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Influence Of Marketing Education On Students Innovation Competence - A Catalyst For Viksit Bharat

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Abstract:
Workforce is a building block to realise Viksit Bharat, a developed and self-reliant India, which can then potentially fuel the innovation economy across the globe. In doing so, this study explores the way marketing education can impart a 'causal' role in forging the students' innovation capacity with an agency that stimulates social capital to foster their creative and adaptive skills. The study collects data using a structured questionnaire from marketing programme students in renowned Indian educational institutions. The questionnaire gathers perspectives on curriculum design, the availability of mentorship opportunities, exposure to emerging trends like digital marketing and data analytics, and these impacting students' capacity to innovate.

Data will be analyzed using statistical methods such as chi-square and ANOVA for direct and indirect causal pathways. The analysis will lead to a concept that marketing forms the core of innovation capacity reinforced by solid curricula and 'real-life' lessons that prepare students for challenges in society and business alike. Internships and mentorship opportunities additionally give students first-hand exposure to market dynamics of this reality, and an insight that answers their queries and reassures of latest ideas.

This paper contributes to this conversation by prompting consideration of education alignment with national development drivers, and providing actionable next steps for educators, policymakers and industry. This research places marketing education among the primary drivers of innovation as, among the results, it reiterates the need for a workforce that is future-ready and able to ensure sustainable growth for the country and enhance its global competitiveness. Spanning across sectors such as agriculture, neighbourhood, community & technology, these findings coincide with the vision of Viksit Bharat one strives to transform the academic experience into real time implementation & incubation of innovation.

Keywords:
Marketing education, innovation capacity, *Viksit Bharat*, causal research, questionnaire-based study, statistical analysis, curriculum design, digital marketing, mentorship, experiential learning, sustainable development, workforce readiness

Objective of the study

1. To examine the effect of marketing education on innovation competence of students.
2. To explore the specific contents of marketing education that positively impact innovation.
3. To understand the key aspects that prevent the development of the competence of innovation in future marketers.

4. To discuss the potential of marketing education for building the vision of "Viksit Bharat" (Developed India).

Introduction

Prime Minister, Shri Narendra Modi launched Viksit Bharat@2047 on 11th December 2023. It will empower the abundance of youth of INDIA with a forward-thinking initiative that will allow them to add value to the holistic development of the nation, The movement. It embodies the Government of India's aspirational vision for turning the nation into a developed nation by 2047, the centenary of India's independence. For Optimal OutcomesCreating a successful system where Economics, Society, Planet, and Governance can build together a better future for all. This vision highlights the crucial stage India now occupies. An India that is fully awakened; an India of aspiration; an India that is proud of its culture and heritage; an India that respects the world and its collectivism. He reiterated that this dream is possible only if we trust in ourselves. Only if we commit ourselves to this dream. Only if we recognize the power of our people (particularly our youth), and in our minds, realize that we would live in a country where the theory of progress becomes a reality. Youth being the largest demographic share are seen as the vanguard to take India to recessive Bharat by 2047. The rapidly evolving marketing landscape owing to the advances in technology, requires aspiring marketers to possess knowledge and qualifications beyond what the textbook lessons entail. There's no substitute for real-world experience. Students have to see how digital marketing, data analysis, and content strategies lead to real results. We can empower students to become the agile, impactful marketers this dynamic area demands by navigating them through hands-on, industry-relevant learning experiences.

Marketing Education — a Powerful Tool for Nation-Building; As students embrace creativity, critical thinking, and problem-solving skills, marketing education will play a crucial role in cultivating minds that drive innovation and contribute to India's path towards becoming a prosperous and developed nation. This paper aims to elucidate the diverse role of marketing education in shaping students' innovation competence, focusing on the ways in which its foundational principles and practices enable individuals to emerge as change-makers and play a significant role in advancing a "Viksit Bharat."

Literature review

Kotler & Keller (2016) indicate some characteristics of innovators: Creativity, Customer-oriented, and Flexibility are certainly among them, characteristics that we learn in a Marketing School. According to Solomon et. al. (2019) These translate into core competencies consisting of skills like critical thinking, data analysis, strategic decision making. These competences are important for addressing complex problems and developing creative solutions.

It would be also took from the skills set closely related to innovation competence, which is a plethora of skills within (Amabile, 1996; creativity, critical thinking, risk-taking and resourcefulness). Promoting education surely happens by diverse pedagogical practices which add to the growth of these features. According to Chaffey & Smith (2017), such activities as action research, case studies, simulations seem to work: they help students experience working through problems, finding solutions and working in teams. Amabile (1996), calls these skills of actualization," or the skills to take concepts and apply them into implementation.

