

A study on Impact of Internationalization and digitalization as Drivers for Transformation and Sustainable performance in Higher Education Institutions

^[1]Krishnaprasad C R, ^[2]Dr.Suresh Ranganath, ^[3]Dr.Mahesh.K

^[1] Bangalore Institute of Technology, ^[2] Dayananda Sagar University, ^[3] BIT-Bangalore
^[1]krishmandya@gmail.com, ^[2] drsuresh-socm@dsu.edu.in, ^[3] vtudr5@gmail.com

ABSTRACT

Digital technology has altered the educational landscape by improving teaching and learning, research, and governance. There is a significant requirement for suitable infrastructure, improved internet access, modern digital equipment, a secure platform, and technologically capable professionals. Higher education institutions in India are becoming more visible with the increased use of ICT, cloud computing, artificial intelligence, robots, and virtual reality in day-to-day practices, which improve capabilities and aid in aligning with industry-based skills. This article discusses the challenges surrounding the digitalization process in higher education institutions.

Keywords: digitalization, Digital Skills, Mindset Issues, Staff Contribution, high student expectations.

1 INTRODUCTION.

It is universally accepted that higher education is necessary for the creation of a knowledge society and for a fair, just social polity. A measure of the spread of higher education is the Gross Enrolment Rate (GER). GER is an index which measures the enrolment in higher education of the population in the age group of 18-24. The Karnataka Jnana Aayoga (KJA) sponsored a research study on the GER in Karnataka as part of its recommendations on higher education.

The results of the study make sad reading. Karnataka has a GER of 12.2 per cent with the GER for males being higher than for females. It means that 87.8 per cent of young people in the same age group are not getting a college education. If we compare the GER of other countries like China it is 22 per cent, Brazil 73 per cent, UK 59 per cent and USA 82 per cent. of course, the rest of India is no better but then the rest of India cannot be our benchmark. Karnataka should set its own standards and lead the rest of India.

Today, there are many jobs being created in the formal sector in Karnataka with a large number of jobs being filled by candidates from outside the State because of the low percentage of skilled and educated people being produced in the State. The GER in the northern part of Karnataka is even more pathetic, Gulbarga is 4.85 per cent, Hubli Dharward is 6.89 per cent! There is a need for a wholesale change in the entire strategy. This lack of investment in education is also reflected in the low level of per capita income outside Bangalore city.

The population of Karnataka is about 6 crore as per the 2011 census. The GSDP for fiscal 2012 is estimated at Rs. 450,000 crore out of an Indian GDP of Rs, 92,00,000 crore. Bangalore has about 50 per cent of the GSDP of Karnataka and for a population of 90 lakhs in greater Bangalore this comes to a per capita income of Rs. 250,000. The per capita income is high because of the jobs created by the IT industry and the service industry in general.

It also means that the rest of the population of Karnataka of 5.1 crore has a per capita income of only Rs.44000. Northern Karnataka probably has income levels comparable to or lesser than Bihar without the growth Bihar is showing. Bangalore continues to be a magnet for India's best and brightest and the income created by this talent shows in the high cost of real estate, the high tax collections both for the state and the centre and overall quality of life. In all this growth young people of Karnataka are losing out because they lack access to good education.

The state too is not spending much on higher education. Out of a total budget of Rs.81000 crores odd, the spending on higher education is less than Rs. 1500 crore, most of this going for the creation of infrastructure. The State Universities are starved for funds with over 35 percent vacancies in faculty positions and have become examination bodies instead of educational institutions. Even of the total students in colleges, a very high percentage is in the Arts faculties which basically is not oriented towards the real needs of the economy. Further, Karnataka has lost the edge in engineering that she had earlier with Andhra Pradesh, Tamil Nadu and Maharastra each graduating 50 per cent more engineers than Karnataka does and obviously doing much better in terms of educational output.

