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AI Lacks Artistry
and Ethics

Prof. Bharat Bhasker

Director, IIM Ahmedabad

India Well Positioned
to Excel in Digitized
Global Economy

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President, EFMD Global

Demand for
General Management
MBA and Specialized
MBA will Co-Exist

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Lily Bi

President and CEO
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Lifelong learning
is now crucial

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CEO, Woxsen University, Hyderabad

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NAME OF THE GAME SKILL SPECIALIZATION

There is word out on the street that the most sought-after degree in India – Master’s in Business Administration (MBA) – might be losing its sheen among employers.

The major deterrent is the higher price point for MBAs.

According to data from popular job boards like LinkedIn and others, the average monthly active job openings with MBA as minimum qualification at entry and mid-junior levels dropped by a whopping 55% in 2023 compared to the previous year.

However, there is no sign of diminishing supply, with a record 330,000 candidates registering for the Common Admission Test (CAT) from across India last year. That’s a 30% increase from the number of candidates who appeared for the test in 2022.

Employers say the current market trend of hiring talent with specialized skills that comes at a lesser cost is responsible for the classical MBA degree going out of favor.

“It is undeniable that skills are the new currency. Companies are looking at newer cohorts of skill sets. Most of the new hiring is happening in skills such as legal, cybersecurity, data analytics, and engineers,” Rajkamal Vempati, the HR head at

Axis Bank was quoted as saying in the Economics Times newspaper.

She added that the number of MBAs being hired by Axis Bank is almost stagnant while hiring in newer skill areas is growing.

Indian companies are now looking to hire freshers with “multiple talent cohorts” such as specialization in economics, commerce, statistics, those training in data science and digital marketing among others.

“Demand has grown for deep specialization,” said Debu Mishra of global talent search firm True Search, adding that MBA was “mostly relevant for general management track.”

Another aspect is that undergraduates, who can be hired at a far lesser cost than MBAs and are much younger, can be easily “moulded into the desired profile that the company wants.”

Anil Ethanur, cofounder of Xpheno, which helped put together the data for the survey, has the last word: “With over 230,000 MBAs entering the job market every year, just holding the qualification is not potentially a competitive advantage now. Skill specialization is now the word for business and non-business grads alike.”

Take note, aspiring MBAs.

Rohit Wadhwaney

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ATTENDING BUSINESS SCHOOL WILL GREATLY BENEFIT YOUNGER ENGINEERS

Lily Bi
President and CEO
AACSB International

*There is a lot of learning and interaction with business school leaders and business leaders, and I believe that AACSB can make a lot of changes, which is in line with my personal motivation as well, says **Lily Bi**, President and CEO, Association to Advance Collegiate Schools of Business (AACSB) in an exclusive interview with Education Post's **Tanay Kumar**. Lily shares profound insights into her career, the evolving landscape of business education in India, and the uncharted territories that lie ahead for global education standards.*

Q When I was researching about you and going through your career journey, I noticed that auditing has been a significant part of your career. I read an article about your motivations on Medium.com, but I would like to hear directly from you about what motivated you to join an academic agitation body such as a business school.

Actually, auditing is not my sole career. If I look at my career so far, there have been three chapters. The first chapter is about IT as I am an IT engineer and majored in IT science. I spent around 12 years working on IT system development, software development, coding, and other related areas. However, I eventually reached a point where I wanted to grow further within the organization but felt that there were limitations to doing so in a technical role. So, I decided to broaden my understanding of the organization beyond just the technical aspects, which led me to pursue an MBA degree in the United States from an AACSB-accredited school.

Moving to the second chapter of my career, I entered the auditing area. From IT to IT audit was a natural progression for me, and I eventually became an internal auditor. The role of an internal auditor is very different from other types of auditors as we look at everything



While micro-credentials and traditional education can coexist, the core function of business education goes beyond imparting knowledge and skills; it is about teaching people how to think.

within an organization, including IT risk, operational risk, and accounting risk. I spent around 15 years working in this field before moving to work for the AACSB, which is a global association responsible for setting accreditation standards. Accreditation and setting accreditation standards were the two main responsibilities of my role, but there were many other services that we provided as well. I was responsible for certification, which is essentially a form of accreditation for individuals, and for setting the standard. There were many linkages between the association, global contacts, standard setting, and accreditation, and it was a very interesting job.

