.

**Figure 3: Ranking of Learning Outcomes by Academia/Industry Professionals**



**Source- Primary data**

The figure above shows the median ranking that academics and business experts gave on a scale from one to six. It is obvious that academicians have assigned rankings in a linear approach while professionals in the sector have a different perspective on ranking.

It is pretty interesting to notice that while academicians have ranked the ability to analyse business data, relevant analyses, solve problems, and come up with creative solutions second, the majority of industry experts have ranked it first.

Even in the case of knowledge about the economic, legal, and social environment of Indian enterprises, the majority of industry experts have ranked it third as opposed to academicians who have given knowledge component the top rating.

Now let’s talk about the practical application of the key elements that students have already encountered in regular classroom instruction.

**Table 3: Experience of Students in Various Institution Groups Regarding Delivery of Important Features in Day to Day Classroom Teaching**

H003-008: There is no significant difference among the students of various institutions experiences towards the instances when they found important feature (1-6) were delivered to them through classes or other activities.



|   |  |                |
|---|--|----------------|
| 1 | Knowledge about economic, legal and social environment of Indian businesses                      | Reject         |
| 2 | Skills to analyze the business data, relevant analysis, problem solving and innovative solutions | Reject         |
| 3 | Global business outlook and cross cultural understanding.  | Reject         |
| 4 | Responsiveness to social issues and solving business dilemmas                                    | Reject         |
| 5 | Usage of various communication forms involving technology  | Fail to Reject |
| 6 | Understanding Leadership roles and ability to work with/lead teams.                              | Reject         |

**Source- Researcher's compilation**

The fact that only "usage of various communication forms involving technology" differs significantly suggests that students' experiences at different institutions are uneven, which in turn suggests that different institutions should bring their use of technology up to par.

However, there is no discernible difference between students in various universities for any of the other crucial characteristics mentioned above. The mentioned deliverables are being met almost to the same degree by management colleges.

According to relative ranking and opinion coherence, essential elements can be separated into two categories after a comprehensive analysis of the situation.

**Table 4: Relatively High/ Low Ranking/ Coherent Important Features**

| <b>Relatively High Ranking /Coherent Important Features</b>                                      | <b>Relatively Low Ranking/ Incoherent Important Features</b>        |
|--|---|
| Knowledge about economic, legal and social environment of Indian businesses                      | Understanding Leadership roles and ability to work with/lead teams. |
| Skills to analyze the business data, relevant analysis, problem solving and innovative solutions | Global business outlook and cross cultural understanding.           |
| Usage of various communication forms involving technology  | Responsiveness to social issues and solving business dilemmas       |



One more critical aspect to be considered in these rankings, students are agreeing on delivery of all these features in classrooms except one i.e. usage of various communication forms including technology. This feature can't be ignored since the new millennia students require changes in pedagogy as well as linkage to the latest form of technology.

**Action points to fill the gap between industry and academia**

Below correlation table interpret that almost all the parameters have significant values and positively correlated with each other.

**Table 5: Action points to fill the gap between industry and academia**

| H009: There is no significant relationship between the action points to fill the gap between industry and academia as per academicians.           |  |                                |                                |
|---|--|--------------------------------|--------------------------------|
| H012: There is no significant relationship between the action points to fill the gap between industry and academia as per industry professionals. |  |                                |                                |
| <b>Action points to fill the gap between industry and academia</b>  |  | <b>Academia<br/>(Rejected)</b> | <b>Industry<br/>(Rejected)</b> |
| 1   | Industry professionals in the institution 's governing body                    | Positive Correlation           | Positive Correlation           |
| 2   | Involvement of industry experts in designing curricula                         | Positive Correlation           | Negative Correlation           |
| 3   | Regular seminars/conferences   | Positive Correlation           | Positive Correlation           |
| 4   | Live industry projects/case studies  | Positive Correlation           | Positive Correlation           |
| 5   | Industry professionals encouraged to take up faculty positions for fixed terms | Positive Correlation           | Positive Correlation           |
| 6   | Counseling / mentoring by industry practitioners                               | Positive Correlation           | Positive Correlation           |
| 7   | Partnerships for internships and placement                                     | Positive Correlation           | Positive Correlation           |
| 8   | Sharing of research facility   | Positive Correlation           | Positive Correlation           |

Source- Researcher's compilation

On checking the Pearson correlation value among industry connect features, following features are more positively correlated with other initiatives-

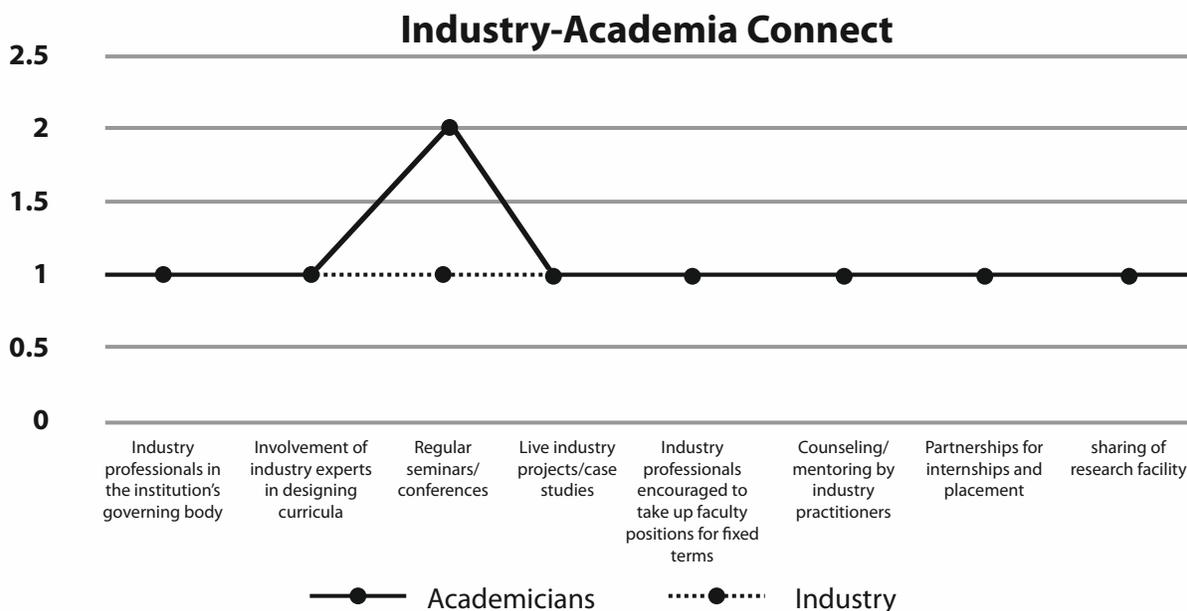
1. Involvement of industry experts in designing curricula,
2. Counselling / mentoring by industry practitioners and
3. Sharing of research facility

From the perspective of industry professionals following two features are more positively connected with other features-

1. Professionals encouraged to take up faculty positions for fixed terms
2. Sharing of research facility

It is evident that sharing of research facilities is widely welcomed and has a positive correlation with all other qualities. At the same time, there is a negative association between a parameter related to the involvement of industry experts in curriculum design and other characteristics, which suggests that industry professionals may be reluctant to devote time to important academics like curriculum creation.

**Figure 4: Agreement on Action Points to Fill the Industry Academia Gap**



**Source- Primary data**

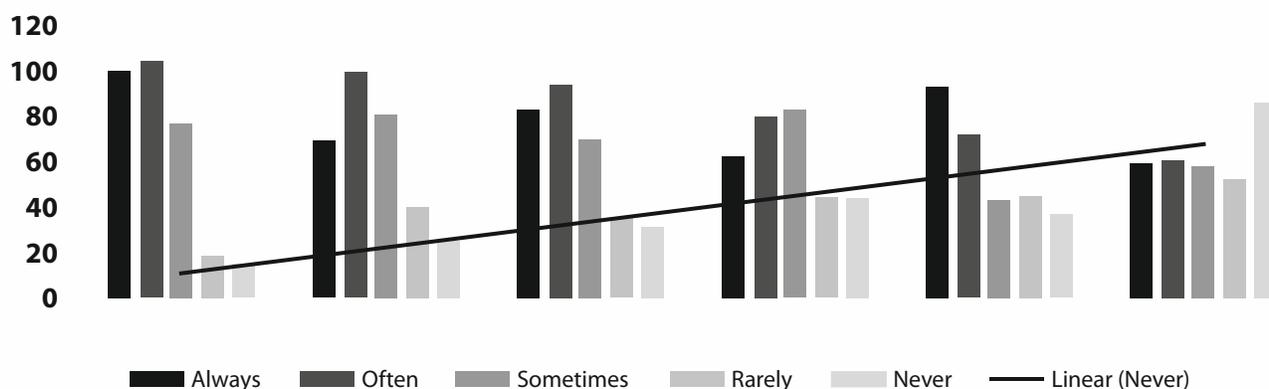
The above figure indicates the mode value of agreement on a 5 point Likert scale (1- Strongly Agree and 2- Somewhat Agree) by academicians and industry professionals. It is clearly visible that most of the academicians are in strong agreement on all the action points. Only in case of seminar/ conferences most of the industry professionals have given 'somewhat agree' status.

Students who examined how these programmes were actually being implemented on the ground discovered that the majority of industrial engagements primarily took the form of workshops, seminars, and conferences. Students still do not have access to industry through counselling, mentoring, internships, or cooperative research



projects.

**Figure 5: Student Experiences on Industry Academia Gap**  
**Student Experience- Action Points**



Source- Primary data

On the basis of overall assessment from all the stakeholders the action point for industry academia connect, the industry academia action points can be categorized into 2 categories –

**Table 5: Development**

| Short Term or Immediate Development               | Long Term Development   |
|---|---|
| Counselling / mentoring by industry practitioners | Involvement of industry experts in designing curricula                |
| Sharing of research facility                      | Professionals encouraged to take up faculty positions for fixed terms |
| Partnerships for internships and placement        | Regular seminars/conferences  |
| Live industry projects/case studies               | Industry professionals in the institution’s governing body            |



As it is clearly visible from above categorization that all the stakeholders are interested in working on action points which have visibility, day to day working and direct impact over the employability of students. It is an established fact that most of the institutions whether academic or business complete their responsibilities by organizing seminars or conferences.

## References

- Camuffo, A., & Gerli, F. (2004). An integrated competency-based approach to management education: An Italian MBA case study. *International Journal of Training and Development*, 240-257.
- Department of Economic Affairs, Ministry of Finance. (2013). NSQF-Notification (no.8/6/2013), Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/NSQF-notification.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/NSQF-notification.pdf)
- EY. (2013). Higher education in India: Vision 2030. New Delhi: FICCI.
- Gowsalya, A. and Kumar, M. A. (2015). Employability skill: A literature review. *International Journal of Advance Research in Computer Science and Management Studies*. 3(3), 353-360
- Morgan, G. (2009). *Riding the waves of change*. Toronto: Imaginization Inc.
- National Employability Enhancement Mission (NEEM) Retrieved from <http://economictimes.indiatimes.com>, <http://www.aicte-india.org>
- Pandey, P. (2018). Empirical study on determinants affecting the quality of management education. *International Journal of Management Studies*, 73-79. doi:DOI: 10.18843/ijmsijms/ijms/v5i4(7)/07
- Reporter, S. (2017, 8 28). Skill Reporter. Retrieved from Skill Reporter: <http://www.skillreporter.com/niti-aayogs-three-year-action-agenda-focus-higher-education-greater-skills-must-raising-employability/>
- Saxena, K., & Kumawat, M. (2017). Achieving academic quality excellence in the wake of Skill India Program with special reference to Indian higher education system. In P. M. Saxena, *Skill Development in Higher Education* (114).
- Sharma, D. B. (2013). Curriculum development & pedagogy for developing world: Class management education in South Asia. *International Journal of Management Excellence*, 38-44.
- Wheebox. (2020). *India Skill Report 2020*. Haryana: Wheebox.
- Yasmeen Bano, S. (2019). Review on strategies for bridging the employability sSkill gap in higher education. *International Journal of Recent Technology and Engineering*, 7(6S5), 1147-1152.
- Zineb, A. H., Soumia, B., Souad, A., & Karim, G. (2017, March). The application of the competency-based approach to assess the training and employment adequacy problem. *International Journal of Education*, 5(1). doi:10.5121/ije.2017.5101



## IMPACT OF BINGE WATCHING ON INTERPERSONAL RELATIONSHIPS OF STUDENTS: A REVIEW

**Dipti Talreja**

Assistant Professor, Shri Vaishnav Institute of Management, Indore (M.P.), India.

