



**IMPACT OF DIGITALISATION ON WORK CULTURE OF A UNIVERSITY: A CASE
STUDY OF PUNJABI UNIVERSITY, PATIALA, PUNJAB (INDIA)**

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ABSTRACT

Digitalisation has emerged as an essential tool for strengthening administrative functions and improving work culture in higher education institutions across the world. This research paper examines how digitalisation in Punjabi University, Patiala has made an impact on work culture by influencing transparency, accountability, participation, administrative simplicity, coordination and the overall quality of governance. This empirical study specifically analyses student-centric services such as admissions, examinations and fee payments, which represent the most active interfaces between stakeholders and administrative systems. For this purpose, primary data was collected from 450 respondents which included administrators, administrative officials and students of Punjabi University, Patiala. Select indicators were analyzed, like perceptions of transparency, accountability, corruption reduction, administrative ease and satisfaction with coordination improvements. The results significantly revealed that digitalisation has made a significant impact on the work culture in Punjabi University, Patiala as 74.3% of respondents (students and administrative officials) admitted that transparency improved, 72.6% believed administrative processes became simpler and more accessible and 66.8% agreed that digitalisation reduced corruption. Moreover, 65% (administrators and administrative officials) affirmed that digitalisation strengthened good governance. It was heartening to find that the students consistently expressed higher satisfaction compared to administrative officials, indicating that digital benefits are more visible and tangible at the front-end user level. The study concludes that while digitalisation has significantly influenced work culture in Punjabi University, Patiala in a positive way, it is suggested that in future, focus is required to strengthen system integration, enhance awareness and accessibility for students, improve staff capacity and encourage a “digital first” mindset in order to ensure that digitalisation provide benefits across all administrative levels.

Key Words: Digitalisation, Work Culture, Governance, Transparency, Accountability, coordination.

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INTRODUCTION: Digitalisation has transformed functioning patterns and governance systems worldwide, offering powerful tools to enhance transparency, accountability, efficiency and participation in the work culture. It is also true in case of higher education. Higher education institutions in India have increasingly adopted digital platforms in line with national e-governance initiatives such as the Digital India Campaign and the National Education Policy 2020. These initiatives encourage universities to adopt online systems for admissions, examinations, record management, payments and communication to strengthen administrative outcomes and improve user experiences¹. In this context, the universities in Punjab, India have also been trying to utilize the maximum benefits of digitalisation. Accordingly, Punjabi University, Patiala has undergone significant digital transitions since 2012. The university has implemented online admission portals, digital examination forms, online result systems, digital fee payment modules, student dashboards, staff information systems and automated administrative workflows. These reforms were designed to improve work culture and governance by reducing paperwork, limiting human discretion, strengthening transparency, enabling real-time data access and reducing opportunities for corruption.

Digitalisation has become an essential part of modern university governance, transforming how institutions manage data, communicate with stakeholders, and deliver services. Researchers widely agree that digital tools promote transparency, accountability, participation, simplicity, coordination, and reduced corruption in higher education. Digitalisation and E-governance initiatives within universities facilitate faster processing of student services such as admissions, scholarships, and record management, minimizing manual errors and discretionary practices (Merlin, Harini & Dhanush Kumar, 2024)². According to Neera (2021)³, while information and communication technology (ICT) is widely used for teaching and learning, its adoption in administrative governance remains uneven across Indian higher education institutions, with private universities typically more

¹ Chhangani, M. K. S., & Hussain, S. I. (2023). *Digital transformation of higher education: Leveraging e-governance in Indian universities*. *International Research Journal of Engineering and Technology (IRJET)*, 10(7), 390–399 (Retrieved from <https://www.irjet.net/archives/V10/i7/IRJET-V10I756.pdf> on 23-11-2025)

² Merlin, F., Harini, H., & Dhanush Kumar, K. (2024). E-governance in education: A case study on implementing paperless scholarship disbursement for PMSSS. *International Journal of Information Technology, Research and Applications*, 4(1), Article 122. (Retrieved from <https://ijitra.com/index.php/ijitra/article/view/122> on 15-11-2025)

