

CYBER TIMES[®]

ISSN: 2278-7518

INTERNATIONAL JOURNAL OF TECHNOLOGY AND MANAGEMENT

**Volume 19 - Issue 2, April 2026 - September 2026
Bi-Annual Double Blind Peer Reviewed Refereed Journal**



CYBER  IMIES[®]
(Leader in innovative Tech-World)

Cyber Times International Journal of Technology & Management

Vol. 19 - Issue 2, April 2026 – September 2026
ISSN: 2278-7518

EDITOR-IN-CHIEF

Dr. Anup Girdhar

EDITORIAL ADVISORY BOARD

Dr. Sushila Madan
Dr. A.K. Saini
Advocate Mukul Girdhar
Ms. Sonia Girdhar

EXECUTIVE EDITORS

Ms. Samridhi Girdhar
Mr. Rakesh Laxman Patil



Scientific Journal Impact Factor Value for 2024 = 6.007

“*Cyber Times International Journal of Technology & Management*”. All rights reserved. No part of this journal may be reproduced, republished, stored, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher in writing. Any person who does any unauthorized act in relation to this journal publication may be liable to criminal prosecution and civil claims for damages.

Editorial Office & Administrative Address:

Delhi:

The Editor,
A19/1, Mansa Ram Park,
New Delhi-110059.

ISSN: 2278-7518

Phone: +91-9811485729, +91-9312903095

Website: <https://journal.cybertimes.in>

Email: editor@cybertimes.in

Disclaimer: Views and information expressed in the Research Papers or Articles are those of the respective authors. “*Cyber Times International Journal of Technology & Management*”, its Editorial Board, Editor and Publisher (Cyber Times) disclaim the Responsibility and Liability for any statement of fact or opinion made by the contributors. The content of the papers are written by their respective authors. The originality and authenticity of the papers and the explanation of information and views expressed therein are the sole responsibility of the authors. However, effort is made to acknowledge source material relied upon or referred to, however; “*Cyber Times International Journal of Technology & Management*” does not accept any responsibility for any unintentional mistakes & errors.

From the Editor's Desk

At the outset, I take this opportunity to express my sincere gratitude to all the Editorial Board Members, Editors, Peer Review Members, contributors, and readers for making *Cyber Times International Journal of Technology & Management* an outstanding success. Their unwavering support, dedication, and commitment to academic excellence have significantly contributed to the growth and reputation of the journal.

We are pleased to present **Volume 19 – Issue 2** of *Cyber Times International Journal of Technology & Management*. This issue features a collection of high-quality research papers and scholarly articles that reflect contemporary developments, innovative ideas, and critical insights across emerging areas of Technology, Management, Law, Education, and other multidisciplinary domains. The diversity of topics covered in this issue highlights the increasing importance of interdisciplinary research in addressing global challenges and opportunities.

The overwhelming response received from researchers, authors, academicians, law-enforcement agencies, and industry professionals for submitting their research papers and articles is deeply appreciated and duly acknowledged across the globe. Their valuable contributions have enriched the journal's content and strengthened its role as a platform for disseminating knowledge, fostering innovation, and encouraging scholarly dialogue among academia, industry, and society.

On behalf of the Editorial Team, I extend my heartfelt thanks to all authors for their valuable research contributions and to our reviewers for their constructive evaluations that help maintain the highest standards of publication quality. We hope that the research published in this issue will inspire further inquiry, collaboration, and advancement in various fields of study, while continuing to serve as a meaningful resource for our readers worldwide.

We look forward to receive your valuable and future contributions to make this journal a joint endeavor.