So, when my current job became available last year, I was very excited about it. I have now been here for 6 months, and I can honestly say that I enjoy it so much that I would work here for free! There is a lot of learning and interaction with business school leaders and business leaders, and I believe that AACSB can make a lot of changes, which is in line with my personal motivation as well.”

Q Many engineering graduates in India opt for MBA or business studies. Courses may vary from institution to institution and some even go abroad for further studies. To elaborate on this, I would like to mention Raghuram Rajan, the former chief economist of IMF, who was an electrical engineer but later pursued management. I'm curious to know if having a background in commerce or finance gives an edge to pursuing an MBA compared to science or engineering graduates.

In my previous career, as I mentioned earlier, I became an IT engineer, and through my work, I met many brilliant and intelligent people from India. Recently, when I attended a conference in Osaka, Japan, I had the opportunity to interact with the Dean of a school from India, who shared with me an interesting trend. Many engineers, especially those in electric and computer engineering, are now interested in pursuing an MBA degree. This is a positive development, as I myself have greatly benefited from my business degree. I believe that younger engineers, whether in IT or EE, will also benefit from attending business school.

As for whether to pursue an engineering or business degree first, it really depends on the individual. I won't prescribe what the right path is, but I do believe that the challenges facing our world today are bigger than any one person, discipline, or industry. Having both degrees can be advantageous, as the engineering degree helps with logical thinking, while the business degree provides a broader perspective and helps with strategic vision.

In my opinion, having both degrees is fantastic, as it provides both breadth and depth of knowledge. The business degree, in particular, is now very different from traditional business degrees, as it includes technology and data analytical skills, making it an excellent choice for anyone aspiring to become a leader, whether for their own company or another. Therefore, I highly recommend that any younger engineer from India consider joining me and others in pursuing a business degree, either in India or abroad.

Q In the section of common questions, there is a mention of a CSV (Curriculum Standards and Assurance of Learning). It states that a business school needs to develop a

plan to meet accreditation standards and achieve its own strategic goals. As business is all about quantifying things, I would like to know what are the 3 or 5 indispensable areas in which business schools, particularly in India, must excel to be accredited by AACSB.

In India, there are over 3,000 commerce management business schools, compared to less than 100 accredited schools in other countries. This makes it difficult for young students to choose a good business school. That's why AACSB was created over 100 years ago. Our accreditation process sets a benchmark for business schools around the world, so people can be confident that schools accredited by us meet a certain level of consistency and comparability.

Our accreditation process is based on seven principle-based standards. This is because being rule-based is difficult when supporting a global market with many different cultures and countries. AACSB is a global association, so we need to have a standard that is principle-based and mission-driven. Each school has its own unique mission and vision, which they should clarify and incorporate into their strategic plan. This is a critical part of the accreditation process.

Teaching effectiveness and assurance of learning are also important factors in the accreditation process. The process takes a few years, during which we assign mentors to help schools establish a well-structured assurance and learning process. Relevant research and resources to support high-quality research are also necessary.

Finally, the school's impact on society is important. AACSB added this to the 2020 standard, which requires schools to demonstrate how they create a positive societal impact. Every school seeking accreditation must meet all standard requirements, not just these four areas.

Q What are the three most significant differences during the accreditation process? You mentioned that every country and continent has a different culture, which is different from North America.

So, I am curious to know what differences AACSB has observed between the applications of business schools in India and the rest of the world. It could be from Japan, China, or any other country.

You've hit the nail on the head. The Indian environment and culture really do have their own vibe compared to the rest of the world. I totally get the significance of education in the Indian culture, especially from the parents' generation. We've got a regional head leading in India, and it's crucial for us to back all the business schools there. That's just how important education is.