The situation needs to be remedied and drastic action taken if Karnataka has to regain her rightful place in India and elsewhere. This can only be done by increasing the GER, improving the quality of education and overall greater investment by the State in higher education. The study also brings out the reasons for the low GER and drop out rate in higher education. Thirty four per cent of the respondents cited economic reasons for the low GER with 20 per cent giving family as the reason. It is obvious that means continues to plague our young people when they choose their future.

There is thus a felt need for Karnataka to have a concerted plan and strategy to get the GER to at least 30 over the next 5 years and improve the economic condition of her young citizens. The only way out is to open up the higher education sector to both the private and public sector, increase investment and create a state-wide scholarship/free ship scheme so that every young person who desires to pursue higher education is given the means to do so through a scholarship and given the ability to choose his/her college/University of choice.

The investment in higher education and human development is totally inadequate for a state like Karnataka which boasts of a revenue surplus and a low debt to GSDP. The fiscal position can support a massive investment but what is lacking is the vision and the will. Our leaders are too willing to spend more money on subsidies and the like to get votes to stay in power but seem unwilling to invest in the only area which gives the largest returns to society, higher education. We need to change our policy before it is too late and we slip back further.

Karnataka has already lost its premier position in India and matters cannot wait anymore if we have to make the future better for all of us.

2. REVIEW OF LITRATURE

Higher education has the potential to provide skills and research for productivity and innovation. There are several arguments that research facilitates teaching, which benefits both students and faculty. Students who actively participate in research gain knowledge and experience in their field. They learn research methodology, data analysis, critical analysis, and presentation of results. Institutions that offer teaching and research benefit in several ways.

Currently, in most of our higher education institutions, a significant amount of research is conducted by individual faculty, but there are no dedicated central units to provide the necessary leadership, facilitation, and effective coordination to train our faculty to be good and effective researchers.

On the other hand, because there is no central coordinating unit to stimulate, guide, and encourage faculty, many faculty members are either not engaged in research at all or are conducting low-quality research that has little or no value

Hinchcliffe (2017) The development of new competencies revolves around the capacity to be more resourceful, people-oriented, innovative, customer-oriented, efficient, well-organized and capable of promoting and utilizing the opportunities to change the positioning of services revenue-oriented businesses. Digital transformation efforts and strategies are often more urgent and present in markets with a high degree of commodification

Ehrenberg (2012) Higher education policy Funding The transformation of HEIs in the U.S involves the reformation of diverse parts of the HEIs such as faculty formation, expenditure allotment,

technology application in the instruction and disproportion of tuition fees which all are influenced by fund availability and its policy.

Cooley (2015) Higher education policy Funding Four theories of political science including principle-agent theory, policy process theories, policy innovation and diffusion theory and comparative perspectives on state political systems influence the formation and implementation of the U.S funding policies to its HEI, which focus particularly on the affordability, accountability and access in American HEIs transformation.

Kirby (2012) Higher education policy Massification Funding Overall Canadian HEIs transformation involves diverse higher education policies enacted by various provinces but resulting in similar outcomes such as providing fund, increasing student financial aid and broadening access to less advantaged students.

Walker (2016) Higher education policy Higher education research Funding Vocationalization Stratification Current Canadian HEIs transformation is reinforced by funding policy which strengthening research via commercialization vocationalization efforts and resulted in stratification of the HEIs, research and faculties.

Kwiek (2015) Higher education policy Governance Higher education research Recent transformation of HEIs in Poland are governed by higher education policy which focuses on deinstitutionalize the HEIs from teaching-oriented model, the effect of post-communist transition, towards research focus institutions.

Fallon (2012) Higher education policy Higher education research Governance Funding Current HEIs transformation in Germany is guided by the Excellence Initiative, which merges traditional HEIs and research institutions, to form new HEIs that produce outstanding quality of academic works.

Erkkila (2014) Higher education policy Global university rankings HEIs transformation policy in Europe is shaped by global university rankings for identifying problems, enacting higher education policies and institutional change.

Cloete (2014) Higher education policy Differentiation Higher education research Main objective of South African higher education policy is to elevate knowledge production rate through differentiation of HEIs in reinforcing research and the number of postgraduates in the country.