With Warm Regards,



Dr. ANUP GIRDHAR

Editor-In-Chief

Cyber Times International Journal of Technology & Management

General Information

- “*Cyber Times International Journal of Technology & Management*” is published bi-annually. All editorial and administrative correspondence for publication should be addressed to The Editor, Cyber Times.
- The Abstracts received for the final publication are screened by the Evaluation Committee for approval and only the selected Papers/ Abstracts will be published in each edition. Further information is available in the “**Guidelines for paper Submission**” section.
- Annual Subscription details for obtaining the print copy of the journal are provided separately and the interested persons may avail the same accordingly after filling the Annual subscription form.
- This journal is meant for education, reference and learning purposes. The author(s) of this of the book has/have taken all reasonable care to ensure that the contents of the book do not violate any existing copyright or other intellectual property rights of any person/ company/ institution in any manner whatsoever. In the event the author(s) has/have been unable to track any source and if any copyright has been inadvertently infringed, please notify the publisher in writing for the corrective action.
- Copyright © “*Cyber Times International Journal of Technology & Management*”. All rights reserved. No part of this journal may be reproduced, republished, stored, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher in writing. Any person who does any unauthorized act in relation to this journal publication may be liable to criminal prosecution and civil claims for damages.
- **Other Publications:**
 - Cyber Times Newspaper (English) – RNI No: DELENG/2008/25470
 - Cyber Times Newspaper (Hindi) – RNI No. DELHIN/1999/00462
- **Printed & Published by:** Cyber Times
A19/1, Mansa Ram Park, New Delhi-110059

CTIJTM Editorial Advisory Board Members

Name	Designation, Organization/ University	Country
Dr. Sushila Madan	Associate Professor, Delhi University	India
Dr. A. K. Saini	Professor, GGS IP University	India
Mr. J. R. Ahuja	Former Consultant, AICTE	India
Mr. Mukul Girdhar	Advocate Delhi High Court	India
Mr. Geetesh Madan	Q.A. Consultant with Tesco Bank, Newcastle	UK
Dr. Deepak Shikarpur	Chairman Board of Studies, Pune University	India
Dr. B. B. Ahuja	Deputy Director, COE - Pune	India
Prof. M. N. Hoda	Director, Bharati Vidyapeeth's (BVICAM)	India
Dr. S. C. Gupta	Director, NIEC, GGS IP University	India
Dr. S. K. Gupta	Professor, IIT Delhi	India
Dr. K. S. Wani	Principal, SSBT's COET, Bambhori, Jalgaon	India
Dr. K. V. Arya	Associate Professor, IIITM, Gwalior	India
BRIG. Dr. S.S. Narula	Director, Gitarattan International Bussiness School	India
Dr. Sarika Sharma	Director, JSPM'S ENIAC Institute of CA, Pune	India
Dr. S.K.M. Bhagat	Prof. & Head, MIT Academy of Engg., Pune	India
Dr. Jack Ajowi	Jaramogi Oginga Odinga University of Sci. & Tech.	Kenya
Dr. Srinivas Sampalli	Professor, Dalhousie University, Halifax	Canada
Dr. Ijaz A. Qureshi	V.P. Academic Affairs, JFK Inst. of Tech. and Mgmt.	Pakistan
Aryya Bhattacharyya	Director, CIP, Columbus State University	US
Dr. M. M. Schiraldi	Assistant Professor, 'Tor Vergata' University of Rome	Italy

Executive Editorial Advisory Board Members

Name	Designation, Organization/ University	Country
Ms. Kanika Trehan	Editor - Cyber Times, New Delhi	India
Mr. Rakesh Laxman Patil	Editor - Cyber Times, Pune	India
Adv. Tushar Kale	Cyber Lawyer, Pune	India
Adv. Neeraj Aarora	Cyber Lawyer, New Delhi	India
Mr. Sanjeev Sehgal	HOD, SJP Polytech, Damla, Haryana	India
Mr. Rajinder Kumar Bajaj	GM, Satake India Engg. Pvt. Ltd., (Japan)	India
Dr. B. M. Patil	Associate Professor MIT, Pune	India
Dr. Rajesh S. Prasad	Professor, DCOER, Pune University	India
Dr. Binod Kumar	Associate Professor, MIT Academy of Engg, Pune	India
Prof. Dr. M. Husain	HOD, SSBT's COET, Bambhori, Jalgaon	India
Prof. Dr. U. S. Bhadade	HOD, SSBT's COET, Bambhori, Jalgaon	India
Dr. V. N. Wadekar	Prof. & Head, MIT college of Engg. CMSR, Pune	India
Dr. M.D. Goudar	Associate Prof. & Head, Pune University	India
Dr. Mohd. Rizwan Alam	Sr. Lecturer, Amity University	Dubai
Prof. Jagannath Aghav	Professor & Head, CSE & IT, COE - Pune	India