So, in my chat with her, we dug into three main things. Firstly, the demand for business education in India is through the roof and super competitive. It's mainly fueled by the massive population here. Schools kick off an accreditation process, kind of measuring up against international folks. Not every school might be on the same page, but this practice helps schools level up their game based on global standards. More than 1000 schools are already accredited, making up 6 percent of the global bunch. It amps up the competitiveness, you know?

Secondly, Indian institutions are doing some amazing stuff, but sometimes it comes off as a bit all over the place. Entering the accreditation process helps schools focus on their uniqueness – their mission, strategy, all that jazz. This makes their impact less of a hit-or-miss and more mission-driven and systematic. It's about maximizing the positive vibes for learners and the community.

Lastly, Indian institutions really go all in when it comes to mingling with the business world. They get their hands dirty, involving alumni, getting feedback, the whole shebang. Having a faculty with solid industry experience is a big plus. While these practices are common globally, India's depth and breadth of industry engagement often get a thumbs-up from peer review teams during accreditation. Schools in India that are already accredited or on the accreditation journey are basically playing in the big leagues, matching up to the global best, both in terms of the scope and intensity of industry engagement.

So, the bottom line is, the way Indian schools dive into the business world is seriously impressive, and they get a nod from the accreditation process.

Q As I've noted in my comments on the aforementioned post, intercultural management education seems to be limited in higher education, including management education. During the conference you referenced, where AI was also discussed, I wished to bring attention to the fact that, in Europe, AI aside, there are anticipated challenges in business education. What are the potential aspects of business education that are currently under-discussed or not well-received, but might gain prominence in the future? What challenges should we be attentive to?

AI is undeniably a significant area that warrants close monitoring, as AACSB has been doing. Beyond technology, one noteworthy aspect, not necessarily a challenge if managed well, is the demand for quick

results in education—a sort of 'fast-food culture.' There's a preference for shorter programs, like micro-credentials, which are stackable to form degrees. While this approach offers flexibility and cost-effectiveness, it raises questions about potential compromises in quality and the loss of benefits from progressive, systematic learning.

Micro-credentials provide a great opportunity for upskilling without traditional, lengthy learning. However, there are concerns about whether the quick and short nature of these programs may compromise quality. The emphasis on immediate, applicable skills could overshadow the importance of fundamental and theoretical knowledge. The long-term value of micro-credentials in terms of career progression and learning potential remains uncertain, as it's a relatively new trend.

While micro-credentials and traditional education can coexist, the core function of business education goes beyond imparting knowledge and skills; it is about teaching people how to think. The ability to think critically and ask the right questions is fundamental. It's uncertain whether these brief programs can effectively instill such crucial thinking skills. This dynamic presents a significant challenge for all business education institutions, as the landscape allows anyone to create and offer business education programs.

Q In one of your interviews, you mentioned a point about professionalism in work that I personally really liked. You emphasized the importance of building long-lasting business relationships that are not just focused on one party winning, but rather on creating a win-win situation. I read this in

one of your interviews and wanted to know if you have ever managed to create such a scenario. In the business world, and in real corporate scenarios, it can often be difficult to achieve a win-win outcome. Have you had any experience in this area?

Negotiation is an integral part of our daily lives, permeating various aspects from personal relationships to professional endeavors. The frequency of negotiations underscores their importance and the need for thoughtful consideration in approaching them. It is crucial to recognize that negotiations need not be a zero-sum game, where one party's gain is another's loss.

In any working environment, the pursuit of a win-win scenario is not only possible but desirable. The key lies in thinking innovatively and considering unconventional solutions. Empathy plays a pivotal role in understanding the perspectives of those involved, fostering an environment where fairness prevails. Without a genuine effort to comprehend the other person's viewpoint, achieving a mutually beneficial outcome becomes challenging.