Mouton et al. (2013) Higher education policy Funding Stratification Main challenges of South African HEIs transformation are tertiary admission policy, functions of the HEIs, financial support, distance learning education and new HEIs establishment.

Bozalek and Boughey (2012) Higher education policy, Stratification Funding Falsely categorizing South African HEIs according to its functions and student performance, in allocating public fund, leads to imbalanced achievement among the HEIs and students.

Habib (2016) Higher education policy Differentiation Governance South African HEIs has transformed slowly because of its ineffective higher education policy enactment at the institutional level and futile effort at managing the disparities issues.

Bossu et al. (2012) Higher education policy Massification Enhancing participation in tertiary education through open and distance learning tremendously changes pedagogical practice which cries for improved support and policy on academics' professional advancement.

2.1 RESEARCH GAP

Significant reviews were made and research was conducted through survey, investigated drivers and barriers to Sustainable Performance Practices (SPP), identifying a gap between policy and practice regarding SPP. So, we authors indicated that similar studies need to be conducted in the future to complement this research, which involving in-depth interviews and survey. This research would clarify the *SPP practices, barriers, and drivers* in HEIs and enable a comprehensive analysis to be performed of the SPP policy frameworks with more HEIs.

3. RESEARCH METHODOLOGY

3.1 Statement of the problem

In interdisciplinary research, participants from around the world are forced to cross boundaries to create new knowledge paradigms, and this requires a much more collaborative approach to

digitization for formulation and methodological development. Trans disciplinary education is difficult to achieve.

It is the highest form of integrated effort, it involves everyone, academics and non-academics. It is characterized by a collaborative process through digitalization.

Against this background, we the authors strives to explore mindset issues (MI) by understanding the role of the Digital Skills Set (DSS) to explore the value chain with reference research (VCR) and critically evaluate the contribution of experienced staff (ESC) to finally reconcile the high expectations of students (HSE). Engaged research must lead to knowledge transfer and sharing and/or improvement.

3.2 Objectives of The Study.

1. To explore the **Mindset Issues (MI)** towards the excellence in transformation of HEI in Karnataka.
2. To Study the role of **Digital Skills Set (DSS)** towards the excellence in transformation of HEI in Karnataka.
3. To examine the role of **value chain with reference research (VCR)** towards the excellence in transformation of HEI in Karnataka.
4. To critically evaluate the role of **Experienced Staff contribution (ESC)** towards the excellence in transformation of HEI in Karnataka.
5. To correlate the **high student expectations (HSE)** among the key enablers in HEI in Karnataka.

3.3 Need for The Study

This digital transformation includes the development of new infrastructures and the increasing use of digital media and technologies for teaching and learning, research, support services, administration and communication, but also the need of students and staff to develop new (digital) skills for their current and future workplaces”. Therefore this study aims at digital transformation is a complex and continuous transition where numerous education stakeholders—learners, teachers, the administrative staff (including the IT department), as well as the broader community—must work together closely.

3.4 Descriptive Research Design

1. Dependent and independent variables: research scholars have identified Dependent and independent variables listed as follows
2. Extraneous variable: Although, the independent variables are unrelated to the study purpose is Experienced Staff Likely to excel-ESL and Connecting to the ‘Value creation-CVC
3. Control: The most significant quality of a good research design is to reduce the influence/effect of extraneous variables such as Experienced Staff Likely to excel-ESL and Connecting to the ‘Value creation-CVC
4. Research hypothesis: as the prediction or a hypothesized to assess the relationship that needs to be tested by scientific methods. research aims at investigating a research hypothesis.
5. Treatments: conditions under which the experimental and control groups are put are Digital Skills Set- DSS Mindset Issues Can-do mindset- MIC and High Student Expectations-HSE

3.5 Sampling Techniques

Best probability sampling techniques that helps in saving time and resources, is the **Simple Random Sampling method**. It is a reliable method of obtaining information where every single member of a population is chosen randomly, merely by chance. **Each individual has the same probability of being chosen to be a part of a sample. Researcher have chosen an organization of five categories with 125 respondents.**

It is highly likely that they would prefer picking chits out of a bowl. In this case, each of the 500 respondents has an equal opportunity of being selected.