**Sharda Haryani**

Assistant Professor, Prestige Institute of Management and Research, Indore (M.P.), India.

### Abstract

The formation of interpersonal relationships plays a significant role in the psychological well-being of individuals, particularly during adolescence. This paper explores the importance of interpersonal relationships for high school students and investigates the impact of binge-watching on these relationships. The literature highlights the positive effects of supportive relationships on psychological well-being and the role of communication skills in fostering interpersonal connections. It also examines the rise of binge-watching as a popular form of entertainment and its influence on socialization among students.

The findings suggest that binge-watching can serve as a means of social capital, allowing individuals to connect with others who share similar interests and engage in discussions about their favorite shows. Binge-watching can facilitate social interactions both online and offline, leading to the formation of new relationships and communities. However, excessive binge-watching can also have negative consequences, such as neglecting social obligations and goals, and potentially affecting academic performance. The impact of binge-watching on family relationships and friendships is also examined.

Overall, this research highlights the complex relationship between binge-watching and interpersonal relationships. While binge-watching can contribute to the formation of new connections and shared experiences, it can also have detrimental effects on social interactions and responsibilities. It is essential to raise awareness about the potential harms of excessive binge-watching and promote a balanced approach that maintains healthy interpersonal relationships.

**Keywords:** Binge-Watching, Interpersonal Relationships and Binge-Watching, Binge-Watching and Adolescents, Psychological Wellbeing of Adolescents

### Introduction

The livelihood of human beings is influenced by their surroundings, while also impacting their environment. Through developing relationships, individuals interact with others to meet their basic needs (Koçak and Önen, 2014). According to the psychologist Dr. Judy Rosenberg, as reported by NBC News, human beings have an innate tendency to connect with others (Erskine, 2021). While adolescence is a crucial phase in the development of one's personality, one of the primary developmental objectives during this period is the formation of interpersonal relationships among teenagers (Sadovnikova, 2016).

Adolescence represents a critical phase in the lifespan development of individuals, characterized by notable physical and cognitive growth. Alongside these changes, adolescents also grapple with emotional and sensitive issues within their personal lives, making the management of their emotional states a primary focus. As the future of our nation, adolescents serve as a vital sample for in-depth research exploring behavioral and psychological variables. In the era of Instagram reels and Facebook stories, it is evident that adolescents strive to conform to trends and immerse themselves in a virtual existence. Within this digital realm, social media holds significant



influence over the adolescent demographic, yet OTT (Over-The-Top) platforms exert an equally powerful allure, captivating the attention of these young individuals (Singh and Singh, 2022). The rise of binge-watching and the association with streaming platforms like Netflix has gained significant attention in the popular press, particularly among young viewers often referred to as "screenagers" (Matrix, 2014).

## Objectives

Research on the importance of interpersonal relationships for high school students and their impact on psychological well-being during adolescence has been widely conducted. For example, studies have shown that strong social connections and supportive relationships are associated with better mental health outcomes, including reduced levels of stress, anxiety, and depression (Baumeister & Leary, 1995; Demir et al., 2015).

Regarding the influence of binge-watching on interpersonal relationships among high school students, recent research has started to explore this topic. Some studies have suggested that binge-watching can have both positive and negative effects on social interactions and relationships. For instance, binge-watching can serve as a way for individuals to bond and connect with others who share similar interests (Walton-Pattison et al., 2017). On the other hand, excessive binge-watching may lead to social withdrawal, neglect of social obligations, and reduced face-to-face interactions (Sung et al., 2018). This phenomenon has sparked interest in exploring how binge-watching may influence interpersonal relationships and potentially affect the psychological well-being of adolescents. Therefore, this research aims to delve into the significance of interpersonal relationships for high school students and their impact on psychological well-being during adolescence, while also investigating the influence of binge-watching on these crucial relationships. Hence, the objectives of the research are:

- To study the importance of interpersonal relationships for high school students and their impact on psychological well-being during adolescence based on the existing reviews/studies.
- To investigate the influence of binge-watching on interpersonal relationships among high school students based on the existing reviews/studies.

## Research Methodology

This study employs a secondary research methodology, which involves analyzing existing data and literature. Secondary research allows for the examination and synthesis of available information on a specific topic. (Smith, 2008). The research methodology involves qualitative analysis, which focuses on interpreting subjective aspects of the phenomenon being studied. Qualitative analysis allows for an in-depth exploration of complex social phenomena and the understanding of individuals' perspectives and experiences (Braun & Clarke, 2021).

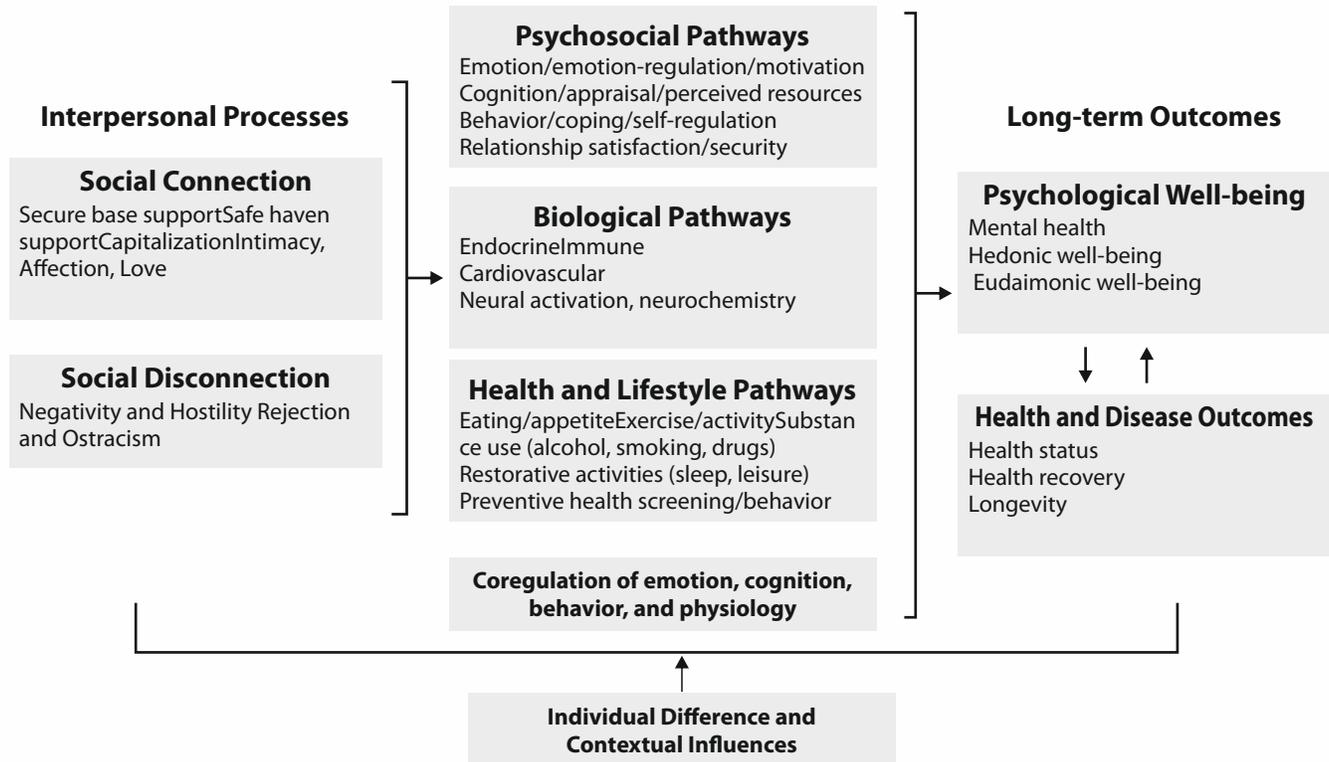
The study conducts a thorough literature review to gather relevant scholarly articles, books, and other sources. The literature review serves as a foundation for understanding existing knowledge, identifying key themes, and addressing research gaps (Green, Johnson, & Adams, 2006). The analysis process may employ various qualitative research techniques, such as thematic analysis or content analysis. Thematic analysis involves identifying and interpreting patterns or themes within the collected literature (Braun & Clarke, 2021). Content analysis helps to categorize and analyze textual data to derive meaningful insights (Neuendorf, 2017).

## Findings and Discussion

### • Interpersonal Relationships as a Variable of Psychological Wellbeing

Interpersonal relationships, characterized as a "reciprocal exchange of actions and behaviors experienced at different levels of intimacy ranging from acquaintanceship to intimate connection, driven by various needs among two or more individuals" (Imamoğlu, 2008), allow individuals to define and understand themselves as bio psychosocial beings (Koçak and Önen, 2014). Pietromonaco and Collins (2017) offer a conceptual model that highlights the impact of social connections and social disconnections on long-term outcomes like psychological well-being and other health outcomes.

**Figure 1: Intrapersonal Mediators**



**(Pietromonaco and Collins, 2017)**

Past research has indicated a correlation between the psychological well-being of adolescents and their relationships with teachers and peers (Herrero et al., 2005). The theoretical frameworks posited by Feeney and Collins (2015), Graber et al. (2011), and Pietromonaco et al. (2013) assert that individuals can enhance their physical health by cultivating supportive close relationships, which serve as coping mechanisms for managing stress and fulfill the fundamental human need for social connectedness, encompassing love, intimacy, companionship, and security. Moreover, relationships can aid in promoting personal growth, exploration, and the pursuit of goals, all of which contribute significantly to overall health and well-being (Pietromonaco and Collins, 2017).

Likewise, Segrin and Taylor (2007) found that having good social skills is linked to psychological well-being and positive relationships with others. Another study by Sadovnikova (2016) explores the impact of adolescents' attachment to their parents and peers on their self-esteem and the role of parental attachment in the development of their interpersonal relationships. The study found that having a strong attachment to parents is important for the psychological well-being of adolescents.

● **Importance of Interpersonal Relationships for Students**

Examining the dimensions of interpersonal relationships in today's youth is crucial, as they are future adults (Koçak and Önen, 2014). A review of psychological and pedagogical literature on psychological development



during adolescence suggests that one of the leading causes of interpersonal issues among high school students is individual psychological communication traits. Interpersonal communication is a fundamental prerequisite for human existence and is crucial to the full-fledged development of an individual's personality. During adolescence, the foundation of interpersonal relationships is communication, which serves as a specific channel for information transfer. The essence of the need to communicate is a desire for recognition and respect among peers. The formation and development of interpersonal relationships is an area of significant concern for psychologists and educators alike (Berdibayeva et al., 2016).