I often reflect on the significance of understanding the goals and aspirations of individuals I engage with, especially in a professional setting. For instance, when managing contracts with vendors, I encountered a situation where a price increase clause posed a potential challenge. Instead of opting for a confrontational approach, I engaged in a dialogue with the vendor. The outcome, while seemingly favoring the vendor with a longer contract, also secured a commitment to no price increases for the extended duration. This exemplifies how negotiations can transcend win-lose dynamics.

Moreover, successful negotiation requires a willingness to explore collaborative solutions that address the concerns of all parties involved. In a recent discussion about career goals with executives, I prioritized understanding their individual aspirations. This approach not only aligns personal and

organizational interests but also contributes to a more sustainable and fruitful working relationship.

In essence, negotiating with a mindset focused on mutual benefit and a thorough understanding of the diverse perspectives involved paves the way for sustainable and positive outcomes. It is a skill that goes beyond professional settings, enriching our daily interactions and relationships.

As we approach the final question, I'd like to acknowledge the significance of seeing a woman in a prominent role within a global organization. With that in mind, could you share the women who have played crucial roles in your personal life? Additionally, considering your mention of your mother's influence on your career choices, could you tell us more about her and the path she took in her career?

Throughout my career, I've never perceived my gender as a limiting factor; to me, career development transcends gender distinctions. My perspective is that individuals, whether women or men, can balance personal and professional aspirations. Reflecting on my personal life, my mother has been a cornerstone of influence. With a science major, she dedicated 35 years to teaching mathematics. Despite my childhood interest in dancing, she encouraged me towards disciplines she deemed more substantial, shaping my strength in science and physics. Unfortunately, she passed away last year at the age of 85. Her name, Shuhua, holds deep significance in my life, and I attribute much of my strength and resilience to her teachings. 📖



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HUMAN TOUCH ESSENTIAL FOR REVOLUTION

In an exclusive interview with Education Post's **Tanay Kumar**, **Professor Bharat Bhasker**, *Director, IIM Ahmedabad*, shares insights on AI's impact, the institution's open learning platform, the booming e-commerce sector in India, and the significance of the Sardar Patel Good Governance Fellowship Program. Reflecting on IIMA's journey and achievements, including the prestigious EQUIS accreditation, Prof. Bhasker outlines the institute's three prominent ambitions for the future: embracing technology, expanding global reach, and addressing societal challenges through research and education initiatives.

Q People are scared of AI's penetration in 'almost' every important sector. In your good observation, which sectors do you see that will be least penetrated (or will take a long time) by Artificial Intelligence and why?

The emergence of AI has indeed caused anxiety among professionals, especially the notion that it has the potential to replace human jobs and disrupt various sectors. However, we must remember that AI is not a monolithic entity, and its capabilities and limitations can vary depending on the specific application. It is undeniable that AI has the potential to revolutionize life and business, but we must understand that we can establish a symbiotic relationship where AI augments human functioning. For this, we must find the right balance and learn to leverage AI's strengths while acknowledging its limitations and preserving the irreplaceable value of human skills and judgment.



Even as we see AI gradually becoming an integral part of the world around us, there are certain sectors that I believe will see a slower penetration of AI. For example, areas such as counselling, therapy, where core human interaction and emotional intelligence are irreplaceable.

AI, in its current form, cannot replicate human artistry or take nuanced judgements or make ethical considerations. Hence, sectors that need human experience, oversight, intuition, ability to apply ethical frameworks or manual dexterity, are yet to see disruptions. Even as AI is growing tremendously in terms of practical application, human intervention will remain as the core of its functioning. Therefore, professionals must prioritize upskilling to ensure that they are technically equipped to harness and benefit from new-age innovations.

This year, IIM Ahmedabad rolled out its open learning platform for students and professionals. Please tell us about it and what will be the core courses that will be taught in it?

Online@IIMA is a key step in our journey, and it was launched to serve as the first touchpoint for aspirants intending to take on an intensive and high-quality learning experience to upskill and upgrade. On the platform, learners have the option to choose between a wide range of asynchronous and synchronous programmes, that are customised to suit their learning needs. Currently, the platform offers a wide range of courses in Human Resources, Information System, Leadership Skills, etc.