1. Variable identified for the research

Objective No.	Tools	Objective
1	Explore	Mindset Issues (MI)

2	Role	Digital Skills Set (DSS)
3	Examine	value chain with reference research (VCR)
4	Critical Evaluate	Experienced Staff contribution (ESC)
5	Correlate	high student expectations (HSE)

2. Sample Unit:

Sl.No	Type of Institutions	Uni	Code	Sample
1	State Sponsored Universities	VTU	SSU	25
2	Deemed to be Universities	Christ	DTU	25
3	Private State Universities	REVA	PSU	25
4	Central University	BU	CUN	25
5	Undergraduate Colleges	FGC	UGC	25
	Total			125

For collecting the research data, we distributed an questionnaire with 25 questions, through our system, to Bachelor’s and Master’s students. Data collecting was performed between the end of February and the beginning of March 2021, with 125 respondents. Of the 125 respondents, 70 are Bachelor’s students and only 55 are enrolled in Master’s programs. Most students (125) come from the Faculty of Engineering, Sociology, commerce and Management and Psychology, and some are enrolled in the Communication Studies program.

3.6 Scope of the study

1. It is proposed to implement a centralized online system to manage student admission, testing, graduation, and research.
2. The online application system will save the time of students and administrative staff.
3. Teach current pedagogy to improve student understanding at the university level.
4. Strengthen and speed up the response to proposals and evaluations.
5. The government must provide financial support to research scholars

3.7 Limitations

Important limitations we encountered were

1. Lack of climate of digital culture.
2. Lack of financial allocations.
3. Lack of Leverage in cloud technologies.
4. Innovations in the field of mobile technology.
5. Improvement of existing digital platforms.

4. DATA INTERPRETATION AND ANALYSIS

I	Digital Skills Set towards the excellence in transformation of HEI
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Test Hypothesis: Whether mean of **digital skills shortage** scores (ranks) significantly differs across classifications and type of respondents selected for the study. Symbolically,

$H_0 = \mu_{SSU} = \mu_{DTU} = \mu_{PSU} = \mu_{CUN} = \mu_{UGC}$ (no differences by SSU,DTU,PSU,CUN & UGC Responses)
 $H_1 \neq$ Atleast one of them differ (SSU, DTU, PSU, CUN & UGC RESPONSES differ significantly)
 alpha = 0.05 ← Significance level

Table 4.1: CHI-SQUARE Test output for Digital Skills Set factor

	Digital Literacies and Competence	Digital Divides and Knowledge Gap	Digital Skills Assessment	Digital Literacy in Education
Chi-Square	193.750	4.167	131.250	475.000
df	2	1	2	2
Asymp. Sig.	0.001	0.022	0.000	0.000

*- Significant at 5 % level Source: Primary data

ANALYSIS:

From the above analysis, Results from **Chi-Square Test** with reference to variable **Digital Skills Set** were analyzed by roles and by teams to determine if this significantly differed in the overall findings related to **Digital Skills Set** towards the excellence in the transformation of HEI in Karnataka with reference to stated research variable.

Chi-Square Test was completed for each response by role they played and by group they associated. Based on the chi and P-value results for each section and α of 0.05, the statistical data did **support a there is significant difference (α value less than 0.05 Reject NH) / No significant (α value more than 0.05 Accept NH) difference between respondents within and between SSU, DTU, PSU, CUN & UGC group they belong.**

However, based on the chi and P-value results **and α is 0.05**, several of the responses by the teams indicated a statistical difference between groups; therefore, the assumption could not be made that there were no differences between groups.

The research questions were included all from the variable **Digital Skills Set** influencing the excellence in transformation of HEI for **SSU, DTU, PSU, CUN & UGC respondents**. The average of each response by role and by team were put into statistical analysis and found significant difference with reference to **SSU, DTU, PSU, CUN & UGC will Create Positive Impact of Digital Skills Set** influencing the excellence in transformation of HEI.