³ Neera, C. (2021). E-governance in higher education institutions in India: Status and prospects. *Európai Tükör*, (4), 121–140. (Retrieved from <https://folyoirat.ludovika.hu/index.php/eumirror/article/view/4972> on 25-11-2025)



advanced than public ones. In the context of policy reform, Sharma (2025)⁴ argues that the National Education Policy (NEP) 2020's emphasis on multimodal learning and digital integration is accelerating digital transformation in universities, which in turn can promote more accountable institutional governance. Nevertheless, challenges persist: inadequate infrastructure, limited digital literacy among stakeholders, concerns about data security, and resistance to change (Buragohain & Bania, 2024)⁵. Research in open and distance education further highlights how e-governance can streamline learner services and administrative workflows, but only when institutions invest in capacity building and robust ICT frameworks (Santosh & Dikshit, 2021)⁶. Thus, digitalisation can significantly influence and improve work culture in higher education, provided that technological, organizational, and policy conditions align.

Although digitalisation promises significant benefits, its impact on work culture depends on infrastructural readiness, staff capacity, system usability and organizational culture⁷. In many Indian universities, digital systems remain unevenly implemented, with persistent challenges such as limited training, resistance among staff, technical failures and insufficient integration across departments⁸. Therefore, studying user perceptions—particularly those of students, administrators and administrative officials—are essential to understand how digital reforms are functioning in practice.

WORK CULTURE: Work culture in universities and other higher education institutions includes not only shared values but also communication patterns, functioning patterns, work routines and attitudes that influence behavior, functioning and productivity. It determines how students, staff and faculty interact and perform their academic and administrative duties. It includes administrative

⁴ Sharma, M. (2025). Digitalization and transformation of the higher education system in India through the New Education Policy 2020 for enhanced quality education. *Indian Journal of Management and Language (IJML)*, 5(2), 19–28. (Retrieved from <https://www.journals.latticescipub.com/index.php/ijml/article/view/1080> on 25-11-2025)

⁵ Buragohain, D., & Bania, R. (2024). Indian education in the digital age: Opportunities and challenges of e-governance. *International Journal of Political Science (IJPSC)*, 1(2), 45–55. (Retrieved from https://iaeme.com/Home/article_id/IJPSC_01_02_004 on 23-11-2025)

⁶ Santosh, S., & Dikshit, J. (2021). Reforms through e-governance in distance education in India. *Asian Journal of Distance Education*, 16(2), 1–11. Retrieved from <https://asianjde.com/ojs/index.php/AsianJDE/article/view/271> on 20-11-2025)

⁷ Retrieved from

https://www.researchgate.net/publication/378519851_The_Barriers_and_Readiness_to_Deal_With_Digital_Transformation_in_Higher_Education on 22-11-2025.

⁸ Singh, A., & Sharma, D. (2022). *Digital literacy and challenges in higher education governance: A study of Indian universities*. *Asian Journal of Education and Training*, 8(1), 20–29. (Retrieved from <https://doi.org/10.20448/journal.522.2022.81.20.29> on 1-11-2025)



efficiency, governance, and teaching dedication etc. Work culture also determines the way and methods in which things are done. A positive work culture in any organization makes the governance better. Good work culture increases the productivity and satisfaction in an organization.

Although, digital technologies are largely used in universities, their impact on work culture is still not explored. Thus, it is important to explore how digitalisation influences work practices and employees' experiences in universities. A good work culture can shape the results and the perception in the eyes of stakeholders and it attracts the best available talent which in turn serves the organization better. Therefore, the presence of a healthy and constructive work culture is of utmost importance.

CONCEPTUAL FRAMEWORK: The conceptual framework illustrates the relationship between digitalisation and work culture outcomes within higher education institutions. It suggests that the integration of digital technologies across core student services- such as admissions, examinations, and fee management — acts as a catalyst for work culture transformation. Digitalisation (independent variable) introduces tools like online service delivery systems, e-portals, management information systems (MIS), and digital payment gateways, which improve process efficiency, data transparency, and accountability. These digital interventions influence key dimensions of work culture (dependent variable):

- Transparency: Easy access to information and digital records.
- Accountability: Automated tracking and monitoring of administrative performance.
- Participation: Enhanced stakeholder engagement through online feedback systems.
- Administrative Simplicity: Reduced paperwork and improved workflow efficiency.
- Coordination: Seamless communication among departments through ICT platforms.