Communication among young people can pose physical health risks and psychosocial challenges. This can be attributed to their differing mental ages and behaviors, as adolescence is a time when individuals are still exploring and developing their self-identities (Marcia, 1966). In their attempts to express their thoughts and feelings, they may inadvertently hurt others, as they have not yet fully developed effective communication skills, which can lead to misunderstandings. It is therefore crucial for adolescents to have guidance and support from adults who can help them navigate risky behaviors and teach them how to communicate effectively with others (Adrianto and Ariesta, 2021).

While the internet has become the main source of communication for youth excessive internet usage can lead to negative consequences such as a decline in interest, escape from reality, and addiction. Hence, there is a pressing need to address the issue of early warning and prevention of internet addiction. One way to tackle this problem is to establish an effective system of prevention within educational settings, which includes addressing addiction to both computers and the internet (Berdibayeva et al., 2016). Kiuru et al. (2020) state that when students have positive relationships with others, they tend to do better in school because they feel more comfortable and supported. In the same way, when students feel good about their school experience, they are more likely to develop positive relationships with others, which can lead to better academic achievement in the future. The study emphasizes the importance of helping students achieve academic success and overcome challenges during educational transitions to foster a supportive school environment and healthy relationships.

The significance of analyzing interpersonal relationships is further underscored by its association with problem-solving abilities. Kuehner (2006) found that individuals who avoid interpersonal relationships tend to have lower problem-solving skills. Additionally, Erozkhan (2009) demonstrated in a study of high school students that problem-solving skills are critical determinants of their interpersonal relationship styles.

### • **Interpersonal Relations and Binge Watching**

In 2013, Collins bestowed the "Word of the Year" distinction upon "binge-watch," owing to its widespread usage and popularization facilitated by online streaming services and their consumers. The phenomenon of consuming entire seasons of prominent television programs and films on demand has been attributed to streaming video on demand (SVOD) providers, who release their content in this format to cater to their customers' preferences (Hume, 2015). In the aftermath of March 2020, many individuals were compelled to remain indoors and rely on technology for various purposes, including work, social interaction, entertainment, and shopping, due to the rampant spread of COVID-19. As outdoor activities became restricted, young people with a proclivity for technology turned to binge-watching as a means of entertainment and engagement, resulting in a significant surge in membership subscriptions for online streaming services and alterations in viewership patterns (Jain, 2022).

### • **Binge-watching and Socialization**

Students frequently turn to social media platforms such as Instagram, Tumblr, Twitter, etc. to connect with like-minded individuals as well as their peers, who also share their passion for binge-watching. These online communities provide a space where students can freely interact with others who understand their obsession and



discuss the most talked about and ongoing shows or movies they've spent countless hours devouring (Yengin and Kinay, 2016). On the same lines, Wagner (2016) identified that binge-watching appears to be more than just a form of entertainment; it is now considered a form of social capital. In today's digital age, people take pride in using their binge-watching habits to represent themselves in their digital interactions on numerous social media platforms. They love to share their favorite shows and characters with friends and followers, often engaging in heated debates about plot twists and character arcs, and even building communities around their shared television interests on numerous social media sites. (Boca, 2018). This trend has led to an increase in demand for content that caters to binge-watchers, and has led to the creation of interpersonal relationships between people from different parts of the world. It has facilitated more social interaction through digital media and even physical interactions among strangers. Moreover, one reason that many take the route of binge-watching their favorite and currently famous content is that it helps the binge-watchers to have something to talk about or pointers for social interactions (Starosta and Izydorczyk, 2020).

Similar results were observed by Ramayan et al. (2018) as the majority of participants acknowledged indulging in binge-watching as a way to establish social connections with others, given that television shows have become a common subject in casual conversations. The participants reported feeling left out when they are unable to participate in these discussions. By discussing their favorite shows with friends and classmates, or even forming clubs or groups centered around a particular show or genre, students are able to connect with others who share similar interests. This not only enhances their social lives but also provides opportunities for networking and building relationships that could prove beneficial in the future (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Likewise, Wheeler (2015) suggests that binge-watching can also be a social activity when friends gather to watch shows together for binge-bonding sessions. One of the reasons people binge-watch competitively may be due to social pressures, as they fear missing out (FoMO) and want to keep up with the latest trends, such as discussions on social media about a TV show finale.

Higher education students undergo a significant life transition between high school and college. This period entails various changes in their lives, including academic, social, and personal adjustments. Consequently, students experience different psychological challenges during this period, such as loneliness, isolation, and stress. Binge-watching has emerged as a coping mechanism for students and offers a temporary escape from reality and a way to fulfill their social interaction needs. It can provide an opportunity to connect with others through online discussions or by sharing favorite shows with friends, thus possessing a social value. College students, belonging to the younger generation, indulge in binge-watching as it provides them with a topic for social interactions. They participate more in binge-watching to socialize with their friends and strengthen their interpersonal relationships. Thus, binge-watching not only serves as a source of entertainment but also contributes to the formation and strengthening of social interaction among college students (Dandamudi & Sathiyaseelan, 2018).

Contrary to this a recent research conducted at Sunway University among the undergraduate students of the Department of Communication and Liberal Arts has shed light on the negative impacts of binge-watching on interpersonal relationships along with the positives. The study revealed that students tend to prioritize binge-watching over social interactions during exam season, leading to neglect of their obligations and goals. Additionally, family events and even funerals were neglected in favor of binge-watching. This highlights the need for awareness and education on the potential harms of excessive binge-watching and the importance of maintaining healthy interpersonal relationships. Like many other studies cited in this research, it was found that most participants chose to engage in binge-watching as a means to relate with those around them, as it has become a norm and a general topic of discussion. With the fear of being left out and outdated, most college students from Sunway University choose to regularly binge-watch on-going series and reality TV shows. According to the focus group interview of the same study, the replies indicated that binge-watching does have an



impact on interpersonal relations and social communication, especially when it comes to interacting with other colleagues. As per the survey conducted with the participants, it was found that they often spend time with those who share similar entertainment preferences. This aligns with the notion that people tend to form bonds with those who possess common interests. The indulgence in binge-watching enables them to communicate better, leading to stronger interpersonal relationships. This finding highlights the significance of shared interests in developing connections with others, and how entertainment practices play a crucial role in shaping our social lives. Therefore, it is important to acknowledge the positive impact of binge-watching on college students' interpersonal ties while also being mindful of its potential negative impact on mental health and academic performance. (Ramayan et al., 2018)

Existing literature lacks a focus on anxiety related to social interaction. Social Interaction Anxiety is when people feel uneasy or nervous about talking to others in social settings. Watching too much TV can make people socially isolated and limit their social skills and networks. So, it's important to look at how binge-watching might relate to social interaction anxiety (Sun and Chang, 2021). In addition to this, loneliness is a negative feeling caused by the environment and personal factors like not having social connections. While the literature suggests contradictory results if binge-watching is related to loneliness based on research. One study suggests lonely people might binge-watch more to feel better, while another study found no connection.

#### ● **Binge-Watching and Relations With Family**

According to Duwendag (2020) binge-watching is linked to the quality of family and friendship connections. Specifically, a greater number of consecutive episodes viewed is linked to lower-quality relationships. Similar findings were reported from a study conducted, that verified that binge-watching can lead to higher amounts of family conflicts and disturbances in interpersonal relations. This study also had students making up a significant number of participants. (Dixit, Marthoenis, Arafat, Sharma, and Kar, 2020)

Contrary to this, a study by Anghelcev et al. (2022) reported that US college students who are heavy binge-watchers may experience the fear of missing out, however, even though they spend more time indulging in binge-watching, their social engagement and interpersonal relations do not seem to be affected negatively. On the contrary, it was found that heavy binge-watchers spent more time interacting with friends and family on a daily basis than those who did not binge-watch. Although, there were some modestly negative effects associated with heavy binge-watching, including a decrease in productivity and loss of sleep. This suggests that while binge-watching can have adverse effects, it may not necessarily be detrimental to interpersonal relationships among college students.

Another research was conducted among different college students in the US. The study focused primarily on why certain individuals chose to binge-watch and the impact it had on different factors. In some instances, it was found that these students chose to binge-watch to keep up with their family and friends. This helped them grow closer to their family and keep the conversation going, especially since the majority of them were living away from their families. Furthermore, some also reported watching their favorite shows with their families regularly as a sort of bonding activity and a shared hobby. Many reported that they binge-watched to spend more time with their families. Here, it would be right to assume that binge-watching leads to healthier and better interpersonal relationships between these higher education students and their families. (Gangadharbatla et al., 2019)

Aside from being an increasingly solitary activity, leading to enjoyment, stress relief, solace, and refreshment, many choose to describe binge-watching as also a shared activity. Binge-watching can be shared and enjoyed with family members for a more pleasant experience as well as friends on certain occasions. (Mikos, 2016; Castro et al., 2019) A study run among students to determine the motivations for binge-watching found that social interaction was also one of the seven main motivations behind it (Sung et al., 2015).



Research conducted among several university students, both male, and female, all heavy binge watchers, had different results than those mentioned above. It was found that these students, as a result of their binge-watching addiction, often ignored their families and grew distanced from them. Most often stopped visiting their family to give more time to binge-watch. Their severe binge-watching leads to misunderstandings between them and their family, leading to a lack of socialization and effective communication, and delaying family events. Hence, in this case, it is safe to assume that binge-watching caused severe consequences for university students when it came to maintaining interpersonal relationships with their families. (Mahmoud and Wahab, 2021)

### • **Binge-Watching and Relations With Friends**

In recent years, binge-watching has become a very popular trend among numerous higher education students all over the world. Many choose to spend their free time indulging in their favorite TV shows and movie series, often watching more than one episode for hours on end. Binge-watching has been found to have a variety of benefits, including stress relief, enjoyment, as well as social. As mentioned before in certain research, binge-watching provides individuals with something to talk about and pointers for social interactions among their peers. This is especially true for college students, who are often looking for ways to connect with their peers. Higher education students find binge-watching a good way of socializing. Even with social media interactions and engaging in social media interactions with friends, it was noted that binge-watching gave them substantial content and topics of discussion (Nagy and Midha, 2014).

Likewise, research was conducted among different college students in the US. The study focused primarily on why certain individuals chose to binge-watch and the impact it had on different factors. In some instances, it was found that these students chose to binge-watch due to peer pressure and to keep with their friends. This helped them grow closer to their friends and peer group, keeping the conversation going (Gangadharbatla et al., 2019). A similar study was conducted in Ghana, among university students who were excessive binge watchers. These students confirmed to watching more than 3 episodes of their favorite TV series in one sitting. Many participants acknowledged that their binge-watching habit led to social satisfaction. Some students talked about deep interpersonal relations with their friends as a result of binge-watching Netflix. Hence, among these students, binge-watching led to the development of positive relations with their friends (Kofi Brako & Oduro-Appiah, 2022). Moreover, Mahmoud and Wahab (2021) report that students started binge-watching as a pressure to keep up with their peers and family, as well as to relax. Some students remarked that they binged watched to socialize with their friends, share the experience with their group of friends, as well as to encourage their friends to binge-watch their favorite shows. However, at the same time, numerous students reported that excessive binge-watching led them to procrastinate, ignore those around them, and avoid social relations to give more time to their binge-watching habit. Some also stated that their binge-watching habit led to distance and hampered their interpersonal relationships with others. Most students also experienced growing distanced from their friends as a result of ignoring them and also felt it led to misunderstandings. Another study by Duwendag (2020) found that the quality of friendship and interpersonal relations were reduced among participants who watched a higher number of episodes or binge-watched longer than others. The subject of this study included participants of different ages, even though higher education students remained a significant number.