To amplify our efforts and widen our reach, we are also offering these courses on Swayam and Coursera. For the first time, we have introduced a course in Hindi on

Digital Transformation – Theory and Application through SWAYAM to help aspirants who are more comfortable learning in the language.

We are closely watching the platform to understand the requirements of our learners better. We will soon be launching a specialisation course on Advanced Digital Transformation, which is a three-part series that will help the learner create advanced strategies and business models to leverage digital technologies.

While our courses are available on Coursera and SWAYAM, we will be launching the first course on the Online@IIMA platform with the Economic Sutra - Modern Economic Policies and Ancient India. The course brings to light the economic ethics derived from ancient Indian treatises including Puranas, Upanishads, and the Vedas.

Learners will soon be able to access a feature - 'Learning Path' – that will provide a tailor-made

road map for each student in terms of upskilling or upgrading their profiles. This path will be designed with the help and guidance of faculty members.

You have written thoroughly on e-commerce and its rise in India. Observing future projections in this sector, what should be some crucial things to heed if a student wants to make her/his career in this sector?

The e-commerce sector in India will continue to thrive as it is spurred by increasing internet penetration, the rise in disposable incomes and conducive government initiatives. The good news is that it will generate job opportunities, which in turn will boost economic growth of the country. However, we need to take into account



the challenges we face in terms of logistics, digital literacy and cyber security.

The youth can play a crucial role in further fueling the economic growth triggered by e-commerce. For those interested in pursuing careers in this sector, there are innumerable opportunities waiting. For those interested in the technical side of e-commerce, there are opportunities that await across the globe. For those interested in exploring their entrepreneurial side on e-commerce platforms, technical skills, a fair understanding of areas such as marketing and finance, etc. can be of great help.

Q Study of Good Governance is often regarded under Policy Education streams. Please tell us about the rationale behind the beginning of Sardar Patel Good Governance Fellowship Program and its response so far.

Good governance is the defining cornerstone of progress and prosperity of any society. Through the Sardar Patel Good Governance Fellowship Programme, IIMA is joining hands with the Government of Gujarat to identify and equip young minds with the knowledge and skills



to contribute to good governance and create positive impact on the society, at large. We intend to develop skilled professionals who can navigate the complexities of public policy formulation, implementation, and evaluation within the Indian context.

IIMA has played a significant role in shaping public policy in India through its research that provides evidence-based recommendations to policymakers; through case studies that are used by policymakers to gain insights into complex issues. We also have several policy-focused centers and think tanks that conduct research, organize conferences and workshops, and provide expertise to government agencies. IIMA offers various executive education programmes and short courses on public policy



issues for government officials, civil servants, and industry professionals.

Our partnership with the Government of Gujarat for the Sardar Patel Good Governance Fellowship Programme is one more step in the direction of influencing policy making to create a positive impact on society.

Q In 2008, IIMA became the first business school in the country to be awarded EQUIS (European Quality Improvement System) accreditation. How has the accreditation of EQUIS changed the perception of IIMA, or any other contribution because of it?

IIMA is one of the first management education institutes in the country to receive the EQUIS accreditation. The accreditation is an acknowledgement of the standards we have maintained in our education, research, and practice and stands testimony to our commitment to excellence.

As it is a widely recognized European accreditation, it has played a significant role in influencing both the perception of the institute





in the global business education landscape and its overall trajectory. Today, IIMA stands tall amidst the world's top management education institutes and the accreditation testifies for the rigorous international standards what we adhere to. It has broadened IIMA's appeal to international talent, attracting high-caliber students and faculty from across the globe. This diversity enriched the learning environment and fostered cross-cultural exchange in the global business education landscape.

The EQUIS membership opened doors for IIMA to collaborate with other accredited institutions, facilitating faculty exchange programs, joint research projects, and student exchange programs. This enriched the academic experience and exposed students to diverse perspectives.