Regulating variables such as staff competency, institutional readiness, and digital infrastructure determine the extent to which digitalisation leads to work culture improvement and transformation. The model ultimately suggests that digitalisation strengthens institutional work culture by promoting a student-centric, efficient, and responsive administrative ecosystem in higher education.

SIGNIFICANCE OF THE RESEARCH STUDY: This research study holds considerable significance as it explores how digitalisation transforms and improves work culture in higher



education institutions. Punjabi University, Patiala, is selected for research because it is one of the most prominent and oldest universities in the state of Punjab. It is a 63 years old, well established higher education institution which is striving to adopt digitalisation and e-governance practices in various branches in administration at large. The NAAC has awarded the University ‘Five Star’ grade in the first cycle (2002-07), ‘A’ grade in the second (2008-13) and the third (2016-23) cycles and A+ grade in the fourth (2023-28) cycle. As per AQAR report 2017-18, near about 2000 administrative personnel and 400 technical employees are engaged in the administrative functions of the university in its campus. 1500 plus teachers are imparting higher education to more than 14000 students in various courses. It has been fulfilling the higher educational requirements of a large part of Punjab, mainly the Malwa region, through more than 270 affiliated colleges, 9 neighbourhood campuses, 14 constituent colleges and 6 regional centres.⁹

It is a first of its kind study of digitalisation of Punjabi University, Patiala. The importance of this study extends beyond institutional evaluation. In the present era where universities function as microcosms of governance innovation, the study demonstrates how digitalisation can strengthen democratic values through inclusive, transparent, and responsive administrative practices which has the potential to significantly transform the work-culture. By focusing on Punjabi University, Patiala, it offers an in-depth understanding of how technology-driven administrative systems influence transparency, accountability, participation, and efficiency in a university. The research provides empirical evidence on how digital platforms—spanning admissions, examinations, and fee management—have simplified administrative processes, reduced procedural delays, and increased stakeholders’ satisfaction. Therefore, the present study is highly relevant for the policy makers, university administration all over India and researchers.

⁹<http://www.punjabiuniversity.ac.in/Pages/Page.aspx?dsenc>AboutUnv> accessed on 18-12-2025



OBJECTIVES: - The main objectives of the present study are: -

- 1) To examine the impact of digitalisation on strengthening work culture by improving transparency, accountability, and administrative efficiency—within Punjabi University, Patiala.
- 2) To analyze how digital transformation in core student services such as admissions, examinations, and fee management has influenced accessibility, responsiveness, and satisfaction among students.
- 3) To examine the differences in perception between students, administrators, and administrative officials regarding the effectiveness and outcomes of digitalisation in the university.

RESEARCH METHODOLOGY: -This study employs a descriptive and analytical research design to examine the role of digitalisation in impacting work culture at Punjabi University, Patiala. The Punjabi university has more than 70 teaching and research department/chairs, more than 5 administrative branches and 10 plus administrative sections in its campus. Out of this universe, main focus of the research was limited to administration related to key student-centric services-

- 1) Admissions,
- 2) Examinations, and
- 3) Fee management

To achieve a comprehensive analysis, both primary and secondary data sources were utilized. Primary data was collected through a Questionnaire administered to 50 administrators and 150 administrative officials, and an Interview Schedule was used for 250 students from diverse faculties. In total, data were gathered from 450 respondents, selected through a Stratified Random Sampling and Purposive Sampling techniques to ensure balanced representation of stakeholder groups. Keeping in view the busy schedule of administrators, only a few important questions were asked from them. Secondary data was collected from university reports, institutional policy documents, and relevant scholarly literature on e-governance and higher education management. The collected data were analyzed using Microsoft Excel to interpret emerging patterns.



DATA ANALYSIS AND INTERPRETATION: This section presents the analysis of primary data collected from **administrators, administrative officials, and students** of Punjabi University, Patiala. The following tables illustrate respondents’ perceptions regarding the impact of digitalisation on transparency, accountability, participation, simplicity, corruption reduction, coordination, good governance and overall work culture.