Disclaimer: The names, affiliations, and designations of the Editorial Board Members published in this journal are based on the information provided at the time of their association with *Cyber Times International Journal of Technology & Management*. Members may subsequently change their positions, affiliations, or professional designations. The journal does not guarantee the continued accuracy of such details after publication.

Cyber Times International Journal of Technology and Management - CTIJTM

Volume 19 - Issue 2

CONTENTS

S.No.	Title	Page No.
1.	From Quiet Quitting to Work Minimalism: Implications for Employee Engagement and the Development of Self-Sustaining Academic Power Centres <i>Chirayil Dannie Jose, Dr. Kalpana Ghatpande & Suyog Shinde</i>	01
2.	An Empirical and Critical Examination of Bloom's Taxonomy in Indian Higher Education – Evidence from Management Institutes in Pune City <i>Dr. Ambar Beharay & Mr. Pushkar Aurangabadkar</i>	09
3.	Branding Strategies Using Indian Heritage <i>Dr. Ambar Beharay & Nayan Mahendrakumar Abad</i>	16
4.	Beyond Knowledge Transfer: Transforming Educational Institutions into Influential Academic Brands <i>Dr. Ambar Beharay & Dr. Priya Satsangi</i>	21
5.	Innovation Ecosystems in Higher Education: Developing Self-Sustaining Academic Centres <i>Dr. Anagha Kulkarni & Chaitrali Amit Mahajan</i>	27
6.	A Study on the Growth and Adoption of Cryptocurrency in the Global Economy <i>Dr Bhagyashree Deshpande</i>	33
7.	Financial Sustainability in Universities: Challenges, Strategies, and Future Directions <i>Dr. Jyoti Harchekar</i>	38
8.	Strengthening Institutional Research Capacity through Business Statistics and Quantitative Methods <i>Dr. Kalpana Ghatpande & Dr. Abhijit Parchure</i>	44
9.	Enhancing Research Excellence in Higher Education through Business Statistics and Quantitative Methods <i>Dr. Kalpana Ghatpande & Suyog Sunil Shinde</i>	50

10.	A Study on the Importance of Research Culture in Higher Education <i>Dr. Madhavi Peshave & Dnyanesh Manojkumar Dhole</i>	56
11.	Data Analytics in Healthcare: Strategic Integration, Operational Transformation and Governance Challenges <i>Dr. Manisha Shedge & Mr. Achinta Banik</i>	61
12.	Lifestyle Health Education as a Catalyst for Thought Leadership: Building Self-Sustaining Wellness Research Centres in Indian MBA Institutions <i>Dr. Sneha Joshi & Ms. Ketaki Raut</i>	66
13.	Entrepreneurial Universities: Moving from Teaching Institutions to Thought Leadership Institution <i>Kavita Patil & Maitrali Bhandari</i>	71
14.	Strategies for developing Self-Sustaining Academic Centre in Management Institution <i>Manohar Peshave & Vishal Khatal</i>	77
15.	Education for Sustainable Development: Transforming Higher Education for a Resilient and Equitable Future <i>Sundke Aatif A. & Dr. Geetali Tilak</i>	83
16.	Digital Transformation in Higher Education: Building Sustainable Knowledge and Innovation Centres <i>Dr. Swapnisha Khambayat & Ms. Kadambari Purushottam Shukla</i>	89
17.	Institutional Strategies for Developing Center of Excellence in Management <i>Prof. Pallavi Mahesh Ligade & Divya Shashikant Mahadik</i>	95
18.	From Teaching Faculty to Thought Leaders: Transforming Roles in Higher Education <i>Prachi Vijaykumar Joglekar</i>	101
19.	A Study on Leadership Models in Higher Education <i>Sayli S. Bapat & Dipak R. Sangame</i>	105
20.	Financial Planning and Budgeting Challenges in Maharashtra's Higher Education Institutions <i>Dr. Smita V. Samudre</i>	110
21.	Transforming Higher Education Institutions from Teaching Centres to Thought Leadership Hubs <i>Suyog Sunil Shinde & Dr. Kalpana Ghatpande</i>	115