And just as in the case of the marketing discipline itself, digital fast-changed the market for marketing education. Tools such as AI-powered analytics and digital advertising platforms, are just a few of the resources that provide students with the tools and skillsets necessary to participate in the new-age marketplace (Tiago & Veríssimo, 2014). This is in consonance with Viksit Bharat, Tech-Driven India, (Government of India,2022)

However, Becker and Nesbit (2015) note some obstacles to effectively use educational technologies, such as teachers' less engagement with research on learning and teaching, lack of infrastructures for digital and experiential learning, and predominant buy-in toward change in educational systems (Altbach 2015). Additionally, Multidisciplinary interconnectivity and close cooperation in Between community and Academia (Kumar & Singh, 2021) will keep up the marketing education curriculum in line with contemporary trends and build an Entrepreneurship module which can help guide tone shooing the students to be Changemaker. Marketing education holds tremendous potential to shape innovation competence of its learners. Thus, it is from this dynamic and adaptive pedagogical engine of the discipline of Marketing that works arm with the industry, that Marketing Education can take a pivotal part in positively contributing to this horizon scanning to usher India with both security and creativity for the future, along with the objectives of Viksit Bharat.

Research methods

The paper employs descriptive research design to determine the relationship between Marketing education and the effect on students innovation ability. The method of data collection was both primary and secondary. For the primary data a pre-structured based questionnaire was administered for the students who are registered in the marketing programs for both undergraduate and postgraduate. The minimum constructs were introduced to verify the model fit and applicable quality of the utilized questionnaire measuring marketing education and students' innovation competence. Data of 84 students was obtained through a random sampling technique. Graphs and standard deviations were used to analyze data.

Null Hypothesis (H_0): There is no significant association between the marketing education and innovation
Alternative Hypothesis (H_1): There is a significant association between marketing education and innovation.

Data analysis and interpretations

Based on past study, a self-constructed structured investigation was developed. A survey was developed to meet the purposes of this study. The questionnaire covers different segments such as innovations, creative thinking in marketing education, participation of students in case studies,entrepreneurship club/cell activities, marketing events and conferences etc.

Dichotomous Questions: Test Applied: Chi-Square Test

Results for the same were as follows :

Data Table	Observed values		Expected values	
Responses	yes	no	yes	no
Have you experienced a noticeable improvement in your innovation skills after receiving marketing education?	82	3	76.4	8.6

Do you believe marketing education equips students with the competence to create innovative solutions for India's development?	79	6	76.4	8.6
Is fostering innovation among students essential for achieving the vision of "Viksit Bharat"?	82	3	76.4	8.6
Do you feel the current marketing education curriculum adequately supports the development of innovation competence in students?	83	2	76.4	8.6
Kindly answer the following questions [Do you think innovation competence gained through marketing education can directly impact India's progress towards becoming a developed nation?]	56	29	76.4	8.6

- Chi-Square Statistic (χ^2) → 68.46
- Degrees of Freedom (df): 4
- p-value: 4.79×10−144.79 (almost zero)

Interpretation of Results :

- The p-value is less than the significance level, and thus the null hypothesis is rejected.
- This implies that the responses from the survey are definitely connected, meaning that the way respondents feel about marketing education and innovation is not independent, but they are related.
- In particular, answers to the question of whether they think directly into the progress of India (Q5) diverge from expected values the most, indicating that, while the majority does, a large number of people disagree.

