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## Editorial

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The special issue carries revised and substantially extended versions of selected papers presented at the *International Conference on Peaceful and Prosperous South Asia-Opportunities and Challenges (ICSA-2017)*, organised by Jaypee Institute of Information Technology, Noida, on 27–29 March, 2017. In addition, the special issue also carries papers invited by other experts.

The purpose of this special issue is to examine the importance and application of learning and change in South Asia and East Asia to address the challenges these regions are facing today. Globalisation has triggered a search for new ways of doing business worldwide. Globalisation necessitates learning and also provides tremendous opportunities for mutual learning, which must be created and tapped into to keep up with the pace of relentless change (Brown and Eisenhardt, 1997). According to Khilji and Rowley (2013), South Asia offers a new perspective on these issues and learning plays an extensive role in addressing the challenges raised by globalisation. A rich history, vast population and many diverse cultures make East Asia a fascinating area for study. China, a part of East Asia and one of the world's largest and fastest-growing economies, is home to great cultural traditions and complex and rapidly changing societies. With the international environment becoming more competitive and demanding, South Asia and East Asia need to adapt to the changing needs of the world, which can be educational, technological or social. According to the World Bank (2013), South Asia is a region where transformation and complexity are most apparent, and a report by the World Bank

itself in 2016 states that growth in developing East Asia is expected to remain resilient over the next three years.

Even though South Asia is having a growing influence on the global economy, there are many challenges that hinder its socioeconomic development. Khilji (2012) identifies the many challenges in South Asia with reference to demography, human development agendas, corruption and the security situation. It is home to half of the world's poorest population (World Bank, 2013). Human development, in particular, is a low national priority (Ghani, 2011), which has resulted into low literacy rates, gender disparities, uneven income distribution and a low percentage of professional workers in the workforce. According to Zakaria (2008), quality of education is questionable in this region. Corruption is widespread and has severely undermined economic growth. In addition, Khilji (2012) contends that terrorism and internal conflicts in some countries (particularly Afghanistan, Nepal, Sri Lanka and Pakistan) deter foreign investment and economic development. Furthermore, according to Ahmed and Ghani (2007), it is the least integrated region in the world. South Asian organisations are facing many challenges that include a rapidly growing population (Khilji, 2012), poor organisational design, lack of visionary leadership (Balasooriya et al., 2010; Khilji and Wang, 2006), and rigid business policies that generally hinder the growth of smaller entrepreneurial firms, resulting in frustration among managers (Khilji, 2013). Hence South Asian countries have to improve their skills and innovation capabilities to improve their economic performance and welfare (Dahlman, 2007).

On the other hand, East Asia has shown accelerated growth since the global financial crisis. In 1990, more than 60% of people in East Asia were in extreme poverty; now, only 3.5% are. East Asia emerged as the global hub for manufacturing, particularly in information technology products. Production is fragmented across the region, but knitted together in vertically integrated supply chains to serve global markets. But this region also faces many challenges. According to the World Bank, many countries in the region have to worry about losing as much as 15% of their working-age population by 2040. An aging population and low fertility rates are to be blamed as 36% of the world's population aged over 65 currently live in East Asia. It is a region of many half-frozen conflicts and has a host of territorial and maritime disputes. In spite of accelerated economic growth the region has many domestic problems, such as regional inequality, environmental degradation and corruption, which all threaten its economic strength.

Trillions of dollars of financial wealth have been eroded and millions of jobs have been wiped out in the wake of the global financial crisis. Organisations in the West have finally woken up to the East-meets-West approach (Chen and Miller, 2010; Prahalad and Mashelkar, 2010; Tung, 2012; Wooldridge, 2010). This approach requires a blending of ideas, high cultural awareness and an openness that leads to mutual learning. Knowing how to change has become a critical challenge for all organisations in today's complex environment (Piderit, 2000; Zhou et al., 2006). Organisations should develop global networks of meaningful social relations that facilitate learning and engage in adaptive change. Learning is essential for South Asian and East Asian organisations in order to address the challenges these regions are facing. This learning does not only have to come from the West. According to Khilji (2013), South and East Asia can learn a lot from each other – thus advancing an 'East-meets-East' approach. The West can also learn from the East in terms of leadership. In fact, scholars and practitioners are being urged to take a closer look at and learn from Indian practices and Indian corporate leaders (Cappelli et al., 2010; Kristie, 2010; Power, 2011). Other business practices, such as the

BRAC and social business models that originated in Bangladesh, are also being emulated in the West now.

This special issue includes five papers which are as follow:

- ‘Modified UTAUT2 model for m-learning among students in India’ written by Bharati and Srikanth.
- ‘Core self-evaluations, worry, life satisfaction, and psychological well-being: an investigation in the Asian context’ written by Rathi and Lee.
- ‘Spirituality: a tool for learning, change and adaptation of elderly in changing Indian family’ written by Kumari and Sharma.
- ‘Aligning teaching methods for learning outcomes: a need for educational change in management education using quality function deployment approach’ written by Bakhru.
- ‘Pretending pirates: tracing the toxic trail in South Asia’ written by Singh et al.

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