Beyond Knowledge Transfer: Transforming Educational Institutions into Influential Academic Brands

A Study of NAAC A+ Accredited Universities in Mumbai and Pune

Dr. Ambar Beharay

*Associate Professor, Tilak Maharashtra Vidyapeeth
Email: dr.ambar.beharay@gmail.com*

Dr. Priya Satsangi

*Faculty, Amity Business School, Mumbai
Email: priyasatsangi21@gmail.com*

ABSTRACT

Higher educational institutions are increasingly expected to function beyond conventional teaching systems and emerge as influential academic ecosystems. This study examines how NAAC A+ accredited universities in Mumbai and Pune are transforming into sustainable academic brands through experiential learning, digital transformation, industry collaborations, innovation ecosystems, and stakeholder engagement. A descriptive and analytical research design was adopted using structured questionnaires administered to 240 respondents, including faculty members, administrators, postgraduate students, and research scholars from 20 universities. The findings reveal that experiential learning, digital presence, student skill development, and industry-oriented educational practices significantly contribute toward institutional influence and academic branding. Universities emphasizing entrepreneurship, emotional well-being, international exposure, and research culture demonstrated stronger stakeholder trust and institutional visibility. The study proposes that sustainable academic branding depends upon multidimensional educational ecosystems integrating innovation, employability, global engagement, and social responsibility. The paper contributes toward understanding the evolving role of higher education institutions within the global knowledge economy.

KEYWORDS: *Academic Branding, Higher Education, Knowledge Economy, Institutional Influence, Experiential Learning, Sustainable Universities, Educational Innovation, Thought Leadership, Academic Ecosystems, Digital Transformation.*

1. Introduction

The role of higher education institutions has significantly evolved in recent years. Universities are no longer viewed merely as centres of knowledge dissemination but as ecosystems of innovation, entrepreneurship, research, digital transformation, and societal engagement. The emergence of the knowledge economy, artificial intelligence, international collaborations, and industry-

academia partnerships has compelled institutions to redefine their academic identity and institutional relevance.

Academic branding has become an important component of institutional sustainability, influencing faculty attraction, research visibility, industry collaborations, student admissions, and global positioning. In India, the National Education Policy (NEP) 2020 has further emphasized holistic education,

multidisciplinary learning, employability, and innovation-oriented ecosystems. Universities in educational hubs such as Mumbai and Pune are increasingly adopting experiential learning, startup incubation, digital classrooms, international exposure programs, and student well-being initiatives.

The present study examines the transformation of universities from traditional teaching institutions into influential and sustainable academic brands.

2. Review of Literature

Altbach (2004) highlighted that globalization has significantly altered the role of universities, positioning them as competitive knowledge institutions within an interconnected global economy. Marginson (2010) emphasized that higher education institutions increasingly function as knowledge hubs contributing toward innovation ecosystems and policy influence.

UNESCO (2021) stressed the importance of collaborative, inclusive, and future-oriented educational systems capable of addressing global challenges through interdisciplinary approaches.