Further, it would be interesting to see which among which sectors vary significantly in their mean ranks. For this, Bonferroni Post Hoc test to be administered to obtain where exactly significant differences.

II	To explore the Mindset Issues towards the excellence in transformation of HEI in Karnataka.
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Test Hypothesis: Whether mean of **Mindset Issues towards the excellence** scores (ranks) significantly differs across classifications and type of respondents selected for the study.

Symbolically,

$H_0 = \mu_{SSU} = \mu_{DTU} = \mu_{PSU} = \mu_{CUN} = \mu_{UGC}$ (no differences by SSU,DTU,PSU,CUN & UGC Responses)
 $H_1 \neq$ Atleast one of them differ (SSU, DTU, PSU, CUN & UGC RESPONSES differ significantly)
 alpha = 0.05 ← Significance level

Table 5.2: CHI-SQUARE Test output for Mindset Issues towards the excellence factor

	teaching and learning	Guiding work habits	Promoting deliberate practice	Giving effective feedback
Chi-Square	193.750	4.167	131.250	475.000
df	2	1	2	2
Asymp. Sig.	0.001	0.0031	0.000	0.000

*- Significant at 5 % level Source: Primary data

ANALYSIS:

From the above analysis, Results from **Chi-Square Test** were with reference to variable **Mindset Issues towards the excellence** were analyzed by roles and by teams to determine if this significantly differed in the overall findings related to **Mindset Issues** towards the excellence in transformation of HEI in Karnataka with reference to stated research variable.

Chi-Square Test was completed for each response by role they played and by group they associated (see Table 5.2). Based on the chi and P-value results for each section and α of 0.05, the statistical data did **support a there is significant difference (α value less than 0.05 Reject NH) / No significant (α value more than 0.05 Accept NH)** difference between respondents within and between **SSU, DTU, PSU, CUN & UGC** group they belong.

However, based on the chi and P-value results and α is **0.05**, several of the responses by the teams indicated a statistical difference between groups; therefore, the assumption could not be made that there were no differences between groups.

The research questions were included all from the variable **Mindset Issues** influencing the excellence in transformation of HEI for **SSU, DTU, PSU, CUN & UGC respondents**. The average of each response by role and by team were put into statistical analysis and found significant difference with reference to **SSU, DTU, PSU, CUN & UGC will Create Positive Impact of Mindset Issues** influencing the excellence in transformation of HEI.

Further, it would be interesting to see which among which sectors vary significantly in their mean ranks. For this, Bonferroni Post Hoc test to be administered to obtain where exactly significant differences.

III	To critically evaluate the role of Experienced Staff Contribution - ESC towards the excellence in transformation of HEI in Karnataka.
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Test Hypothesis: Whether mean of **Experienced Staff Contribution - ESC** scores (ranks) significantly differs across classifications and type of respondents selected for the study. Symbolically,

$H_0 = \mu_{SSU} = \mu_{DTU} = \mu_{PSU} = \mu_{CUN} = \mu_{UGC}$ (no differences by **SSU, DTU, PSU, CUN & UGC** Responses)

$H_1 \neq$ Atleast one of them differ (**SSU, DTU, PSU, CUN & UGC** RESPONSES differ significantly)

$\alpha = 0.05$ ← Significance level

Table 5.3: CHI-SQUARE Test output for Experienced Staff Contribution - ESC towards the excellence factor

	Celebrate Success & Acknowledge Achievements	Promote Growth & Opportunities & Continuous Learning	Recognition & towards retention of contributors	Connect to the bigger picture of future
Chi-Square	193.750 ^a	4.167 ^b	131.250 ^a	475.000 ^a
df	2	1	2	2
Asymp. Sig.	0.020	0.003	0.001	0.010

*- Significant at 5 % level

Source: Primary data

ANALYSIS:

From the above analysis, Results from **Chi-Square Test** were with reference to variable **Experienced Staff Contribution - ESC towards the excellence** were analyzed by roles and by teams to determine if this significantly differed in the overall findings related to **Experienced Staff Contribution - ESC** towards the excellence in transformation of HEI in Karnataka with reference to stated research variable.