Table 1: Do you think digitalisation has made Punjabi University administration more transparent?

Responses	Administrative Officials	Students	Total
Strongly Agree	30(20.0)	92(36.8)	122(30.5)
Agree	75(50.0)	100(40.0)	175(43.8)
Neutral	9(6.0)	25(10.0)	34(8.5)
Disagree	28(18.7)	21(8.4)	49(12.2)
Strongly Disagree	8(5.3)	12(4.8)	20(5.0)
Total	150(100.0)	250(100.0)	400(100.0)

Source: Primary Data

This table no. 1 assesses whether respondents believe that digitalisation has made the administration of Punjabi University more transparent. The data covers 400 participants: 150 administrative officials and 250 students. Overall, 30.5% (122 respondents) strongly agree, 43.8% (175 respondents) agree and together, 74.3% (nearly three-fourths) believe that digitalisation has improved transparency. It is important also that together, 17.2% expressed dissatisfaction.

The results clearly show that digitalisation has strengthened transparency in Punjabi University’s administration, with about three-fourths of respondents agreeing. Students are more positive than administrative officials, which means the benefits are more visible in front-end services than in internal operations.



Table 2: Do you think Digitalisation has made Punjabi University administration more accountable?

Responses	Administrative Officials	Students	Total
Strongly Agree	34(22.7)	67(26.8)	101(25.2)
Agree	59(39.3)	103(41.2)	162(40.5)
Neutral	17(11.3)	36(14.4)	53(13.3)
Disagree	31(20.7)	22(8.8)	53(13.3)
Strongly Disagree	9(6.0)	22(8.8)	31(7.7)
Total	150(100.0)	250(100.0)	400(100.0)

Source: Primary Data

Table No. 2 explores the responses about whether digitalisation has made Punjabi University administration more accountable. To assess this impact, table shows that among administrative officials, 22.7% strongly agreed and 39.3% agreed that digitalisation has enhanced accountability, giving a combined positive response of 62%. Among students, 26.8% strongly agreed and 41.2% agreed, yielding a stronger combined positive response of 68%. When all respondents are considered together, a majority - 65.7% (25.2% strongly agree + 40.5% agree) - affirmed that digitalisation has increased accountability in university administration. Only 13.3% remained neutral and 21% (13.3% disagree + 7.7% strongly disagree) expressed their disagreement.

It shows that students displayed a stronger positive perception (68%) compared to officials (62%), suggesting that they experience more visible benefits of digitalisation, through online portals, fee payment and examination systems.

The findings suggest that digitalisation is widely perceived as a promoter for improving accountability within Punjabi University’s administration, with both students and officials showing majority agreement.



Table 3: Do you think Digitalisation has made Punjabi University administration more participatory and student centric?

Responses	Administrative Officials	Students	Total
Strongly Agree	35(23.3)	75(30.0)	110(27.5)
Agree	75(50.0)	105(42.0)	180(45.0)
Neutral	5(3.3)	32(12.8)	37(9.3)
Disagree	18(12.0)	18(7.2)	36(9.0)
Strongly Disagree	17(11.4)	20(8.0)	37(9.2)
Total	150(100.0)	250(100.0)	400(100.0)

Source: Primary Data

This table no. 3 explores whether digitalisation at Punjabi University is supposed to have made the administration more participatory and student-centric. The data in the table reveals that a majority of both administrative officials and students believe that digitalisation has had a positive impact in this regard. Out of the total 400 respondents (150 administrative officials and 250 students) 110 respondents (27.5%) strongly agreed with the statement and 180 respondents (45.0%) agreed. combined, 72.5% of the total sample supports the view that digitalisation has made the university more participatory and focused on student needs.

The findings indicate a generally positive perception of digitalisation as a tool for strengthening participatory and student centric administration in Punjabi University.

Table 4: Do you think digitalisation has made the administrative process more simple and accessible?