### • **Binge-watching and Para-Social Relationships**

Numerous college students tend to spend hours consuming their favorite shows and end up developing deep parasocial relationships (PSR) with the characters they are watching. This phenomenon is a result of the viewers forming a mental and emotional one-way bond with their favorite fictional characters, leading to an illusionary affair that leads to a blurred line between the actual reality and the fantasy world. While this behavior may seem harmless and even unimportant, it does highlight how binge-watching can impact interpersonal relationships in the real world by replacing them with parasocial relationships. It is important to recognize the potential



consequences of this behavior among higher education students and how it could potentially ruin their interpersonal relationships (Hassim, Jayasainan, & Khalid, 2019). Binge-watching and the creation of parasocial relationships have increased among college students, which is potentially leading to the replacement of real relationships and the creation of a false sense of belonging (Dandamudi and Sathiyaseelan, 2018). According to Bartsch (2012) and Padilla-Walker et al. (2015), exposure to positive content can enhance one's emotional state, stimulate emotional responses, and elicit positive emotions. This, in turn, can foster the development of parasocial relationships and engender vicarious experiences.

It is not uncommon for individuals to experience withdrawal symptoms after finishing their favorite TV shows or series. This phenomenon can be attributed to the parasocial relationships that such regular binge-watchers develop with the characters, leading to a sense of emptiness and emotional fatigue once the show ends. Furthermore, the plot of the series may impact the viewer's mood swings and even lead to depression in some cases (Wheeler, 2015).

### • **Binge-watching and Negative Emotions**

Many individuals express feeling regret after long hours of binge-watching sessions. They experienced numerous negative emotions, ranging from depression to anxiety to regret. The majority of individuals also express feelings of guilt and procrastination as a result of continuous TV viewing. However, individuals who binge-watch less frequently were found to experience lower levels of guilt compared to the most frequent binge-watchers (Exelmans & Van den Bulck, 2017). The reasons behind this guilt of excessive binge-watching are many. However, it was found that many binge-watchers experienced severe guilt due to a lack of social interactions and interpersonal relationships with their friends and families. Among the people surveyed, the majority of the individuals were from the Millennial, GenZ, and student community. (de Feijter, 2016) Due to the addictive and alluring nature of binge-watching as well as the plethora of content available for binge-watching, numerous individuals stated that they rather preferred to stay in front of their laptop and TV screens, catching up with their latest interests than spending time with their family or friends. This addictive nature and lack of social interaction have caused severe repercussions on the interpersonal relationships of these individuals with their family or friends. (Perks, 2014)

Binge-watching has three main reasons, along with a means of entertainment and interest, the social aspect of the activity remains a crucial component. Many students mentioned that binge-watching was a hobby to share with their friends and acquaintances (de Feijter et al., 2016). Steinbach (2018) found that there was a weaker positive correlation between the total watching binge-watching time and time spent on different social activities. With more time spent binge-watching, the participants usually spend more on social activities and interactions. However, the same outcome was not observed in other studies. Oftentimes, individuals with heavy binge-watching habits express feeling emotionally trapped, mentally exhausted, and lonely. Commonly known as "binge fatigue," it can be caused by prolonged inactivity, and lack of social interaction, leading to poor interpersonal relationships. (Mehra et al., 2018; Granow et al., 2018; Gangadharbatla, 2019). Despite its negative effects, binge-watching is still a common practice among many individuals. Narain and Sahi (2021) report a significant correlation between binge-watching and feelings of loneliness, while a negative correlation was found between binge-watching and psychological well-being. Indulging excessively in online content consumption can lead to loneliness and affect the psychological well-being of viewers. However, this concept has not been extensively studied.

### **Conclusion**

As per numerous studies examined, it remains difficult to establish whether binge-watching led to negative impacts on students' daily life, particularly social activities or dating habits. While it has been found that social



interactions and interpersonal relations of higher education students get a boost due to binge-watching, there is a need to thoroughly analyze how binge-watching impacts different kinds of interpersonal relations.

Binge-watching has become a popular cultural phenomenon in modern society. It is a time-consuming and instantly gratifying activity that is widely accepted due to media exposure. Binge-watching has become a popular and enjoyable method of consuming TV series and other media content for modern audiences. Although the phenomenon has been noted since 2013, research on psychological factors, such as personality traits and emotional and motivational mechanisms, is limited (Starosta and Izydorczyk, 2020). It is still uncertain whether binge-watching affects social interaction negatively or encourages people to be more sociable. While it can be inferred that entertainment content, leisure, and boredom are the primary motivators for binge-watching, however, binge-watching can be isolating and distracting, with many people preferring to do it alone. Still, it is debatable whether some binge-watchers prioritize their binge-watching over social engagements, which could be seen as socially degrading. As digital media continues to play an increasingly significant role in our daily lives, it is crucial for individuals to find a healthy balance between entertainment and building meaningful connections with others.

### Limitations

While this study aims to provide insights into the relationship between binge-watching and interpersonal relationships among high school students, it is essential to acknowledge certain limitations that may impact the interpretation and generalization of the findings. Recognizing these limitations helps to ensure a balanced understanding of the study's scope and the potential implications of the research.

- **Lack of Primary Data:** Since this study relies on secondary research and a literature review, there is a lack of primary data collected directly from participants. This means that the researchers do not have control over the data collection process and are reliant on existing studies, potentially limiting their ability.
- **Bias:** The interpretation of findings from the literature review is subjective and relies on the researchers' interpretation and synthesis of the existing literature. Different researchers may interpret the same literature differently, potentially introducing bias or overlooking alternative perspectives.
- **Limited Scope:** The study may have a specific focus on binge-watching and interpersonal relationships among high school students. This narrow focus may limit the examination of other relevant factors or variables that could influence the relationship between binge-watching and interpersonal relationships, such as individual characteristics or contextual factors.

### References

- Adrianto, K.R. & Ariesta, F.W. (2021). The effect of social media on introverted behavior and the quality of interpersonal communication of students in primary schools. Proceedings of the 1st Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2020) [Preprint]. Available at: <https://doi.org/10.2991/assehr.k.210304.033>.
- Anghelcev, G., Sar, S., Martin, J. & Moultrie, J. L. (2022). Is heavy binge-watching a socially driven behaviour? Exploring differences between heavy, regular and non-binge-watchers. *Journal of Digital Media & Policy*, 13(2), 201–221. [https://doi.org/10.1386/jdmp\\_00035\\_1](https://doi.org/10.1386/jdmp_00035_1)
- Bartsch, A. (2012). Emotional gratification in entertainment experience. why viewers of movies and television series find it rewarding to experience emotions. *Media Psychology*, 15(3), 267–302. <https://doi.org/10.1080/15213269.2012.693811>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529. <https://doi.org/10.1037/0033-2909.117.3.497>



- Berdibayeva, S., Garber, A., Ivanov, D., Satybaldina, N., Smatova, K. & Yelubayeva, M. (2016). Identity crisis' resolution among psychological correction of deviant behavior of adolescents. *Procedia-Social and Behavioral Sciences*, 217, 977-983.
- Billieux, J., Schimmenti, A., Khazaal, Y., Maurage, P., & Heeren, A. (2015). Are we over pathologizing everyday life? A tenable blueprint for behavioral addiction research. *Journal of behavioral addictions*, 4(3), 119-1234
- Boca, P. (2018). Good things come to those who binge: An exploration of binge-watching related behaviour. *Media Research*. 2, 5–31
- Braun, V., Clarke, V., Hayfield, N. & Terry, G. (2018) Thematic analysis. In: Liamputtong, P, Ed., *Handbook of Research Methods in Health Social Sciences*, Springer Singapore, Singapore, 843-860.
- Castro, D., Rigby, J. M., Cabral, D., & Nisi, V. (2021). The binge-watcher's journey: Investigating motivations, contexts, and affective states surrounding Netflix viewing. *Convergence*, 27(1), 3–20. <https://doi.org/10.1177/1354856519890856>
- Dandamundi, V. A., & Sathiyaseelan, A. (2018). Binge watching: Why are college students glued to their screens? *Journal of Indian Health Psychology*, 12(2), 42–49.
- de Feijter, D., Khan, V.-J., & van Gisbergen, M. (2016). Confessions of a 'guilty' couch potato understanding and using context to optimize binge-watching behavior. *Proceedings of the ACM International Conference on Interactive Experiences for TV and Online Video*. <https://doi.org/10.1145/2932206.2932216>
- Deloitte. (2017). *Digital media trends survey (12th ed.)*. Deloitte. [https://www2.deloitte.com/content/dam/insights/us/articles/4479\\_Digital-media-trends/4479\\_Digital\\_media%20trends\\_Exec%20Sum\\_vFINAL.pdf](https://www2.deloitte.com/content/dam/insights/us/articles/4479_Digital-media-trends/4479_Digital_media%20trends_Exec%20Sum_vFINAL.pdf)
- Demir, M., Orthel-Clark, H., Özdemir, M., & Bayram Özdemir, S. (2015). Friendship and happiness among young adults. *Friendship and Happiness*, 117–135. [https://doi.org/10.1007/978-94-017-9603-3\\_7](https://doi.org/10.1007/978-94-017-9603-3_7)
- Dixit, A., Marthoenis, M., Arafat, S. Y., Sharma, P., & Kar, S. K. (2020). Binge watching behavior during COVID 19 pandemic: A cross-sectional, cross-national online survey. *Psychiatry Research*. doi: 10.1016/j.psychres.2020.113089
- Duwendag, M.S. (2020). The association between binge-watching and social relationships, such as romantic relationships, family relationships, and friendships.
- Erozkhan, A. (2009). Interpersonal relationship styles and humour styles of university students. *Journal of Dokuz Eylul University Faculty of Education*, 26, 56-66
- Erskine, B. (2021, March 17). When you binge netflix, this is what happens to your body. *The List*. Retrieved March 20, 2023, from <https://www.thelist.com/195218/when-you-binge-netflix-this-is-what-happens-to-your-body/>
- Exelmans, L., & Van den Bulck, J. (2017). Binge viewing, sleep, and the role of pre-sleep arousal. *Journal of Clinical Sleep Medicine*, 8, 1001-1008. doi:10.5664/jcsm.6704
- Feeney, B. C., & Collins, N. L. (2014). A new look at Social Support. *Personality and Social Psychology Review*, 19(2), 113–147. <https://doi.org/10.1177/1088868314544222>
- Gangadharbatla, H., Ackerman, C., & Bamford, A. (2019). Antecedents and consequences of binge-watching for college students. *First Monday*. <https://doi.org/10.5210/fm.v24i12.9667>
- Graber, E. C., Laurenceau, J.-P., Miga, E., Chango, J. & Coan, J. (2011). Conflict and love: Predicting newlywed marital outcomes from two interaction contexts. *Journal of Family Psychology*, 25(4), 541–550. <https://doi.org/10.1037/a0024507>
- Granow, V. C., Reinecke, L., & Ziegele, M. (2018). Binge-watching and Psychological Well-Being: Media use between lack of control and perceived autonomy. *Communication Research Reports*, 35(5), 392-401. doi:10.1080/08824096.2018.1525347
- Green, B. N., Johnson, C. D., & Adams, A. (2006). Writing narrative literature reviews for peer-reviewed journals: secrets of the trade. *Journal of chiropractic medicine*, 5(3), 101–117. [https://doi.org/10.1016/S0899-3467\(07\)60142-6](https://doi.org/10.1016/S0899-3467(07)60142-6)