Chi-Square Test was completed for each response by role they played and by group they associated (see Table 5.2). Based on the chi and P-value results for each section and α of 0.05, the statistical data did **support a there is significant difference (α value less than 0.05 Reject NH) / No significant (α value more than 0.05 Accept NH)** difference between respondents within and between **SSU, DTU, PSU, CUN & UGC** group they belong.

However, based on the chi and P-value results and α is **0.05**, several of the responses by the teams indicated a statistical difference between groups; therefore, the assumption could not be made that there were no differences between groups.

The research questions were included all from the variable **Experienced Staff Contribution - ESC** influencing the excellence in transformation of HEI for **SSU, DTU, PSU, CUN & UGC respondents**. The average of each response by role and by team were put into statistical analysis and found significant difference with reference to **SSU, DTU, PSU, CUN & UGC** will Create Positive Impact of **Experienced Staff Contribution - ESC** influencing the excellence in transformation of HEI.

Further, it would be interesting to see which among which sectors vary significantly in their mean ranks. For this, Bonferroni Post Hoc test to be administered to obtain where exactly significant differences.

IV	To examine the role of value chain with reference research towards the excellence in transformation of HEI in Karnataka.
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Test Hypothesis: Whether mean of **role of value chain with reference research** scores (ranks) significantly differs across classifications and type of respondents selected for the study. Symbolically,

$H_0 = \mu_{SSU} = \mu_{DTU} = \mu_{PSU} = \mu_{CUN} = \mu_{UGC}$ (no differences by **SSU, DTU, PSU, CUN & UGC Responses**)

$H_1 \neq$ Atleast one of them differ (**SSU, DTU, PSU, CUN & UGC RESPONSES** differ significantly)

alpha = 0.05 ← Significance level

Table 5.4: CHI-SQUARE Test output for role of value chain with reference research factor

	Degree of involvement in the Teaching Learning process	Potential for incompetence creation	Potential for being a source of competitive advantage	Configuring a global value chain through Accreditation
Chi-Square	193.750	4.167	131.250	475.000
df	2	1	2	2
Asymp. Sig.	0.010	0.020	0.000	0.000

*- Significant at 5 % level

Source: Primary data

ANALYSIS:

From the above analysis, Results from **Chi-Square Test** were with reference to variable **role of value chain with reference research** were analyzed by roles and by teams to determine if this significantly differed in the overall findings related to **role of value chain with reference research** towards the excellence in transformation of HEI in Karnataka with reference to stated research variable.

Chi-Square Test was completed for each response by role they played and by group they associated. Based on the chi and P-value results for each section and α of 0.05, the statistical data did **support a there is significant difference (α value less than 0.05 Reject NH) / No significant (α value more than 0.05 Accept NH)** difference between respondents within and between **SSU, DTU, PSU, CUN & UGC** group they belong.

However, based on the chi and P-value results and α is **0.05**, several of the responses by the teams indicated a statistical difference between groups; therefore, the assumption could not be made that there were no differences between groups.

The research questions were included all from the variable **role of value chain with reference research** influencing the excellence in transformation of HEI for **SSU, DTU, PSU, CUN & UGC respondents**. The average of each response by role and by team were put into statistical analysis and found significant difference with reference to **SSU, DTU, PSU, CUN & UGC** will Create Positive Impact of **role of value chain with reference research** influencing the excellence in transformation of HEI.

Further, it would be interesting to see which among which sectors vary significantly in their mean ranks. For this, Bonferroni Post Hoc test to be administered to obtain where exactly significant differences.

V To correlate the high student expectations among the key enablers in HEI in Karnataka.

Test Hypothesis: Whether mean of high student expectations scores (ranks) significantly differs across classifications and type of respondents selected for the study.