Responses	Administrative Officials	Students	Total
Strongly Agree	73(48.7)	94(37.6)	167(41.8)
Agree	37(24.6)	86(34.4)	123(30.8)
Neutral	27(18.0)	28(11.2)	55(13.7)
Disagree	10(6.7)	23(9.2)	33(8.2)
Strongly Disagree	3(2.0)	19(7.6)	22(5.5)
Total	150(100.0)	250(100.0)	400(100.0)

Source: Primary Data



Table No. 4 shows the responses of 400 individuals-150 administrative officials and 250 students-regarding their views on whether digitalisation has made the administrative process simpler and more accessible at Punjabi University. The overall responses reflect a strong positive perception about it. Overall, 41.8% (167 respondents) strongly agreed and 30.8% (123 respondents) agreed with that digitalisation has made the administrative process simpler and more accessible at Punjabi University. Together, this means 72.6% of the total participants believe that digitalisation has indeed simplified administrative procedures and improved access to services.

The findings from the above table affirm that digitalisation has significantly contributed to simplifying and enhancing access to administrative services at Punjabi University.

Table 5: Do you think digitalisation helps in reducing the corruption?

Responses	Administrative Officials	Students	Total
Strongly Agree	27(18.0)	82(32.8)	109(27.3)
Agree	80(53.3)	78(31.2)	158(39.5)
Neutral	8(5.3)	31(12.4)	39(9.7)
Disagree	28(18.7)	29(11.6)	57(14.3)
Strongly Disagree	7(4.7)	30(12.0)	37(9.2)
Total	150(100.0)	250(100.0)	400(100.0)

Source: Primary Data

This table no. 5 presents responses from 400 participants—150 administrative officials and 250 students—on whether they believe digitalisation has helped to reduce corruption. The majority of respondents believe that digitalisation does play a role in reducing corruption. 27.3% (109 respondents) strongly agreed and 39.5% (158 respondents) agreed with it. Together, this shows that 66.8% of respondents believe digitalisation has led to greater transparency and less opportunity for corrupt practices.

A clear majority of both administrative officials and students perceive digitalisation as a way to reduce corruption. This is likely due to increased system transparency, automated record-keeping, reduced human discretion and digital audit trails, all of which help prevent unethical practices.



Table 6: Are you satisfied with the increased accountability and openness in administrative processes due to digitalisation?

Responses	Administrators	Administrative Officials	Students	Total
Very Satisfied	8(16.0)	31(20.7)	67((26.8)	106(23.6)
Satisfied	28(56.0)	73(48.7)	103(41.2)	204(45.3)
Neutral/ Can't Say	3(6.0)	15(10.0)	36(14.4)	54(12.0)
Dissatisfied	6(12.0)	10(6.6)	22(8.8)	38(8.4)
Very Dissatisfied	5(10.0)	21(14.0)	22(8.8)	48(10.7)
Total	50(100.0)	150(100.0)	250(100.0)	450(100.0)

Source: Primary Data

This table No. 6 shows the responses of 450 participants (50 administrators, 150 administrative officials and 250 students) regarding their satisfaction with increased accountability and openness in administrative processes due to digitalisation at Punjabi University. Overall, 23.6% (106 respondents) were very satisfied and 45.3% (204 respondents) were satisfied. Together, about 69% expressed satisfaction with digitalisation’s impact on accountability and openness.

In conclusion, the data reveals that digitalisation has significantly improved accountability and openness in administrative processes, with 68.9% of respondents satisfied.

Table 7: Are you satisfied with the increased coordination among all the administrative sections and offices of University due to digitalisation?

Responses	Administrators	Administrative Officials	Totl
Very Satisfied	5 (10.0)	91(60.7)	96(48.0)
Satisfied	24(48.0)	26(17.3)	50(25.0)
Neutral/ Can't Say	9(18.0)	22(14.7)	31(15.5)
Dissatisfied	8(16.0)	01(0.7)	9(4.5)
Very Dissatisfied	4(8.0)	10(6.0)	14(7.0)
Total	50(100.0)	150(100.0)	200(00.0)

Source: Primary Data

The table No. 7 presents the opinions of 200 respondents (50 administrators and 150 administrative officials) on whether they are satisfied with the increased coordination among all administrative sections and offices of the university due to digitalisation. Overall, 48% (96 respondents) were very



satisfied, 25% (50 respondents) were satisfied, Together, 73% expressed satisfaction. 15.5% (31 respondents) neither agreed nor disagreed and 11.5% expressed dissatisfaction.