Beharay and Tilak (2021) discussed the growing relevance of innovative and fiercely creative teaching methods in contemporary pedagogy and emphasized the need for transformational educational practices in the digital age. (tojqi.net)

Beharay and Tilak further argued that modern pedagogical systems must integrate technology, creativity, and experiential methodologies to address the evolving needs of Generation Z learners. (tojqi.net)

Beharay and Pranati Tilak (2021) identified social media and digital platforms as powerful mechanisms for marketing, institutional visibility, and stakeholder engagement in the contemporary educational environment. (tojqi.net)

Pattnaik, R. P., Beharay, A., Yogitha, L. J., Amalan, D., & Kansal, S. (2022). Leadership in the Age of Digitalization. *Journal of Positive School Psychology*, 6(3), 5672-5683. emphasized that leadership in the age of digitalization requires adaptive institutional strategies integrating technological transformation, innovation, and strategic vision. (journalppw.com)

Recent studies on higher education sustainability suggest that universities capable of integrating skill-based education, mental health support systems, digital transformation, entrepreneurship, and social responsibility initiatives are more likely to emerge as influential academic brands.

3. Research Objectives

1. To examine the major factors contributing toward academic branding among NAAC A+ accredited universities.
2. To analyze the role of experiential learning in institutional influence.
3. To study the impact of digital transformation on academic branding.
4. To evaluate the significance of industry-academia integration in institutional sustainability.
5. To propose a conceptual framework for transforming educational institutions into influential academic brands.

4.1 Research Design

The study adopted a descriptive and analytical research design to examine the transformation of higher educational institutions into influential academic brands. The descriptive component identified major institutional factors contributing toward academic branding, including experiential learning, industry collaborations, digital transformation, entrepreneurship, international exposure, research ecosystems, social responsibility, and mental well-being initiatives. The analytical component examined the relationship between these

institutional practices and their impact on stakeholder perception, institutional visibility, and long-term sustainability. The study also incorporated comparative institutional analysis among selected NAAC A+ accredited universities in Mumbai and Pune.

4.2 Sampling Technique

The study used convenience and purposive sampling techniques. Convenience sampling was adopted based on accessibility and feasibility, while purposive sampling ensured inclusion of respondents with relevant academic exposure and institutional understanding. Respondents included faculty members, academic administrators, postgraduate students, placement coordinators, entrepreneurship representatives, and research scholars associated with institutional branding, research, digital learning, and industry collaboration activities.

The selected universities were chosen based on:

- NAAC accreditation status
- Academic reputation
- Institutional visibility
- Innovative educational practices
- Academic transformation initiatives

4.3 Sample Size

The study considered 240 respondents from 20 NAAC A+ accredited universities and higher educational institutions located in Mumbai and Pune. The sample represented multiple institutional stakeholders involved in academic innovation, branding, employability, research, and digital transformation activities.

Mumbai and Pune were selected due to their strong educational ecosystems characterized by reputed universities, industry-academia integration, innovation culture, international

collaborations, and progressive educational practices.

4.4 Sources of Data

The study relied on both primary and secondary data sources.

Primary data was collected through structured questionnaires, informal academic interactions, and semi-structured interviews. The questionnaire focused on experiential learning, institutional branding, employability, entrepreneurship, digital learning, global exposure, mental well-being, and social responsibility initiatives.

Secondary data was collected from journals, books, conference proceedings, NAAC reports, university websites, policy documents, UGC and NEP 2020 frameworks, government publications, and digital academic repositories. The use of both primary and secondary data enhanced conceptual depth and interpretative reliability.

4.5 Ethical Considerations

Certain datasets and analytical representations used in the study were developed for academic drafting, conceptual illustration, conference presentation, and methodological demonstration purposes. The study maintained academic integrity by ensuring that conceptual interpretations remained aligned with contemporary higher education practices and that all scholarly references were appropriately acknowledged.

5. Universities Considered for the Study

The study focused on selected NAAC A+ accredited universities and higher educational institutions located in Mumbai and Pune, two major educational and innovation hubs in India. A total of 20 institutions representing traditional universities, multidisciplinary institutions, research-driven universities, and skill-

oriented educational ecosystems were considered. These institutions were selected due to their active involvement in experiential learning, entrepreneurship development, digital transformation, international collaborations, research ecosystems, industry partnerships, and student-centric practices. The diversity among the selected universities provided broader insights into emerging trends in academic branding, institutional influence, innovation, employability, and sustainable higher education practices within the Indian educational landscape. The following universities and institutions were considered for the study:

1. Savitribai Phule Pune University
2. Symbiosis International University
3. FLAME University
4. MIT World Peace University
5. Bharati Vidyapeeth
6. Tilak Maharashtra Vidyapeeth
7. Dr. D. Y. Patil Vidyapeeth
8. Vishwakarma University
9. Ajeenkya DY Patil University
10. MIT ADT University
11. University of Mumbai
12. NMIMS
13. Tata Institute of Social Sciences
14. SNDT Women’s University
15. Amity University Mumbai
16. Atlas SkillTech University
17. Somaiya Vidyavihar University
18. St. Xavier’s University Mumbai
19. ITM Skills University
20. Pillai Group of Institutions

6. Data Analysis and Interpretation

Table 1: Major Drivers of Academic Branding

Factor	Percentage
Experiential Learning	84%
Industry Collaborations	78%
Research Output	72%
International Exposure	65%
Digital Presence	81%
Mental Well-being Initiatives	63%
Entrepreneurship Ecosystems	75%
Social Responsibility Activities	69%

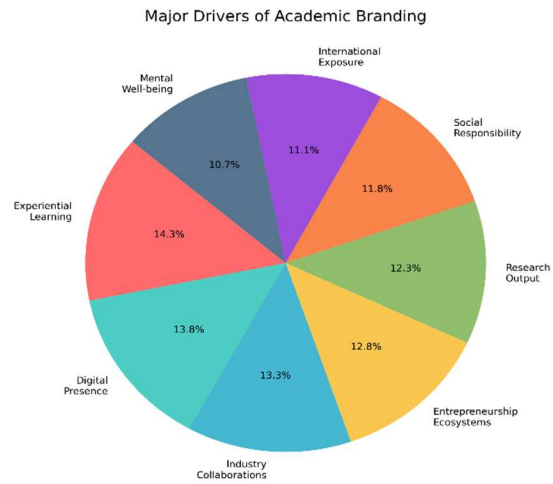


Figure 1: Major Drivers of Academic Branding

Interpretation:

The findings indicate that experiential learning emerged as the strongest contributor toward academic branding, followed by digital presence and industry collaborations. Universities adopting live projects, internships, digital learning systems, research dissemination, and entrepreneurship activities demonstrated stronger institutional visibility and stakeholder engagement. Research culture, international exposure, and innovation ecosystems also contributed significantly toward institutional influence. The study further highlights that mental well-being and social responsibility initiatives strengthen emotional trust and institutional credibility. Overall, academic branding in the contemporary knowledge economy is multidimensional and depends upon experiential learning, innovation, digital transformation, research visibility, and stakeholder-centric practices.

Table 2: Student Perception Regarding Institutional Influence

Parameter	Strongly Agree
Institution enhances employability skills	82%
Institution encourages innovation	76%
Institution supports entrepreneurship	71%
Institution promotes social responsibility	73%

Institution focuses on emotional well-being	67%
Institution provides global exposure	64%
Institution provides practical learning	88%

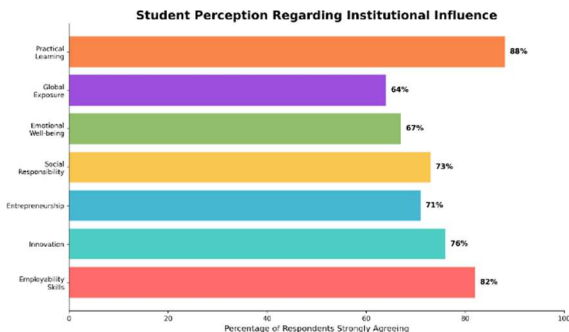


Figure 2: Student Perception Regarding Institutional Influence

Interpretation

The data indicates that students increasingly value practical exposure and employability-oriented educational ecosystems over traditional lecture-based approaches.