IIMA has continuously adapted its curriculum, research focus, and executive education programs to address contemporary business challenges and industry needs. The global recognition and reputation associated with EQUIS accreditation made IIMA even more attractive to leading recruiters. This translated into better placement opportunities for graduates and enhanced industry engagement.

Recently, IIMA celebrated its 62nd Institute Day. What are the three prominent ambitions of IIM Ahmedabad in the coming years?

At IIMA, we believe in change that helps us keep up with the evolving industrial landscape. Taking these changes into consideration, we would like to focus on deepening our engagement with technology and innovation. IIM Ahmedabad is actively integrating AI and Data Science and ESG into its curriculum. We have also established the Centre for Data Science and Artificial Intelligence, Centre for Digital Transformation, Centre for ESG Research, etc. and are also now offering a dedicated course on Business Analytics. The ambition is to become a leading hub for educating future business leaders on how to leverage these technologies for strategic decision-making, innovation, and problem-solving.

We would also like to expand our global reach and impact by building on its existing partnerships with top universities abroad, fostering deeper academic and research collaborations. This may involve joint research projects, student exchange programs, and faculty exchange programs.

We also intend to strengthen our focus on research and education initiatives aimed at addressing issues like poverty, inequality, and access to resources. This might involve collaborations with NGOs, government agencies, and social enterprises.

DPU Dr. D. Y. Patil B-School



2024-2026

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- ◆ Exposure to Research Paper writing and publication, Copyright & Patent filling, and presenting papers at National and International Conferences.



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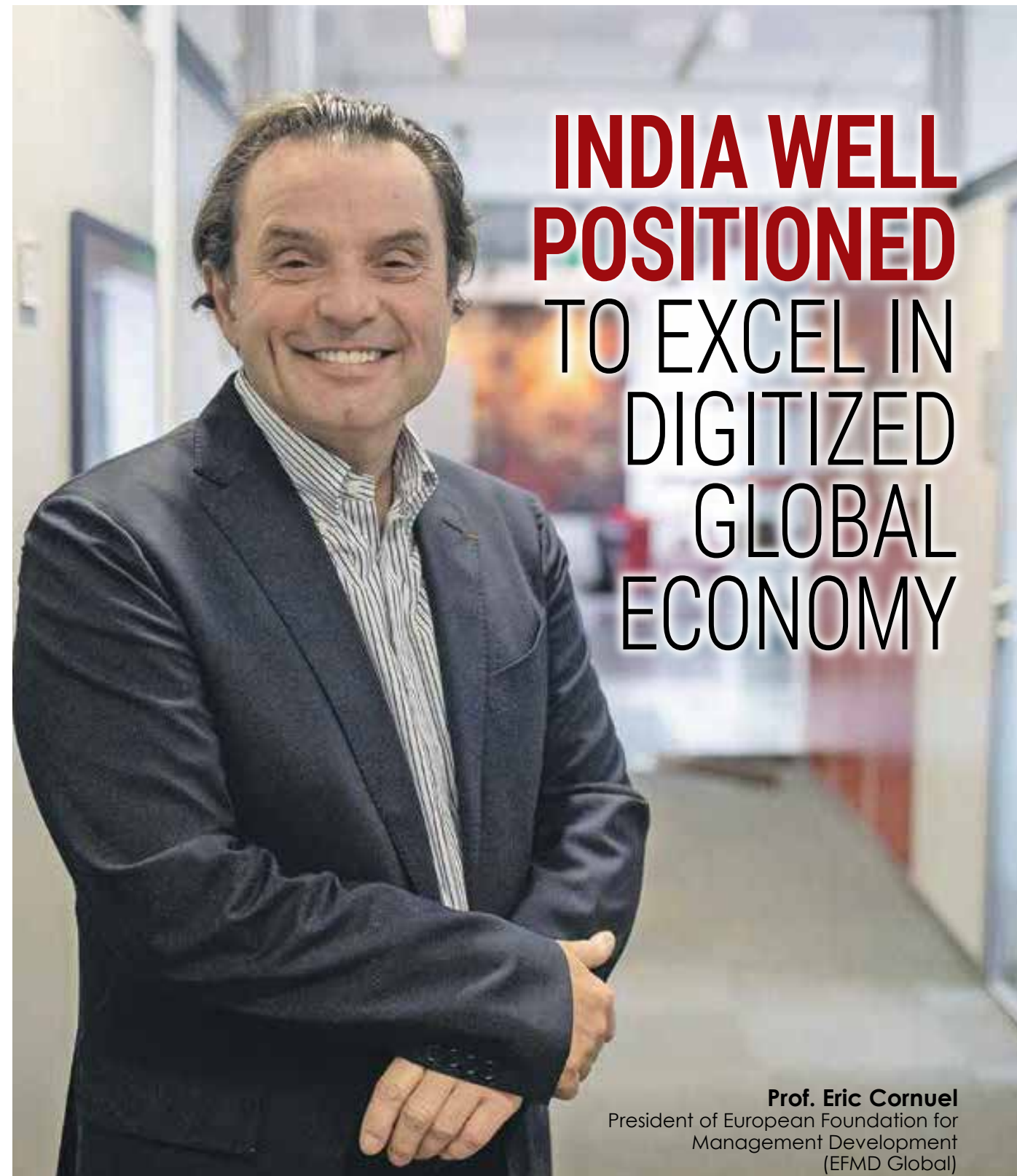