Dichotomous Questions: Visual Representation

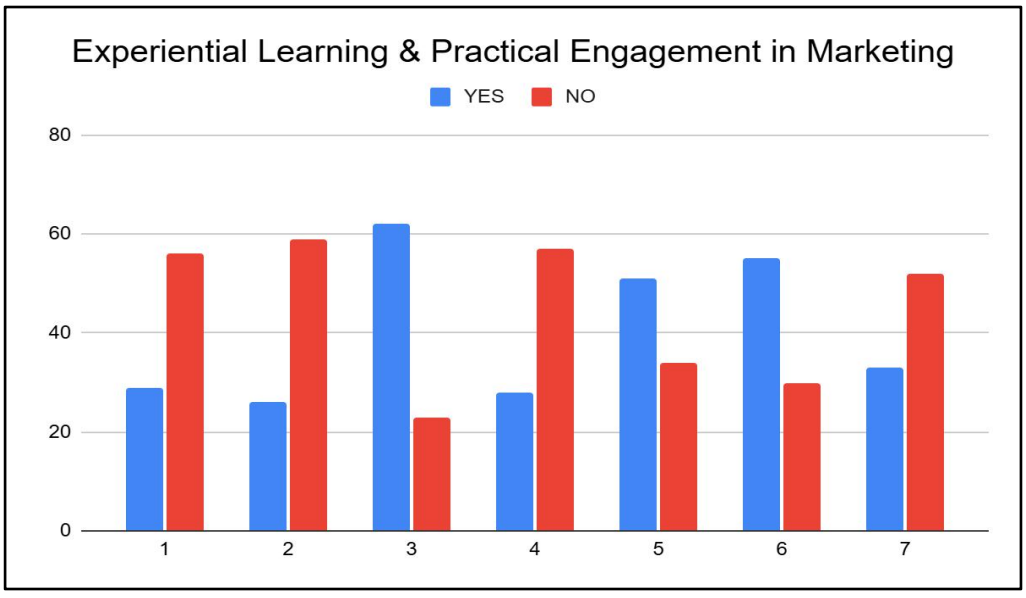

Figure 1

Inconsistency of Engagement: The State of Split Engagement in Experiential Learning in Marketing Education Although there are efforts such as marketing research projects that have high participation, there seems to be a gap of hands-on exposure in areas such as entrepreneurship clubs and real-world marketing campaigns. These differences indicate that institutional emphasis on practical learning can be varied on different levels that may result in divergent effects of practical learning on their innovation competence. In the absence of structured experiential opportunities, however, students can find it difficult to apply theoretical concepts creatively and fail to prepare themselves for challenges that they will encounter in industry.

This engagement gap calls into question the role of marketing education in cultivating innovation, supporting our research prediction. Conversely, if the institutions really work on enhancing practical learning as in case competitions, live projects, workshops and event management, it would massively help students innovate and, therefore, support the Alternative Hypothesis(H_1). In the absence of any significant heterogeneity, the Null Hypothesis (H_0) remains valid and indicates no significant association, so that marketing education doesn't correlate with innovation. For creating a "Viksit Bharat", integrating structured experiential learning is pivotal for nurturing future-ready marketeers.

Likert Frequency Based - Anova Single Factor

Groups	*Count*	*Sum*	*Average*	*Variance*
Engagement with Industry Publications and Blogs	86	284	3.30	1.34
Participation in Marketing Events and Conferences	85	306	3.60	1.31
Collaborative Brainstorming on Marketing Ideas	85	260	3.06	1.79
Exploration of New Marketing Technologies and Tools	85	271	3.19	1.75

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	29.76	4.00	7.44	4.38	0.00	2.39
Within Groups	715.83	421.00	1.70			
Total	745.60	425.00				

A one-way ANOVA shows the difference in students' innovation competence across the four different experiential learning activities – the consumption of industry publications, attendance at marketing events, collaborative brainstorming and experimentation with new marketing technologies – is statistically significant. Now given that our calculated F-value (4.38) is larger than the critical F-value (2.39), and our p-value (0.00) is lower than our $\alpha = 0.05$ significance level, we can reject the Null Hypothesis (H_0). That means not all elements of marketing education affect students' innovative capability to the same extent.

Participation in marketing events has the highest average score (3.60), indicating the importance of practical exposure through events and conferences in enhancing students' innovative capabilities. In contrast, the means of collaborative brainstorming (3.06), exploration of new marketing technologies (3.19) are comparatively lower where focus should either be pointed to pedagogy or resource and allocation. The difference between the

two groups also has its importance as it shows that experiential learning is not as effective for everyone. The results highlight the need for inclusive marketing education initiatives to shape future-ready innovators as per the vision of Viksit Bharat.

Likert Frequency Based - Anova Single Factor

Anova: Single Factor				
Groups	*Count*	*Sum*	*Average*	*Variance*
My marketing courses have helped me develop creative thinking skills	85	174	2.05	0.50
My marketing education has encouraged me to think outside the box.	85	168	1.98	0.43
I have learned about innovative marketing strategies and techniques in my classes.	85	154	1.81	0.56
[My professors have encouraged me to apply innovative thinking to real-world marketing challenges.	85	171	2.01	0.82
My marketing education has provided me with the knowledge and tools to identify and analyze market trends.	85	172	2.02	0.59
I feel confident in my ability to develop innovative marketing campaigns.	85	179	2.11	0.62
My marketing education has fostered a culture of innovation within myself.	85	173	2.04	0.58

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	4.36	6	0.73	1.24	0.28	2.11
Within Groups	344.64	588	0.59			
Total	348.99	594				

Findings from the ANOVA Table:

1. F-Statistic: The calculated F-value is 1.24.
2. Critical F-Value (F crit): The threshold for significance at the given degrees of freedom is 2.11.
3. P-Value: The p-value is 0.28.

