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## Editorial

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The purpose of this special issue is to focus on the need to (re)design higher education for which change and innovation is necessary in every aspect of higher education. According to World Bank, Higher Education also known as tertiary education can build a strong society, end extreme poverty and can boost shared prosperity. The higher education system sits at the apex of the education system, supporting the lower levels of education, preparing professionals and skilled labour, and serving as an incubator for research (World Bank, 2017). It not only makes individuals employable with adequate and relevant skills but also contributes to the betterment of the society with knowledge creation and dissemination. Knowledge plays a growing role in the global economy, driving economic growth and productivity. Economic studies have shown a positive relationship between education and economic growth; particularly those that take into account the quality of education (Barro, 2013; Hanushek and Woessmann, 2008, 2012).

However, in an environment undergoing rapid changes higher education faces perennial challenges of access, equity and diversity (World Bank, 2017). There is a need to (re)design curricula and pedagogies to equip higher education students to be and to become responsible actors, researchers, and innovators in a complex world and to address sustainability challenges (Tassone et al., 2017). This necessitate change and innovation in every aspect of higher education that can be best served by seeking continued innovation in curricular programs, delivery mechanisms, support services, and operations. Culture of innovation is necessary for survival and higher education has not been immune to this escalating global interest in innovation (Tierney and Lanford, 2016). Recent changes demands rethinking our main models for conceptualising innovation

(for example, national, regional, sectoral, technological innovation systems, the triple helix, and so on) (Ranga and Etzkowitz, 2013). A triple helix is required to model university-industry-government interactions. It postulates that the interaction in university-industry-government is the key to improving the conditions for innovation in a knowledge-based society (Etzkowitz, 2003). Initially two different variants of higher education were identified, the first one was Napoleon model and the second one was German or Humboldt's model. The triple helix adapts much better to Humboldt's model where universities have greater levels of autonomy, allowing them a much closer interaction with the market and a better position when negotiating and relating to the state (Robinson-Garcia and Jimenez-Contreras, 2017). The concept of the triple helix of university-industry-government relationships was initiated in the 1990s by Etzkowitz (1993) and Etzkowitz and Leydesdorff (1995). Through subsequent development, a significant body of Triple Helix theoretical and empirical research has grown over the last two decades that provides a general framework for exploring complex innovation dynamics and for informing national, regional and international innovation and development policy-making (Ranga and Etzkowitz, 2013).

Recent change and innovations have completely transformed the job market. The education that students receive today is not adequate for a world that is constantly evolving. These changes are today impacting the jobs in the industry, many of which have become redundant or getting replaced by automation, artificial intelligence, robotics, cloud technologies, and new business architecture (FICCI and Ernst & Young, 2016). The flexibility afforded by new technologies today can facilitate gains in many facets of higher education operations, provided system is willing and is able to adopt the technologies (White and Glickman, 2007). Higher education institutions are seeking ways to increase revenue through entrepreneurial ventures that emphasise innovative research and teaching (Daniels and Spector, 2016; European University Association, 2014; Marginson, 2013; Rhoades and Slaughter, 2004). Education technology (Edtech) in higher education is being promoted as having the potential to transform teaching and learning (Conole, 2014; Laurillard, 2008). Skill is emerging as the new currency across businesses globally and has become imperative across job profiles and sectors. The higher education sector thus needs to transform itself to remain relevant to the changing landscape.

This special issue includes six papers which are as follow:

- 'Role of blended learning environment towards student performance in higher education: mediating effect of student engagement' written by Sanjeev and Natrajan.
- 'Revitalising employee retention in Indian higher education industry: role of job embeddedness' written by Agrawal, Yadav and Singh.
- 'The effects of quality of work life on organisational commitment and job satisfaction: a study of academic professionals in higher education sector' written by Yadav, Khanna and Dasmohapatra.
- 'Whistleblowing in Indian higher education sector: a qualitative study' written by Chaudhary, Phoolka, Sengar and Pande.
- 'A review on teachers eudaemonic well-being and innovative behaviour: exploring the importance of personality, work-life balance, self-efficacy and demographic variables' written by Soni and Bakhru.

- ‘The inclusion of visually impaired students in a Lebanese private school: a case study’ written by Kobrossy.

We would like to gratefully thank Dr. Shantha Liyanage, the Editor-in-Chief of this esteemed journal, for the endless support, the reviewers who helped us during the evaluation process and all the authors who contributed to this special issue.

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