- Hassim, N., Jayasainan, S. J., & Khalid, N. L. (2019). Exploring viewer experiences with sageuk K-dramas from a parasocial relation
- Herrero, J., Estévez, E., & Musitu, G. (2005). The relationships of adolescent school related deviant behaviour and victimization with psychological distress: Testing a general model of the mediational role of parents and teachers across groups of gender and age. *Journal of Adolescence*, 29(5), 671–690. <https://doi.org/10.1016/j.adolescence.2005.08.015>
- Hume, T. (2015, November 5). 'binge-watch' named Collins word of the year. CNN. Retrieved March 20, 2023, from <https://edition.cnn.com/2015/11/05/europe/binge-watch-word-of-year/index.html>
- Imamoğlu, S.E. (2008). Examination of interpersonal relationships in young Adulthood in terms of gender, sex-role, and loneliness. Unpublishen Doctorate Thesis, Marmara University, Institute of Education Sciences, Istanbul
- Jain, S. (2022). Problematic and Non-Problematic Binge-Watching Engagement, Flow and Empathy among Young Adults: A Correlational Study. *International Journal of Science and Research (IJSR)*, 11(5), 1042-1050
- Kiuru, N., Wang, M.-T., Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R. (2019). Associations between adolescents' interpersonal relationships, school well-being, and academic achievement during educational transitions. *Journal of Youth and Adolescence*, 49(5), 1057–1072. <https://doi.org/10.1007/s10964-019-01184-y>
- Koçak, C., & Önen, A. S. (2014). The analysis on interpersonal relationship dimensions of secondary school students according to their ruminative thinking skills. *Procedia - Social and Behavioral Sciences*, 143, 784–787. <https://doi.org/10.1016/j.sbspro.2014.07.476>
- Kofi Brako, D. D., & Oduro-Appiah, G. (2022). Effects of binge-watching of netflix on students: A study of department of theatre and film studies, University of Cape Coast, Ghana. *Journal of African History, Culture and Arts*, 2(4), 225–233. <https://doi.org/10.57040/jahca.v2i4.289>
- Kuehner, S.K. (2006). The personality adaptation model: The relationship of interpersonal and problem-solving styles to personality adaptations. Unpublished Doctorate Thesis, Fielding Graduate University.
- Mahmoud, A. T., & Wahab, J. A. (2021). Streaming television: Binge watching behaviour and its implications on university students. *SEARCH Journal of Media and Communication Research*, 13(3).
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3(5), 551–558. <https://doi.org/10.1037/h0023281>
- Matrix, S. (2014). The Netflix effect: Teens, binge watching, and on-demand digital media trends. *Jeunesse: Young People, Texts, Cultures*, 6(1), 119–138. doi:10.1353/jeu.2014.0002
- Mehra, A., & Gujral, A. (2018). Binge-watching: A road to pleasure or pain? *Indian Journal of School Health and Wellbeing*, 4, 2-13
- Mikos, L. (2016). Digital media platforms and the use of TV content: Binge-watching and video-on-demand in Germany. *Media and Communication*, 4(3), 154–161.
- Nagy, J., & Midha, A. (2014). The value of earned audiences: How social interactions amplify TV impact. *Journal of Advertising Research*, 54(4), 448–453. <https://doi.org/10.2501/jar-54-4-448-453>
- Narain S. & Sahi M. (2021). A study on binge-watching in relation with loneliness & psychological well-being. *International Journal of Indian Psychology*, 9(4), 526-536.
- Neuendorf, K. A. (2017). *The Content Analysis Guidebook*. SAGE.
- Padilla-Walker, L. M., Coyne, S. M., Collier, K. M., & Nielson, M. G. (2015). Longitudinal relations between prosocial television content and adolescents' prosocial and aggressive behavior: The mediating role of empathic concern and self-regulation. *Developmental Psychology*, 51(9), 1317-1328. doi:10.1037/a0039488
- Perks, L. G. (2015). *Media marathoning: Immersions in morality*. Lexington Books.
- Petersen, T. (2017). To binge or not to binge: A qualitative analysis of college students' binge watching habits. *Florida Communication Journal*.
- Pietromonaco, P. R., & Collins, N. L. (2017). Interpersonal mechanisms linking close relationships to health.



- American Psychologist, 72(6), 531–542. <https://doi.org/10.1037/amp0000129>  
Pietromonaco, P. R., Uchino, B., & Dunkel Schetter, C. (2013). Close relationship processes and health: Implications of attachment theory for health and disease. *Health Psychology, 32*(5), 499–513. <https://doi.org/10.1037/a0029349>
- Ramayan, S., Estella, A. L. M., & Bakar, I. A. A. (2018). The effects of binge watching on interpersonal communication among Department of Communication and Liberal Arts (DCLA) students. *IDEALOGY, 3*(3), 127-143.
- Reynolds, A. (2022, April 28). The effects of binge watching: Student activities blog: Liberty University. Student Activities. Retrieved March 29, 2023, from <https://www.liberty.edu/campusrec/student-activities/blog/the-effects-of-binge-watching/>
- Sadovnikova, T. (2016). Self-esteem and interpersonal relations in adolescence. *Procedia - Social and Behavioral Sciences, 233*, 440–444. <https://doi.org/10.1016/j.sbspro.2016.10.181>
- Segrin, C. and Taylor, M. (2007) Positive interpersonal relationships mediate the association between social skills and psychological well-being, *Personality and Individual Differences, 43*(4), 637–646. Available at: <https://doi.org/10.1016/j.paid.2007.01.017>.
- Singh, Dr. R. (2022). Binge watching on OTT platforms: Loneliness in adolescents. *International Journal of Social Science And Human Research, 05*(08), 3720–3725. doi:10.47191/ijsshr/v5-i8-50
- Smith, E. (2008). Using secondary data in educational and social research. New York, NY: McGraw-Hill Education
- Starosta, J. A., & Izydorczyk, B. (2020). Understanding the phenomenon of binge-watching—a systematic review. *International Journal of Environmental Research and Public Health, 17*(12), 4469. <https://doi.org/10.3390/ijerph17124469>
- Steinbach, E. (2018). Binge-watching and its impact on learning behaviour and important daily life activities among university students: A study using Ecological Momentary Assessment.
- Sun, J.-J., & Chang, Y.-J. (2021). Associations of problematic binge-watching with depression, social interaction anxiety, and loneliness. *International Journal of Environmental Research and Public Health, 18*(3), 1168. <https://doi.org/10.3390/ijerph18031168>
- Sung, Y. H., Kang, E. Y., & Lee, W.-N. (2018). Why do we indulge? Exploring motivations for binge watching. *Journal of Broadcasting & Electronic Media, 62*(3), 408–426. <https://doi.org/10.1080/08838151.2018.1451851>
- Vaterlaus, J. M., Spruance, L. A., Frantz, K., & Kruger, J. S. (2019). College student television binge watching: Conceptualization, gratifications, and perceived consequences. *Social Science Journal, 56*(9), 470-479.
- Wagner, C. N. (2016). Glued to the Sofa: Exploring Guilt and Television Binge-Watching Behaviors (thesis).
- Walton-Pattison, E., Dombrowski, S. U., & Pousseau, J. (2016). Just one more episode: Frequency and theoretical correlates of television binge watching. *Journal of Health Psychology, 23*(1), 17–24. <https://doi.org/10.1177/1359105316643379>
- Wheeler, K. S. (2015). The relationships between television viewing behaviors, attachment, loneliness, depression, and psychological well-being (thesis).
- Yengin, D. & Kinay, Ö. (2016). Transformation of leisure time in new media: Binge watch. *The Turkish Online Journal of Design Art and Communication, 6*(4), 351-379. <http://dx.doi.org/10.7456/10604100/001>



## CASE STUDY-1

### DECA SOLUTIONS

Anjani Kumar, Ram Bhavesh Sharan, Sweety Mandovra, Neha Burhanpurkar

#### Introduction

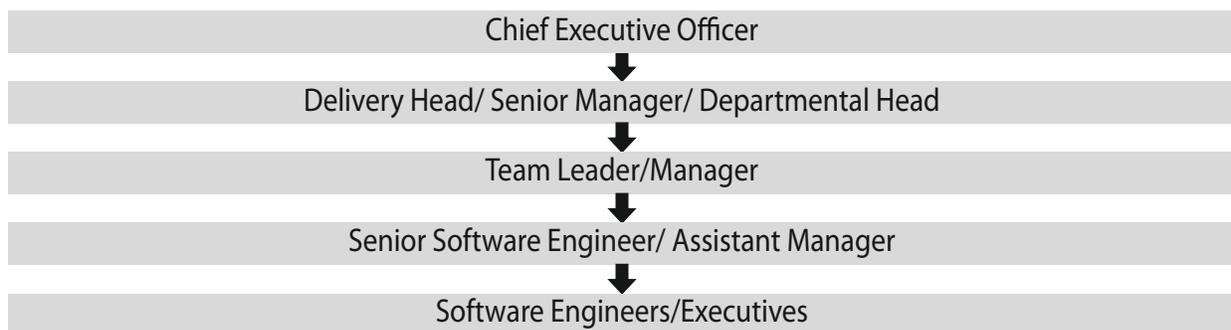
Deca Solutions was established in November 2013 on the eve of Diwali by 4 friends- Rajendra Sharma, Kashinath, Kamal Verma, and Vipul Keshav Singh. All of them had graduated from IIT Bombay in 2005 and worked for IT and consulting companies. Rajendra and Kashinath worked with Accenture. Kamal and Vipul worked with McKinsey. During their college days only, they had an entrepreneurial mindset. Finally, in April 2013, they resigned on a single day and started this new firm in Indore.

These people started the company from a single-room office with their savings and borrowed funds from a few friends. The purpose was to build a powerful product and service technology organization (become the best workplace for technology solutions, brand, and bring positive change in everyone's life).

The company's headquarter was located at Geeta Bhawan, Indore, Madhya Pradesh, India. It also had branches in Qatar, the United States, and Germany. The company started with high-tech innovative products, to which Indian clients couldn't connect, and thus the products failed miserably. These were established products even in European countries but for the Indian market, as internet data penetration was very low, it couldn't succeed.

So, the four people had brainstorming sessions with focus groups and as IT services were growing at a very high pace in India, in 2015 they thought of transitioning to IT services, focusing on ready-made software, customized and non-customized software, operating system software, other application software computer games software for all platforms. The company's focus was on international clients. Then the company gradually expanded its services to Odoo ERP development services, IoT solutions, workload automation, web/mobile development, online marketing, and telematics solutions. Since then, the company started flourishing its business and by the financial year 2019, it had a turnover of INR 205 crores with a workforce of more than 200 people.

#### Organization Structure



This case was developed by Anjani Kumar, Industry Expert and Visiting Faculty, NMIMS, Indore; Ram Bhavesh Sharan, Assistant Professor, Shri Vaishnav Institute of Management, Indore, Madhya Pradesh; Sweety Mandovra, Assistant Manager, Indian Bank and Research Scholar, IMS, DAVV, Indore and Neha Burhanpurkar, Assistant Professor, Shri Vaishnav Institute of Management, Indore; in the 10th National Case Writing Workshop organized by Shri Vaishnav Institute of Management, Indore in association with AIMS, Madhya Pradesh Chapter from November 7-12, 2022.



## Human Resource Practices at Deca Solutions

Deca Solutions with a workforce of 260 employees by the end of the year 2019, had a well-structured HR process and practices for Recruitment, Onboarding, Training & Development, and Appraisal of employees. The recruitment and selection procedure included 5 rounds of structured steps starting from the Technical round, followed by On Ground Test, Code Test, HR round, and Final Screening. The average CTC offered by the company is 4.5 Lacs depending upon the designation and type of work offered.