Interpretation:
The ANOVA test that studies the impact of marketing education on students' innovation competence provides important information regarding the research. In further analyses, each of the hypotheses testing was conducted to examine if the marketing education significantly added into students as innovation skills development.

Stats: F = 1.24 alpha =.05 This implies that the differences seen in the four groups of this study are not statistically significant.

And while marketing courses may encourage creative thinking and strategic problem-solving, these findings indicate that these courses alone do not have a strong impact on students' capacity to improve their innovation competence. In cultivating innovative thinking abilities among students, practical exposure, experiential learning and collaboration with industry as well as inherent motivation may play equal or greater role.

As a Viksit Bharat concept, executive education must be driven by the spirit of innovation and self-reliance, and in such an environment, these findings only reinforce the need for an integrated, application-oriented approach to marketing executive education. It is equally important that students are exposed to the world outside of textbooks, classrooms, and labs so that they learn to find practical solutions to problems as well as learn to collaborate with other disciplines to come up with innovative solutions. Future studies could highlight other teaching methodologies, case-based learning, and partnerships between industry and academia to identify best practices for building innovation competence among students.

Recommendations:
Recommendations on Improvement of Marketing Education to Stimulate Student Capability to Innovate
1. Hands-On Experience: Integrate projects, internships, and collaborations with startups or existing companies into curriculums to generate practical opportunities for students. Promote learning through real application to narrow the gap between theory and practice thanks to real practice.
2. Integrating New-age Technologies: Add topics on AI, ML, Block Chain, AR, VR, Data Analytics to keep students updated with emerging technology trends and their application in marketing.
3. Design Thinking and Problem Solving Workshops: Integrate design thinking as an essential module to incentivize creativity, ingenuity, and lateral thinking. Hold workshops on ideation and prototyping
4. Teach Global, Sustainable, and Ethical Marketing Concepts: Integrate global marketing strategies, sustainable practices, and ethics to provide a broader and innovative viewpoint.
5. Collaborative Projects: Cross-over projects with neighbouring disciplines such as psychology, data science and digital design will harness creativity and help generate new perspectives.
6. Mentorship and Industry Interaction: Foster relationships with industry professionals to give students access to guest lectures, mentorship opportunities, and workshops with leaders in the field.
7. Non-standard measures: Replace traditional exams with authentic assessments like capstone projects, simulations, and gamification.

8. Innovation and Entrepreneurship Strategy: Incorporate courses on entrepreneurial strategies, growth hacking, and innovation management to foster an entrepreneurial mindset among students.
9. Live case studies and campaigns: Incorporate real-time case studies along with the analysis of successful and failed marketing campaigns.
10. Innovation Labs and Hackathons Establish innovation labs in academic institutions and develop hackathons to promote experimentation and creative problem-solving.
11. Digital tools and certifications: These are some useful tools on which you can provide training and certifications to students to increase their employability and career skills. Google Analytics | Google Analytics Google My Business | Google My Business Canva | Canva Digital | Digital Marketing Platforms
12. Focus on Collaboration-Based Learning: Group students with different experiences to collaborate on team-based initiatives—sharing ideas and approaches to drive innovation.

Through these recommendations, grooming innovation competence in students can play an active role in marketing education for aspiring to achieve the vision of "Viksit Bharat" (Developed India).

Conclusion

This research will be an aid to stimulate students' imaginative aptitude as marketing is the central aspect that can contribute to the sensibility of Isolated Innovation creating their own personal groups of effectiveness in their comfort zone to be a portion of India in the "Viksit Bharat". Students of today are better positioned to tackle real-world problems creatively by combining experiential learning methods with emerging technology — including artificial intelligence (AI), data analytics and interdisciplinary approaches. A strong emphasis on experiential learning, design thinking, global trends, and sustainability coupled with mentorship and industry collaborations can enhance both entrepreneurial thinking and problem solving skills. This unique model for education will help students expand their skill set and will translate into expanding the nation’s economy and increasing the country’s competitiveness around the world.

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