Symbolically,

$H_0 = \mu_{SSU} = \mu_{DTU} = \mu_{PSU} = \mu_{CUN} = \mu_{UGC}$ (no differences by SSU,DTU,PSU,CUN & UGC Responses)

$H_1 \neq$ Atleast one of them differ (SSU, DTU, PSU, CUN & UGC RESPONSES differ significantly)

alpha = 0.05 ← Significance level

Table 5.5: CHI-SQUARE Test output for high student expectations with reference research factor

	Students' intentions to adopt online learning	Self-directed learning	Willingness for future exposure to digital classes	Career development
Chi-Square	193.750	4.167	131.250	475.000
df	2	1	2	2
Asymp. Sig.	0.000	0.005	0.001	0.001

*- Significant at 5 % level Source: Primary data

ANALYSIS:

From the above analysis, Results from **Chi-Square Test** were with reference to variable **high student expectations** were analyzed by roles and by teams to determine if this significantly differed in the overall findings related to **role of high student expectations** towards the excellence in transformation of HEI in Karnataka with reference to stated research variable.

Chi-Square Test was completed for each response by role they played and by group they associated. Based on the chi and P-value results for each section and α of 0.05, the statistical data did **support a there is significant difference (α value less than 0.05 Reject NH) / No significant (α value more than 0.05 Accept NH) difference** between respondents within and between **SSU, DTU, PSU, CUN & UGC** group they belong.

However, based on the chi and P-value results and α is **0.05**, several of the responses by the teams indicated a statistical difference between groups; therefore, the assumption could not be made that there were no differences between groups.

The research questions were included all from the variable **role of high student expectations** influencing the excellence in transformation of HEI for **SSU, DTU, PSU, CUN & UGC respondents**. The average of each response by role and by team were put into statistical analysis and found significant difference with reference to **SSU, DTU, PSU, CUN & UGC will Create Positive Impact of role of high student expectations** influencing the excellence in transformation of HEI.

Further, it would be interesting to see which among which sectors vary significantly in their mean ranks. For this, Bonferroni Post Hoc test to be administered to obtain where exactly significant differences.

5. SUGGESTION OF THE STUDY

The data is analyzed for analysis of variance to measure the difference in opinion of teachers, students, parents and all the stakeholders of HEI based on their Gender, Age, and Years of Teaching Experience and related dimensions of the variables administered.

All five variables such as Mindset Issues (MI), Digital Skills Set (DSS), value chain with reference research (VCR), Experienced Staff contribution (ESC) and high student expectations (HSE) are tested for their significance level. The result is based on the criteria of choosing accepted or rejected. If a variable is significant with any of the two factors, it is rejected.

Here the result shows that all five variables are **rejected** based on this criterion of selection. So, the outcome can be interpreted as the most of variables are showing a **highly significant value 0.000** which is under 0.05 level of significance shows that there is a statistically mean difference in opinion among respondents.

Therefore, based on the result it is found that there is a push for teachers to shift their curriculum and academic activities to cope with the digital transformation. Though digital transformation is unavoidable and teachers are adapting to align themselves for the betterment of students, still there are gaps in the complete shift of teaching structure in higher education in India. Some values are observed to be insignificant which may have the acceptance for variables, but they are very few and have only an individual weightage. When the research is evaluating them as the joint criteria, then they are getting rejected.

The finding of the research is presenting answers to the research questions. Based on the above analysis the research has found that the twenty five variables coded and named are rejected.

CONCLUSION

The advantages of digitization have been proven in higher education institutions. Only 15% of institutions, however, have used digital initiatives in their work. The most significant hurdle to successful digital technology implementation is a shortage of technology and system, virus threats, a scarcity of instructional software, and insufficient broadband internet connectivity.

Because different languages are spoken and used in different states around the country, it might be challenging for organizations to translate all digital information into all of these regional languages. Universities are experiencing increased demand for IT personnel.

The primary difficulty in higher education is data security. Unlicensed software and claiming other people's work as their own are both immoral uses of digital facilities.

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