The company accommodated new and existing employees with well-planned onboarding & training programs. A mandatory training program of 45 days, designed to let the new employees know the organization, its policy, procedures, and value system. It also helped employees to learn specific skills required to perform the job. The training process was continuously improvised to meet the specific requirements of the current job position. Simultaneously, to upgrade employees' skills, the company always encouraged employees to learn the latest technology along with reimbursement of the cost of certification courses for the same. Due to this, the company could engage all employees either at work or in skill enhancement programs.

Deca Solutions had only a fixed component of pay to the employees. Only sales personnel had both the fixed and variable components of pay. The component of variable pay was based on the sales component. There was no bonus system in the company but there was a Performance Based Appraisal System for employees. The annual appraisal rate was different for each employee based on the quantity and quality of work performed.

The company had 49 percent female staff and the maternity leave policy for them aligned with the government policy was in practice. It also had a paternity leave policy for male employees. Apart from the above, extra leaves and facilities were provided to the staff who had additional family responsibilities depending on case to case basis. It also had a practice of providing a "Baby Basket Voucher" worth Rs. 7500 as a token of happiness to those employees who had a newborn kid in the family. The company could manage to have a healthy and positive work environment due to such practices.

## Managing Human Resources During Pandemic

Managing Human Resources at work during the pandemic was a big challenge. Some of the biggest challenges faced by the company were:

**Time Management:** People working from home, were more tend to do the home chores in between office hours. Due to this, employees were found absent from work for some time, which created difficulties in team coordination and management.

**The Authenticity of Work:** While working from home, some employees adopted the misleading practice, which presented their IDs to be online but they were unavailable at work. This affected the quality and quantity of work performed.

**Steps Taken:** The company started taking screenshots at every random 10 seconds of each employee working from home. This allowed the company to overcome this hoodwinking practice of some employees. The company fired such employees under Zero Tolerance Policy.

## Post Covid-19 Challenges

Employees started enjoying working from the comfort of their homes and to get them back to the office was a great challenge. Some of the steps taken by the company to motivate employees to work from the office were:



- Leaders started coming to the office first and sharing their chill pictures at the new office space so that, employees at home would get motivated to work from the new office space.
- Ran a campaign and circulated videos for employees to come back to the office for work.
- Management gradually provided deadlines (for coming back to the office) to the employees. Initially, deadlines were sent to employees who resided in Indore, followed by calling employees who resided out of Indore.

These steps helped them to get their 100% workforce to work from the office.

### HR Issues at Deca Solutions

Despite favorable HR Practices, the company continuously faced employee turnover issues. The first half of 2022 was a horrendous nightmare, 40 percent of employees left the firm. Those who left Deca Solutions at that time, either joined a small company for the sake of a higher salary or a big company with less salary for the sake of associating with big brands. This was a major setback and was a matter of high concern. The following were the reasons for employee turnover:

- **Accepted Offer but did not Join:** Some candidates used to accept the offer letters from Deca Solutions to negotiate with other companies. This practice of candidates left Deca Solutions with a huge loss in recruitment costs and time.
- **Resume Laundry:** Some employees left the organization after working for some 4 to 12 months. They worked for a few months only to upgrade their resume. This also attracted the extra cost of recruitment and training of employees who only worked for a few months and left the company.

### Steps taken to overcome the issues:

- a) **Screening & Background verification:** Company started intensified screening process and background verification before providing offer letters to the candidates.
- b) **Reduced Working Days-** Company reduced the number of working days from 6 in a week to 5 days in a week. This allowed the employees to have two days off in a week instead of only one.
- c) **Flexi Hours** – Deca Solutions worked 24\*7. So, they introduced a system of Flexi hours i.e. each employee had to work for 9 hours per day at any time according to his or her choice. This allowed every employee to choose his or her suitable working hours.
- d) **Shift from formal work environment to casual work environment** – Company allowed a casual appearance at the office, with no compulsion to carry ID cards all the time. Employees were also allowed not to wear formal dress. This was done to promote a casual work environment at the workplace and to make the employee feel comfortable and not restricted.
- e) **Miscellaneous facilities** – Employees were provided with additional facilities of food passes, cab facilities, hostel facilities, easy and flexible leave policy. With the above steps, they



reduced the employee turnover rate to a level of approximately 12 percent. Still, the company was facing challenges to further cut out the employee turnover rate and bring it to single digit to cater to the current competitive IT environment.

### Conclusion

Deca Solutions had grown very fast in the last 10 years since its inception in 2013. Employee turnover was one of the organization's greatest challenges, but to a larger extent, it improved. Was it due to various initiatives the company took, IT global slowdown, or both? The company was also working on:

- Automating the entire HR process.
- Creating variable pay for non-sales employees.
- Appraisal Process re-engineering
- 98% of the business came from international clients, Deca Solutions was also planning to focus on the domestic market.
- HR Head had a fair understanding of other businesses; they were into the evolution of traditional HR to Strategic HRM.

### Questions for Discussion

1. Was the company doing enough to reduce Employee Employee turnover?
2. If you were on the management team, how would you commit senior management to lower employee turnover rates?
3. Discuss the impact of the cost of losing an employee when an employee leaves the company.
4. What retention strategies would you suggest for the organization?

### Teaching Notes

#### Synopsis of the Case

This case is concerned with the Human Resource Management issues faced by Deca Solutions. Deca Solutions was an IT Company set up in the year 2013 by 4 people and then grew up to a workforce of more than 200 people. The case outlines the challenges faced by the company in recruiting people and the steps taken to overcome those challenges. It also explains the various issues faced related to employees' attitudes, who were working from home during the pandemic, and steps taken by the company to manage the attitude of employees towards work. Further, the campaign was run by the company to shift employees to work from the office after the pandemic.

A major concern of the company was employee turnover, which has reached the rate of 40 percent of the total work staff. The company took some major steps to cut the employee turnover rate and succeeded to some extent. Even after those steps, the employee turnover rate was 12 percent, and the company was looking for ways to have high employee motivation to gain a higher retention rate.



### The Target Learning Group

- Graduate and Post Graduate Management Students
- Management Professionals, Senior HR Managers
- IT companies
- Academicians and Researchers

### The Learning/Teaching Objectives and Key Issues

- To teach motivation and retention theories through practical application.
- To teach the impact of reframing HR policies based on the situation.
- To teach well-designed recruitment policies and procedures.
- To teach strategies or tactics to solve HR problems.
- To teach the impact of the Pandemic on the work attitude of employees.

### The Teaching Strategy

- Target learning group to be divided into small groups of 4-5 participants.
- Each member of all groups to go through the case and understand the situation.
- Each group to have brainstorming sessions to find out the ways to boost employee satisfaction and retention rate.
- Later, Intergroup discussion and suggestions to be exchanged to come up with possible solutions.

### Questions for Discussion

#### 1. Discuss some favorable HR practices of the company

**Brief discussion:** Company had maternity leave and paternity leave policies. When a kid was born in the family of any employee, the employee used to receive a token of 7500 as a gift.

#### 2. Discuss the pay policy of the company. Was it encouraging?

**Brief discussion:** Since there was no variable pay for non-sales personnel, non-sales personnel might not find the pay policy favorable. There was no bonus system. The annual appraisal rate was different for each employee based on the quantity and quality of work performed. It might or might not be encouraging. It is open for discussion. Some employees might be motivated based on their annual appraisal rate for them. Some employees might feel this was a biased process.

#### 3. Discuss the negative aspect of losing an employee based on this case.

**Brief discussion:** A new employee received training. To keep the employees updated with recent trends in technology, the company had certification programs for new as well existing employees. The cost of such certification programs was borne by the company. The cost of recruitment also adds up to the expenses in case an employee leaves the organization.



### **Analysis of Data**

This case is based mainly on qualitative data. The analysis includes analyzing the perception, knowledge, behavior, and attitude of the employee towards the job and the impact on the employer. On the issue of employee turnover, the case refers to quantitative data. Once the employee turnover had reached 40 percent. Due to some steps taken, the company could manage to bring it down to 12 percent.

### **Background Readings**

- Journal: Management Effigy, Vol VII, Issues I & II, Jan-June & July-Dec 2016.
- Book: An introduction to Human Resource Management - T.N. Chhabra, Sun India Publications.
- Book : Human Resource Management – Gary Dessler & Biju Varkkey, Pearson Publications.

### **Experience of Using the Case**

The case is new and has not been used so far. But if used for discussion, this case can have the following results:

- This case would help students to understand the importance of motivation theories and their practical implications.
- Management professionals can refer to the case for framing their HR policies related to the recruitment, retention, and motivation of employees.
- Researchers may research the impact of adopting these policies on employee motivation and performance.
- Faculties may help students to learn the practical implications of theories.



## CASE STUDY-2

### EMPLOYEE TURNOVER AT HUMANCRAFT

Sharda Sethia, Ankur Pandey

#### Introduction

The generation Z is quite smart and technology friendly and is believed to be more intelligent as compared to the previous generations. Humancraft is a leading recruitment firm with a passion of placing right person at the right job and ensuring their clients that they will acquire the best talents available in the market.

Humancraft is a Manpower Consulting Firm founded in 2010 in Indore. It is into the business of staffing and recruiting with about 250 employees, headquartered at Mumbai, Maharashtra. It has its presence across 5 locations; Mumbai, Indore, Ahmadabad, Bangaluru and Pune. The key person includes Vivek Jain- Founder Partner; Mantra Jain- Managing Partner; Gaurav Kumar- Partner/ Researcher; Surbhi Mishra- Director (Finance, HR and T&D); Shubham Sharma- Director Talent Delivery and Laxman Shivrama Krishnan- Vice President.

It is one of central India's leading talent sourcing firm offering PAN India hiring support in various domains including integrated HR solutions, data analytics recruitment, skill mapping, audit hiring, niche profile mapping, executive search, industry mapping, manpower consulting and outsourcing, recruitment/ hiring solutions, volume hiring, IT hiring, market mapping, end-to-end recruitment support, banking & finance hiring, customised HR services, and tech hiring.

Humancraft is a strong team of motivated recruiters, consultants, team managers and business developers with a passion for quality service delivery. Being one of the leaders in the business, the company is capable enough to give the clients a secure network with a local, customized and personal touch.

However, they are consistently facing the challenges of employee retention. The professionally inexperienced college educated young crowd (the 'freshets') have been found reluctant for a whole hearted commitment towards their job. They have been found switching and looking for easier jobs as they find difficulty in working for long hours and often find it challenging to incorporate the professional working culture.

The main challenge faced by Humancraft includes recruitment of personnel on behalf of clients and convincing them to take an opening in another company. After recruitment, the main challenge lies in employee retention. Searching clients itself is a tedious job.

Young students today have their own parameters of job satisfaction and professional success. Providing employment opportunities is both beneficial for the company and the student/ employee. However, it is getting difficult day by day as the student find jobs less attractive and a hard nut to crack. Since more than a decade, the company is facing the issue of employee turnover on a regular basis.

---

This case was developed by Sharda Sethia and Ankur Pandey, Assistant Professors, Shri Vaishnav Institute of Management, Indore, Madhya Pradesh; in the 10th National Case Writing Workshop organized by Shri Vaishnav Institute of Management, Indore in association with AIMS, Madhya Pradesh Chapter from November 7-12, 2022.



Madhuri, an employee of Humancraft joined the organization with the hope of getting a good package and was looking forward to acquire Senior Management position within a span of 2-3 years. The job profile required a lot of hard work and consistent follow up of the clients and a lot of technology searching. However, she could not perform exceptionally high. Facing slow growth, she preferred to leave the organization. The organization also faced a state of dilemma whether they should stop her or let her go.