The findings indicate that digitalisation has significantly improved coordination among university offices, with 73% of respondents satisfied. However, a notable divide exists between administrators and officials: officials impressively recognize the benefits, while administrators remain more critical. This suggests that while digital reforms are effective at the operational level, their implementation at higher decision-making levels requires stronger training, alignment and trust-building measures.

Table 8: Do you think digitalisation promoted Good Governance in the university?

Responses	Administrators	Administrative Officials	Total
Very Satisfied	8(16.0)	74(49.4)	82(41.0)
Satisfied	28(56.0)	20(13.3)	48(24.0)
Neutral/ Can't Say	6(12.0)	14(9.3)	20(10.0)
Dissatisfied	7(14.0)	24(16.0)	31(15.5)
Very Dissatisfied	1(2.0)	18(12.0)	19(9.5)
Total	50(100.0)	150(100.0)	200(100.0)

Source: Primary Data

Table No. 8 explores whether digitalisation has promoted Good Governance in Punjabi University. The data includes 200 respondents (50 administrators and 150 administrative officials). Overall, 41% (82 respondents) were very satisfied, 24% (48 respondents) are satisfied, Together, about 65% of respondents believed that digitalisation promotes good governance. 10% (20 respondents) were neutral whereas together, about 25% expressed dissatisfaction.

Respondents wise results show that 72% administrators satisfied (16% very satisfied + 56% satisfied), 16% dissatisfied and 2% very dissatisfied. Similarly, 63% administrative officials satisfied (49% very satisfied + 13% satisfied), 28% dissatisfied (16% dissatisfied + 12% very dissatisfied).

The findings show that digitalisation has significantly promoted Good Governance at Punjabi University, with 65% of respondents satisfied. Administrators appear more convinced of its effectiveness, while officials show mixed experiences — some highly satisfied, others dissatisfied. This highlights that while the university is on the right path toward Good Governance through

digitalisation, consistent implementation, staff support and improved communication are essential for achieving wider acceptance and stronger outcomes.



DISCUSSION: The findings of this study reveal that digitalisation has significantly enhanced transparency, accountability, participation, administrative simplicity, coordination, good governance and thereby, ultimately impacted work culture at Punjabi University, Patiala. A major finding of this research is that nearly three-fourths of respondents acknowledged **improved transparency in administrative operations** following digitalisation. This aligns with Chhangani, M. K. S., & Hussain, S. I. (2023)¹⁰ who found that Indian universities adopting digital admission and examination systems achieved a marked reduction in information asymmetry and delays. Similarly, Mishra (2019) found that e-audit trails in Odisha's higher education institutions strengthened accountability mechanisms and minimized manual errors. However, contrasting findings from Vanthoch S (2024)¹¹ noted that the success of e-governance depends heavily on digital literacy and administrative adaptability—issues still prevalent in smaller or rural universities in India.

The higher satisfaction reported by students compared to officials mirrors Suri's (2021)¹² conclusion that digital reforms yield more immediate and visible benefits for front-end users, however, some international studies, caution that without robust cybersecurity and data management, transparency gains may be undermined by information security risks.

The improvement in accountability observed in this study is also consistent with Sethi, A., & Sethi, P. K. (2025)¹³, who noted that automated systems and audit trails increase institutional responsibility and traceability. Nevertheless, administrative officials showed slightly lower levels of satisfaction, thus it indicates that digital transformation often introduces workload pressures and requires

¹⁰ Chhangani, M. K. S., & Hussain, S. I. (2023). *Digital transformation of higher education: Leveraging e-governance in Indian universities*. *International Research Journal of Engineering and Technology (IRJET)*, 10(7), 390–399 (Retrieved from <https://www.irjet.net/archives/V10/i7/IRJET-V10I756.pdf> on 23-11-2025)

¹¹ Vanthoch S (2024) *Governance of Higher Education Institutions (HEIs) in the Digital Age: An Extensive Review of Existing Literature*, *International Journal of Research Publication and Reviews*, Vol 5, no 10, pp 2033-2043 (Retrieved from <https://ijrpr.com/uploads/V5ISSUE10/IJRPR34050.pdf> on 22-11-2025)

¹² Suri, T. (2021). Student empowerment through digital portals in Indian higher education. *International Journal of Student Services and Technology Integration*, 5(2), 55–70.

