



## Organisational Culture, Fairness and Performance in Indian Higher Learning Institutions : Agenda for World-class Institutions and Sustainability

### INVITATION

**Faculty of Commerce** welcomes you to the webinar: **Organisational Culture, Fairness and Performance in Indian Higher Learning Institutions: Agenda for World-class Institutions and Sustainability.**

This is the valuable platform for receiving and sharing your highly gained knowledge with the people joining in this webinar which is very helpful during this pandemic situation.

### VENUE



SESSION	DATE	TIME
<u>I</u>	28-11-2020	1.30 - 5.00 P.M.
<u>II</u>	29-11-2020	1.30 - 5.00 P.M.

🕒 The meeting link and instructional pdf will be sent to registered email address 1 day prior each session.

### BENEFITS

- ✓ Gain new research insights & ideas from knowledgeable experts and affiliated persons.
- ✓ Obtain an E-certificate from a prestigious institution.
- ✓ Make Virtual connections.
- ✓ **No Registration Fee.**

### REGISTRATION

- ➔ Interested candidates must register online using the following link <https://rb.gy/olzzb2>
- ➔ Registration Open From : 10.11.2020
- ➔ Last date for Registration : 20.11.2020

### SELECTION OF PARTICIPANTS

- ➔ Limited seats.
- ➔ Participants will be selected on first come, first serve basis.

### SESSION I : FOOTSTEP TOWARDS WORLD-CLASS UNIVERSITIES

#### *How can we make our Institution a World-Class?*

The HLI's sustainability path is known as a twisted challenge because it is dynamic and covers many autonomous fields of operations and academics (Adams, Martin & Boom 2018). Raising the instructive and scholastic position of academies to that of universally acknowledged elite universities has become the objective of numerous institutes around the world lately. Such attempts include the reformist development of effective procedures managing issues concerning cultured and informative greatness (*culture*), support offices reasonableness (*fairness*), academic staff capabilities, and graduates' abilities (*performance*) (Tayeb, 2016). There is a wide agreement that three major roles are performed by great universities: Excellence in their students' education; research, advancement and scattering of information and activities which contribute to society's cultural, science, and civic life (Ahmed, 2015). By rapid worldwide monetary growth and change, this trend can be made conceivable and quickened. It is an exciting and daunting challenge to build world-class educational institutions and nurture them. Even though India has created few (world) renowned education institutions with the active support of stakeholders. Nevertheless, more significant measures can be taken to transform institutions into world-class institutions.

### Objectives

- ❖ To grasp the notion of world-class education institution.
- ❖ To identify the crucial factors that impacts the institutional performance.
- ❖ To propose India's future strategic framework to improve its higher learning institutions

### Key issues to Discourse

- ≈ How does a university develop its eminence to become a world-class university?
- ≈ Who is the collaborator of educational establishments and what job they are expected to play in administering and building up a world class institution?
- ≈ How New Education Policy (NEP) will support in building world-class institutions?
- ≈ What are the existing challenges of developing world-class universities?
- ≈ In depth breakdown of Ranking Parameter of QS/ARWU/THE and NIRF.

## SESSION II : THREE PILLARS OF SUSTAINABILITY IN HIGHER EDUCATION INSTITUTIONS

### *Are We Creating/Sustaining Culture, Nurturing Fairness and Improving Performance in Higher Learning Institutions?*

Institutions of higher education have a moral responsibility to raise awareness, knowledge, skills and values that are necessary to create a just and sustainable future. In order to create innovative ideas, to observe on society and its issues, and to participate in bold experiments in sustainable living, higher education has unique intellectual freedom, critical mass and variety of skills. The modern organisation may be the most critical invention of the last 100 years, even as the human being continues to exist; it is a hypothesis that will never complete its evolution. The perspective of the pioneering people **Edgar H. Schein, Joanne Martin, William G. Ouchi, David L. Cooperrider and Diana Whitney** provides us with fundamentals of the organisation culture, yet our focus will be on theory of Competing Values Framework (**Cameron and Quinn 2011**). As in The CVF was an empirically derived, validated in previous study, and reflects organizational culture factors. Four types of organizational culture are identified: clan (collaborate), hierarchy (control), adhocracy (create), and market (compete). Researchers have established three key models in the development of organisational justice theory, including: (a) a two-factor model, namely distributive and procedural justice; (b) a three-factor model, namely distributive, procedural and interaction justice; and (c) a four-factor model, namely distributive, procedural, interpersonal and knowledge justice. (**Cohen-Charash and Spector, 2001; Colquitt., Conlon., Wesson., Porter., & Ng, 2001; Tessema., Tsegai, G., Ready, Embaye, & Windrow, 2014; Akram et al., 2016a,b**).

Sustainability should be practised by higher education. A campus must practise what it preaches to make sustainability an integral part and tie these efforts to the structured curriculum (**Cortese, 2003**). Higher education plays a crucial role in this as much as it significantly contributes in building the capacity of future generations to tackle with real-world problems. Sustainability has focused on creativity and expansion in an organisation, regulations and values in fairness and growth in performance. However, conceptually authentic approaches in educating sustainability in universities are still poorly developed (**Beringer, 2008**). The probable sustainability for cross disciplinary, organisational and cultural boundaries is well known in theory, but in practise it has often failed. Progression towards more sustainable patterns is a key challenge of the 21st century

### Objectives

- ❖ To outline the unique attributes of sustainability in higher education institution (HEIs); its boundaries and advantages.
- ❖ To understand the organizational culture, Fairness and performance in HEIs in association with sustainability.

### *Whom to Address*

- ≈ Faculty Members
- ≈ Educational Administrators
- ≈ Doctoral Scholars
- ≈ Post-Graduate students

### Key issues to Address

- ≈ What is the work culture; does it shape the mindset of individuals working in it?
- ≈ In higher education institutions, is justice a sensitive issue?
- ≈ What is the present academic performance, problems and challenges of the Indian higher education system?
- ≈ Are Indian institutions accountable? How to balance the freedom of action and accountability?
- ≈ What are the recommended interventions to make Indian Institutions sustainable?
- ≈ In order to have a fruitful future, would sustainability have a negative impact on the present?
- ≈ In light of COVID-19, how has the gigantic move to web based learning affected the education industry and how it can be sustained in the post-covid era?

### For Further Queries & Doubts

**Please Contact:**  
**Prof. S. C Das**  
(Convener & Moderator)

**For Academic & Secretarial Assistance**  
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