Few challenges are unique to women workforce. After marriage women often change their city and/or place of work. This usually leads to migration and quitting the Job. It has also been evident that during health issues and pregnancy and due to other family reasons the women leave their jobs.

According to the Director, the fresher(s) usually find it difficult to sustain in the job and absorb work pressure as they have a mind-set which looks forward for easy success and fast growth. There is nothing wrong with the fresher, it is just the mind-set with which they work. Lack of proper mentoring and positive mind-set are the biggest hurdles in their growth personally and professionally.

In the view of the Director and HR the fresher must be exposed to the corporate culture and protocols right from the inception of the higher education. They must be explained about their expected roles and responsibilities in the organisation and the training and development that is required before joining any organization. The women must find a suitable balance between their personal and professional life for a healthy professional career.

### Questions for Discussion

1. Analyse the case and discuss 'Is employee turnover and attrition an inseparable part of the human resource policy'?
2. How can the employee turnover and attrition controlled or regulated?
3. What is/are the main issues that the corporate and recruitment agencies face while recruiting any candidate, especially a fresher?
4. What can be the possible solutions to overcome the unrealistic expectations of the fresher?
5. What are the ways through which fresher can be acquainted with the corporate culture and requirements?

### Teaching Notes

#### Synopsis of the Case

Humancraft is a leading corporate recruitment consultant having presence across India. It deals with generating best employment opportunities for professionals ranging from front line to senior positions. It provides customized and innovative HR Consultancy Services for more than 10 industry practices including investment banking & firms, consulting, manufacturing, banking & financial services, insurance, retail, healthcare, pharmaceuticals, IT/ITES, e-commerce and others.

The case mainly deals with the issue of employee turnover that the company faces because of several reasons including unrealistic expectations of the fresher, migration, switching, growth prospects, family and health issues.

The case mentions the causes of turnover and the probable solutions that can help the organization as well as employees for smooth functioning and better future prospects.

#### The Target Learning Group

- Management Scholars



- Corporate Trainees
- Research Scholars

### **Learning Objectives/ Key Issues**

- Understand the issue of employee turnover and attrition.
- Identify the causes of employee turnover.
- Propose probable methods to overcome or minimize employee turnover.

### **Teaching Strategy**

- Discuss the issue of employee turnover and attrition and general human resource policies.
- Formulate questions about the reasons and methods to minimize turnover.
- Use statistics and data of renowned companies for discussion.
- Formulate groups of similar thoughts and have an open discussion about the case.
- Compile all the discussions and findings and the teacher or expert must give his comments on every point discussed.
- Finally arrive on conclusion(s).

### **Questions for Discussion**

1. Analyse the case and discuss 'Is employee turnover and attrition an inseparable part of the human resource policy'?
2. How can the employee turnover and attrition controlled or regulated?
3. What is/are the main issues that the corporate and recruitment agencies face while recruiting any candidate, especially a fresher?
4. What can be the possible solutions to overcome the unrealistic expectations of the fresher?
5. What are the ways through which fresher can be acquainted with the corporate culture and requirements?

### **Background Readings**

- Company website and LinkedIn profile.
- Case studies on attrition and employee retention.
- Research papers

### **Experience of Using the Case**

- Feedback on the impact and utility of the case
- Issues to be focused
- Helpful for other teachers and research scholars.



## BOOK REVIEW-1

### BANKING AND INSURANCE, PRINCIPLES & PRACTICES

Author: Neelam Gulati

Publisher: Excel Books, New Delhi. ISBN 978-81-7446-903-8

#### About the Book

The Indian banking sector has undergone significant transformations due to the processes of liberalization, privatization, and globalization, along with India's growing integration into the global economy. The enactment of the Insurance Regulatory and Development Authority Act, 1999 (IRDA Act) marked a crucial milestone. In 1999, the government initiated the opening up of the insurance sector to private participation and allowed private companies to have a limited foreign equity stake. These economic reforms and the entry of private players have brought about substantial changes in both the banking and insurance sectors in India. These sectors have overhauled their offerings and product portfolios to incorporate fresh, inventive, and customer-centric schemes. To pursue a career in the banking and insurance sectors, it is imperative to grasp the fundamentals of banking and the innovative initiatives undertaken by Indian commercial banks, as well as comprehend their roles within the Indian financial system.

#### Chapterization

The book is divided into two sections comprising a total of 23 chapters. The initial section focuses on banking, while the latter section is dedicated to insurance. It offers comprehensive insights into various aspects of banking and insurance.

In Chapter 1, the author delves into the fundamental concepts and principles of banking. This chapter covers the functions of banks, bank deposits, and the history of banking in India, including the establishment of the Reserve Bank of India. Additionally, the chapter highlights modern banking practices, such as the relationship between bankers and customers, as well as the social responsibilities of banks. The author also provides guidance on the process of opening a bank account and offers a practical example of how to calculate interest on a recurring deposit. Finally, the chapter underscores the importance of the social responsibility of banks.

Chapter 2 of the book delves into the Indian banking system, providing an in-depth exploration of its structure and functioning. The author skillfully clarifies various types of banks, making it accessible for students to grasp the distinctions among them. These include commercial banks, regional rural banks, co-operative banks, public sector banks, private sector banks, scheduled banks, non-scheduled banks, and the progression of commercial banks in India since nationalization. The chapter also addresses the reasons behind the failure of commercial banks and highlights innovative programs initiated by Indian commercial banks. To conclude, the author offers insights into how banks enhance customer service.

Moving on to Chapter 3, the focus shifts entirely to the Reserve Bank of India (RBI). The author covers the RBI's establishment, objectives, its various departments, and the nature and functions of the RBI. A comprehensive comparison is drawn between the central bank and other banks, with a special emphasis on risk management and the RBI's role in it. The chapter delves into crucial aspects like Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), credit control, and the RBI's pivotal role in risk management. While the author does not provide a historical perspective on SLR as detailed as that for CRR, the chapter nonetheless presents a comprehensive overview of the RBI.

In Chapter 4, the author directs their attention to the banking sector and its primary domains. The organizational



setup of banks and the concept of mixed banking are explored, with the author offering a case study of an international bank, UCO Bank, which aids in comprehending the functions of international banking. The chapter distinguishes between chain banking and group banking, mixed banking and pure banking, and discusses correspondent banking, retail banking, wholesale banking, corporate banking, international banking, unit banking, rural banking, branch banking, treasury services, global banking, and offshore banking. This chapter provides a broad perspective on the various aspects of banking in the modern world.

Chapter 5 of this book focuses on the topic of electronic banking (E-banking). In this chapter, the author provides an in-depth explanation of electronic banking, automated teller machines, electronic clearing houses, electronic fund transfers, credit cards, debit cards, various other cards, tele-banking, and the risks associated with internet banking. This chapter offers a comprehensive overview of E-banking.

Chapter 6 delves into the organization of bank lending. The author discusses the process of granting loans, different types of loans, categorization of loans based on the activity they support and the purpose they serve, the nature of loans issued by commercial banks, the characteristics of commercial bank loans, loan management in commercial banks, fundamental principles of sound bank lending, factors influencing loan policies in banks, and the overall structure of bank lending.

Chapter 7 addresses the challenges and progress in priority sector lending, policies and practices of commercial banks in India related to priority sector lending, various schemes for providing financial support to priority sectors, and social banking, including special programs aimed at employment generation and poverty alleviation. This chapter also incorporates the recommendations of the Narasimham committee regarding advances in the priority sector.

Chapter 8 delves into the financing of international trade and the associated risks. It also discusses risk mitigation strategies, the role of letters of credit, pre-shipment and post-shipment finance, institutions such as the EXIM bank, and the Export Credit Guarantee Corporation of India Ltd.

Chapter 9 provides insights into the annual reports and balance sheets of banks. The author discusses the liabilities and assets of a bank, the balance between liquidity and profitability objectives, bank profit and loss accounts, and asset liability management in banks.

Chapter 10 is dedicated to project management and its various development stages. The author also sheds light on project finance, sources of funding for projects, project control systems, project funding by banks, and other financing methods. This chapter concludes with a discussion of working capital finance and the different types of working capital.

Chapter 11 of the book delves into the realm of banking legislation, emphasizing the crucial need for regulating the banking sector. It delves into key legislations such as the Reserve Bank of India Act of 1934 and the Banking Regulation Act of 1949.

Moving on to Chapter 12, it focuses on reforms within the banking sector, addressing issues such as Non-Performing Assets (NPAs) and capital adequacy in Indian banks. This chapter underscores the significance of profitability within commercial banks, highlights the shortcomings of the Indian banking system, and explores strategies for converting NPAs into performing assets through the application of business intelligence. It also identifies factors contributing to a significant decline in bank profitability and presents measures aimed at enhancing the profitability of banks. Additionally, the chapter delves into the capital adequacy of Indian banks and discusses the recommendations made by the Narasimham Committee to restructure the banking system.



Finally, Chapter 13 of the book delves into miscellaneous banking topics. The author places a particular focus on bank marketing, the development of banking products, and the evolution of banking in this chapter. With the conclusion of this section, Section 1 of the book is completed.

Section 2 commences with Chapter 14, where the author delves into the concept of risk. They discuss the nature and various types of risk, as well as the methods for managing and handling risks. The chapter also explores the historical development and significance of insurance. It sheds light on the rights and responsibilities of insurers and the insured parties, the nature of insurance contracts, and the distinction between insurance contracts and wagering contracts. Furthermore, it addresses the classification of insurance and the difference between insurance and assurance. The chapter emphasizes the role of insurance in the financial system, its functions, and its essential characteristics. The interplay between risk and insurance, the marketing of insurance, and the various classes of insurable risks are also covered.

Moving on to Chapter 15, it underscores the significance of insurance contracts and outlines the key components of a valid contract. The author explains how insurance is utilized and the principles that come into play at different stages of an insurance contract. They also discuss the consequences of non-compliance with these principles.

In Chapter 16, the focus shifts to the classification of insurance. This chapter provides insights into the fundamental types of insurance and distinguishes between life and non-life insurance, among other related topics.

Chapter 17 provides a foundational understanding of life insurance and life insurance policies. The author describes the concept of life insurance, its salient features, and its scientific basis. The chapter also elucidates the various life insurance needs at different stages of life, the basic elements and features of life insurance plans, as well as additional elements like riders, assignment, nomination, paid-up value, loans, and surrender.

Chapter 18 delves into the fundamentals of general insurance, covering the structure of the industry both pre and post-liberalization, classifying general insurance businesses. It also emphasizes the importance of research and development in the sector, discusses the role of the Tariff Advisory Committee, and outlines the claims settlement process in general insurance.

Chapter 19 delves into various types of insurance, such as fire insurance, motor insurance, health insurance, and other categories. The author simplifies the essentials of fire insurance contracts, enumerates the risks covered under fire insurance policies, and clarifies the different types of motor, health, and personal accident/disability income insurance policies.

Chapter 20 focuses on marine insurance, providing an overview of the marine insurance business, the risks covered by marine policies, the contractual nature of marine insurance, the contents of a marine policy, key principles, double insurance, reinsurance, premium rate calculations, policy clauses, types of marine insurance policies, marine losses and claims.

Chapter 21 imparts a comprehensive understanding of insurance distribution in India, including distribution channels, the role of intermediaries in a changing landscape, and a concentration on multiple distribution methods.

Chapter 22 tackles claim management in life insurance, covering the meaning and significance of claim settlements, the features of insurance claims, and the steps involved in the claims process, the necessity of a claim management system, the advantages of utilizing information technology in claim management, and various types of insurance claims and their resolutions.