¹³ Sethi, A., & Sethi, P. K. (2025). Addressing security challenges in the digital transformation of higher education: Strategies and solutions. *International Journal of Engineering in Computer Science*, 7(1), 52–59. <https://doi.org/10.33545/26633582.2025.v7.i1a.158>



continuous staff training. The results further suggest that **administrative simplicity** has improved substantially due to digital workflows. Thus digital tools streamline bureaucratic processes and enhance service delivery. However, the presence of neutral or dissatisfied respondents in the current study echoes **Kulkarni, R. R. (2016)**¹⁴, who documented persistent challenges such as limited digital literacy, technical issues, and inconsistent platform reliability across Indian universities.

Additionally, more than two-thirds of respondents believed that digitalisation has **reduced corruption**, which suggests that online payment systems and automated workflows minimize human intervention and discretionary decision-making. However, Sabharwal, N. S., & Freeman, B. (2025)¹⁵ argued that even with digital / online modalities, corruption can persist because of weak governance structures, digitalisation may merely shift—rather than eliminate—opportunities for unethical behavior.

The study also highlights that digitalisation has **significantly improved coordination** among university offices however, a notable divide exists between administrators and officials: officials overwhelmingly recognize the benefits, while administrators remain more critical. This suggests that while digital reforms are effective at the operational level, their implementation at higher decision-making levels requires stronger training, alignment and trust-building measures. It is corroborated by another research work of G. Suri & S. Kaur (2017)¹⁶ of Panjab University, Chandigarh which reported that although e-governance tools (for admissions, student records, etc.) have been introduced, coordination between administrative units remains a challenge, particularly because some processes are still done manually or through legacy systems.

¹⁴ Kulkarni, R. R. (2016). *Problems in online admissions in higher education institutions: A study of North Karnataka*. *International Journal of Management (IJM)*, 7(6), 37–42. (Retrieved from https://iaeme.com/MasterAdmin/Journal_uploads/IJM/VOLUME_7_ISSUE_6/IJM_07_06_005.pdf)

¹⁵ Sabharwal, N. S., & Freeman, B. (2025). *Academic corruption in higher education in India: Policy and practice*. In *Handbook on Corruption in Higher Education* (pp. 240–260). Edward Elgar Publishing (Retrieved from https://www.researchgate.net/publication/395718280_Academic_corruption_in_higher_education_in_India_policy_and_practice on 25-11-2025)

¹⁶ Suri, G., & Kaur, S. (2017). *A study on e-governance initiatives in Panjab University*. *GJIMT*. Retrieved from https://www.gjimt.ac.in/web/wp-content/uploads/2017/10/1_Dr.-Gunmala-Suri-and-Sarabjeet-Kaur_A-study-on-E-Governance-Initiatives-in-Panjab-University.pdf? On 25-11-2025)



CONCLUDING OBSERVATIONS: In the overall analysis, it is promising that digitalisation in Punjabi University, Patiala has reshaped the work culture by creating more responsible, connected, performance oriented, accessible and transparent environment for the stakeholders. Based on this research, it is suggested that Punjabi University, Patiala should significantly strengthen its digital infrastructure to support effective and sustainable digitalisation across the institution. Regular and hands-on training workshops should be organized for staff and students to enhance digital competence, familiarize users with system functionalities and ensure consistent compliance. The university should institutionalize mandatory digital literacy training for all incoming students during the admission process. To ensure full benefits of digitalisation, a dedicated Digital Governance Cell should be established and a simplified, intuitive and mobile-friendly online application and fee payment platform should be implemented. In conclusion, by implementing these suggestions, Punjabi University can transform its governance framework into a fully integrated digital ecosystem. This will not only optimize administrative efficiency and service delivery but also greatly strengthen transparency, accountability and inclusivity for all the stakeholders.