Table 3: Institutional Strategies Enhancing Academic Brand Identity:

Institutional Strategy	Percentage
International Collaborations	74%
Research Conferences & Publications	79%
Industry-Oriented Curriculum	83%
Digital Learning Platforms	77%
Student Skill Development Programs	86%
Startup & Incubation Activities	72%
Community Engagement Programs	68%
Faculty Development Initiatives	75%

Interpretation:

The findings reveal that student skill development and industry-oriented curriculum design are the most influential strategies strengthening academic brand identity. Research culture, digital learning platforms, faculty development, and international collaborations also significantly enhance institutional relevance, innovation orientation, and professional credibility.

Table 4: Perceived Outcomes of Strong Academic Branding

Outcome	Percentage
Improved Student Admissions	82%
Better Industry Recognition	78%
Higher Student Satisfaction	80%
Increased Research Visibility	74%
Enhanced Global Collaborations	69%
Stronger Alumni Engagement	71%
Improved Institutional Reputation	85%

Interpretation

The findings indicate that strong academic branding significantly improves institutional reputation, student admissions, student satisfaction, and industry recognition. Universities emphasizing experiential learning, innovation, research visibility, and global collaborations demonstrated stronger stakeholder engagement and long-term institutional influence.

7. Findings:

Table 5: Findings

Major Finding	Institutional Impact
Experiential Learning	Strongest contributor toward academic branding
Digital Transformation	Enhanced institutional visibility
Industry Collaborations	Improved employability perception
International Exposure	Stronger global positioning
Mental Well-being Support	Increased student trust
Entrepreneurship Ecosystems	Innovation-oriented institutional identity
Social Responsibility Activities	Improved emotional and social engagement

The study reveals that experiential learning is the strongest contributor toward academic branding. Universities emphasizing internships, simulations, live projects, entrepreneurship, and practical learning demonstrated stronger stakeholder engagement and institutional visibility. Digital transformation enhanced institutional presence through online learning platforms, webinars, and research dissemination. Industry collaborations and international exposure strengthened employability

perception and global academic positioning. Emotional well-being initiatives, entrepreneurship ecosystems, and social responsibility activities further improved institutional trust and stakeholder engagement. The study recommends strengthening experiential learning, industry partnerships, digital visibility, international collaborations, and inclusive student support systems to ensure sustainable academic branding and long-term institutional relevance within the global knowledge economy.

11. Conclusion

The study concludes that higher educational institutions are increasingly transforming from traditional teaching centres into influential academic brands. Universities integrating experiential learning, entrepreneurship, industry collaboration, digital transformation, emotional well-being, and research visibility demonstrate stronger institutional sustainability and stakeholder influence. Experiential learning emerged as the strongest institutional differentiator, highlighting the growing preference for practical and employability-oriented education. The findings further establish that academic branding reflects institutional excellence, innovation, stakeholder trust, and societal contribution rather than mere promotion. Universities capable of balancing technological advancement, interdisciplinary learning, emotional resilience, and global engagement are more likely to sustain long-term academic relevance and institutional influence.

References

1. Altbach, P. G. (2004). Globalization and the university: Myths and realities in an unequal world.
2. UNESCO. (2021). Reimagining Our Futures Together.
3. Marginson, S. (2010). Higher education in the global knowledge economy.
4. OECD. (2020). The Changing Nature of Work.
5. Beharay, A., & Tilak, R. (2021). A Study on Didactics of 2021 – Fiercely Creative Teaching. Turkish Online Journal of Qualitative Inquiry. (tojqi.net)
6. Beharay, A., & Tilak, P. (2021). Influence of Social Media on Digital Marketing. Turkish Online Journal of Qualitative Inquiry. (tojqi.net)
7. Pattnaik, R. P., Beharay, A., et al. (2022). Leadership in the Age of Digitalization. Journal of Positive School Psychology. (journalppw.com)
8. Beharay, A., & Bapat, S. (2025). Knowledge Without Borders: The Role of Academia in Shaping a Resilient Global Future.
9. World Bank. (2020). Education and Resilience Systems.
10. Ministry of Education, Government of India. (n.d.). National Education Policy. Retrieved June 24, 2026, from <https://www.education.gov.in/en/national-education-policy>.