Chapter 23 addresses miscellaneous topics in insurance, including annuities/pension plans, risk selection, premiums, reinsurance, ethics in insurance distribution, ombudsmen, organizational structures, types of insurance companies, underwriting, the underwriting process, policyholder servicing, insurance pricing, rating, and various types of insurers.

### **Conclusion**

The author has provided a comprehensive resource on the subjects of banking and insurance. This book covers all the essential material required for management students and is written in a straightforward and easy-to-understand language. It offers a clear and thorough insight into banking and insurance, including key acts like the Reserve Bank of India Act 1934, Banking Regulation Act 1949, and SARFAESI Act 2002. The book effectively explains all the crucial topics in the field of banking and insurance, making it a valuable resource for undergraduate and postgraduate students, as well as researchers and faculty members who may use it as a reference. Additionally, each chapter includes summaries, keywords, review questions, and project work to enhance the learning experience.

### **Uttam Jagtap**

Professor [Finance and Accounting]

Shri Vaishnav Institute of Management, Indore



## BOOK REVIEW-2

### Goals: How to Get the Most Out of Your Life

Author: Zig Ziglar

Copyright: Nightingale Conant.

Published and distributed by: Sound Wisdom, Shippensburg, PA.

ISBN 13 HC: 978-1-64095-090-0. ISBN 13 TP: 978-1-64095-126-6.

ISBN 13 eBook: 978-1-64095-091-7

**Goals: How to Get the Most Out of Your Life** by Zig Ziglar is not a traditional novel, but rather a self-help book. As such, it offers a unique reading experience focused on personal development. The book provides readers with practical advice and insights on setting and achieving their goals, making it a valuable resource for anyone looking to improve their life.

The book's plot, or rather, its content, revolves around the concept of setting and achieving goals. Zig Ziglar, a renowned motivational speaker and author, delves into various aspects of goal-setting, including the importance of setting clear and specific goals, developing the right attitude and mindset, and creating a plan for achieving those goals. Ziglar uses real-life examples and personal anecdotes to illustrate his points, making the content relatable and engaging.

Ziglar's writing style is clear, motivational, and easy to follow. He has a knack for simplifying complex concepts and presenting them in a way that resonates with readers. His use of anecdotes and practical exercises adds a personal touch to the book, making it more accessible and actionable for the readers.

One of the strengths of the book is the author's ability to develop a connection with the reader. Ziglar's genuine and empathetic approach makes you feel like you have a mentor guiding you on your journey towards achieving your goals. This emotional connection enhances the overall impact of the book.

The pacing and structure of the book are well thought out. Ziglar starts with the basics of goal-setting and gradually builds up to more advanced concepts. This progression keeps the reader engaged and ensures that they have a strong foundation before delving into more complex ideas. The book's structure also allows readers to revisit specific sections as needed, making it a practical reference guide.

The book does not have a traditional plot, so there are no slow or confusing parts. Instead, it offers a steady stream of valuable information and insights.

Zig Ziglar's use of language is straightforward and approachable, making the book suitable for a wide range of readers. While there are no vivid imagery or poetic language in this self-help book, the strength lies in the clarity of the message.

There are several memorable quotes and passages throughout the book. One that stands out is Ziglar's famous quote: "You don't have to be great to start, but you have to start to be great." This quote encapsulates the essence of the book and is a source of inspiration for many.

The emotional impact of the book is significant. Ziglar's motivational and encouraging words can evoke strong emotions and provoke deep thought. Readers may feel a renewed sense of purpose and motivation after reading this book.

The primary theme of the book is the power of setting and achieving goals to lead a fulfilling life. Ziglar conveys the message that everyone can improve their life by defining their goals and working towards them. The book also



touches on themes of personal responsibility and self-motivation.

As for strengths and weaknesses, the book's practical advice and motivational content are its major strengths. However, some readers might find it repetitive at times. It's a book that benefits from revisiting and applying the concepts, so this may not be a significant drawback.

I would recommend this book to anyone looking to improve their life and achieve their goals. It's particularly valuable for individuals seeking personal development, whether in their career, relationships, or personal growth. If you're a fan of self-help and motivational literature, this is a must-read.

Comparing this book to others in the same genre, "Goals" by Zig Ziglar stands out for its simplicity and actionable advice. While some self-help books can be overly theoretical, Ziglar's work is practical and relatable.

In conclusion, "Goals: How to Get the Most Out of Your Life" by Zig Ziglar is a timeless self-help classic that offers invaluable insights and practical advice on goal-setting and personal development. Ziglar's clear and motivational writing style, along with his ability to connect with the reader, makes this book a must-read for anyone looking to improve their life and achieve their goals.

**Dr. Abhijeet Chatterjee**

Professor & Head,  
Dept. of Management (PG)  
Shri Vaishnav Institute of Management, Indore



## GUIDELINES FOR AUTHORS

**Management Effigy** is a peer-reviewed bi-annual journal and Indexed with J-Gate. Management Effigy welcomes original papers from both academicians and practitioners on management, business and organizational issues. Papers, based on theoretical or empirical research or experience, should illustrate the practical applicability and/or policy implications of work described. The author/s should send a soft copy of the manuscript in MSWord to [chiefeditormanagementeffigy@gmail.com](mailto:chiefeditormanagementeffigy@gmail.com)

**Management Effigy** has the following features:

- Research includes research articles that focus on the analysis and resolution of managerial and academic issues based on analytical and empirical or case research. Recommended length of the article up to 6,000 words.
- Notes and commentaries present preliminary research, review of literature, and comments on published papers or on any relevant subject. Recommended length of the articles: up to 6,000 words.
- Colloquium includes debate on a contemporary topic. Both academicians and practitioners discuss the topic.
- Management Case describes a real life situation faced, a decision or action taken by an individual manager or by an organization at the strategic, functional or operational levels. (Cases should be accompanied by a teaching notes.) Recommended length of the Case: about 3,000 words.
- Diagnoses present analyses of the management case by academicians and practitioners. The case problems are examined, their causes are analyzed, and issues of relevance are discussed.
- Book Reviews covers reviews of current books on management.
- The manuscript should be accompanied by the following:
  - 1) An Abstract of 80-100 words; followed by four to five keywords. Recommended length of the article up to 6,000 words.
  - 2) A brief Biographical Sketch (60-80 words) of the author/s describing current designation and affiliation, specialization, number of books and articles published in refereed journals, and membership on editorial boards and companies etc.
  - 3) All tables, charts, and graphs should be in black and not in color. Wherever necessary, the source should be indicated at the bottom. The number and the complexity of exhibits should be as low as possible. All figures should be indicated in million and billion.
  - 4) Endnotes, italics, and quotation marks should be kept to the minimum.
  - 5) Authors are expected to adhere to standards of correct academic writing.
  - 6) References should be complete in all respects, with authors' surnames arranged alphabetically, following conventional citation styles. We request authors to follow the APA Style developed by the American Psychological Association. Please refer to the resources indicated earlier for information on how to cite other kinds of sources like books, electronic material, websites, unpublished material etc.
  - 7) Copyright: Wherever copyrighted material is used, the authors should be accurate in reproduction and obtain permission from copyright holders, if necessary. Articles published in Management Effigy should not be reproduced or reprinted in any form, either in full or in part, without prior written permission from the Editor.
  - 8) Management Effigy reserves the right to make editorial amendments to the final draft of the manuscript to suit the journal's requirements.



January - June 2023

## SUBSCRIPTION FORM

Dear  
Sir/Madam,

I/We wish to subscribe "Management Effigy".

I wish to make the payment through [Please tick (V)]

Crossed Cheque      Demand Draft

I am enclosing a crossed Cheque/ DD No. \_\_\_\_\_ Dated \_\_\_\_\_

Drawn on: \_\_\_\_\_

Payable at Indore: \_\_\_\_\_

Name of Subscriber: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### NAME & ADDRESS OF THE SUBSCRIBER

Name: \_\_\_\_\_

Designation: \_\_\_\_\_ Organization: \_\_\_\_\_

Address for Communication: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Contact No: (With STD Code) \_\_\_\_\_

Signature of the Subscriber:

Date:

### RATES

— Institutional / Individual Rs.500/- (For One Year) —

### ONLINE Payment (Bank transfer details)

Name: Shri Vaishnav Institute of Management PG Indore

Bank Name : HDFC Bank

Branch : Cloth Market

Bank Address : Ground Floor 211, Jawahar  
Marg near Raj Mohalla, Indore

A/c. No. : 50100229309671

IFSC Code : HDFC0000281



Established– 1884

# SHRI VAISHNAV SAHAYAK KAPADA MARKET COMMITTEE, INDORE AVAM OTHER INSTITUTIONS

|   |      |  |      |
|---|------|--|------|
| ➤ Shri Vaishnav Sahayak Trust                                   | 1939 | ➤ Shri Vaishnav Charity Trust                                | 1970 |
| ➤ Shri Vaishnav Shaikshanik Avam<br>Parmarthik Nyas             | 1981 | ➤ Shri Vaishnav Vidyapeeth Trust                             | 2002 |
| ➤ Shri Vaishnav Sadavrat  | 1884 | ➤ Shri Cloth Market Vaishnav Higher<br>Secondary School      | 1951 |
| ➤ Shri Ramkrishanabag   | 1925 | ➤ Shri Vaishnav Polytechnic                                  | 1962 |
| ➤ Shri Vaishnav Annakshetra                                     | 1927 | ➤ Shri Vaishnav College of Comm                              | 1967 |
| ➤ Shri Vaishnav Aushdhalaya                                     | 1934 | ➤ Shri Cloth Market Vaishnav Bal Mandir<br>Girls H.S. School | 1981 |
| ➤ Shri Vaishnav Vishranti Grah                                  | 1971 | ➤ Shri Vaishnav Institute of Management                      | 1987 |
| ➤ Shri Vaishnav Prasuti Grah                                    | 1982 | ➤ Shri Vaishnav<br>Girls Higher Secondary School             | 1992 |
| ➤ Shri Vaishnav Mokshdham                                       | 1983 | ➤ Shri Vaishnav Academy                                      | 1993 |
| ➤ Shri Vaishnav Vivekanand Circle                               | 1997 | ➤ Shri Vaishnav Institute of<br>Technology and Science       | 1995 |
| ➤ Shri Vaishnav<br>Shav Vahini Nishulk Sewa                     | 2005 | ➤ Shri Vaishnav Institute of Law                             | 2005 |
| ➤ Shri Vaishnav Diagnostic and<br>Kidney Centre, Khajrana       | 2015 | ➤ Shri Vaishnav College of<br>Teachers Training              | 2005 |
| ➤ Shri Vaishnav Diagnostic and<br>Kidney Centre, Ramkrishanabag | 2015 | ➤ Shri Vaishnav Vidyapeeth<br>Vishwavidyalaya                | 2015 |
| ➤ Shri Vaishnav Girls Hostel                                    | 2001 | ➤ Shri Vaishnav Pre Nursery School                           | 2017 |
| ➤ Shri Vaishnav Boys Hostel                                     | 2002 | ➤ Shri Vaishnav Sports Academy                               | 2019 |



## SHRI VAISHNAV INSTITUTE OF MANAGEMENT, INDORE

Approved by AICTE, New Delhi and Affiliated to DAVV, Indore & RGPV, Bhopal, (M.P.)

**UGC-NAAC Accredited 'A' Grade Institute**

Scheme No.-71, Gumasta Nagar, Indore-452009, M.P. | Ph.: 0731-2780011, 2789925

Toll Free No.: 1800 233 2601 | Website : [www.svimi.org](http://www.svimi.org), Email : [svimi@svimi.org](mailto:svimi@svimi.org)