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INDIA WELL POSITIONED TO EXCEL IN DIGITIZED GLOBAL ECONOMY

Prof. Eric Cornuel
President of European Foundation for Management Development (EFMD Global)



An entrepreneur since his school days, Prof. Eric Cornuel, President of European Foundation for Management Development (EFMD Global), tells Education Post's Tanay Kumar that management education must also teach students about world peace, diversity, social responsibility, and environmental protection.

You started your career as setting up a hydroelectric power plant in France when you were just a student. Please take us through your thoughts at that time.

From a young age, I have believed in the transformative power of education and research, propelling the advancement and progress of our societies and cultures.

The academic environment not only imparts a comprehensive knowledge framework and essential skills for entrepreneurial pursuits but, more importantly, cultivates a sense of curiosity and a quest for knowledge. This, in turn, enables individuals to think critically and creatively when faced with the pressing challenges of our times.

As a student, my own journey involved envisioning a hydroelectric power plant during a period when discussions about alternative and green energy sources were still in their infancy. I have always been drawn to looking beyond the present and exploring what lies ahead.

To me, entrepreneurship serves as a return to the core of our humanity – our innate ability to conceive ideas.

Last year, you authored the book, *Business School Leadership and Crisis Exit Planning*. What are the key aspects that this book highlights?

I am delighted that as part of EFMD's 50th anniversary celebration, our book has been published by Cambridge University Press. This compilation features contributions from esteemed leaders in management education worldwide, offering diverse perspectives and addressing the complex challenges and dilemmas confronting business schools today.

Rooted in the collective reflection spurred by the lessons of the COVID-19 pandemic, the book presents a comprehensive analysis of management



education trends, focusing on four pivotal themes: the higher purpose of business schools, their social impact, innovative approaches to internationalisation, and crisis management within these institutions.

Driven by a commitment to assess the lessons learnt from the pandemic, the book delves into how this global crisis has propelled or initiated substantial changes. It specifically examines how business schools, through resilience, recovery, adaptation, and innovation, can play a crucial role in steering countries and global businesses out of the crisis.

Q During your honorary doctoral ceremony at Kozminski University, Prof. Wojciech Czakon said that your contribution to management research is commendable, especially in the Journal of Management Development. Pursuing research in the management stream is less attractive as compared to research in commerce/finance, or business streams. How do you see this situation?

The pursuit of research in management merits recognition at least on par with other scientific disciplines, and I trust this acknowledgement resonates with the academic milieu. Management stands out as one of the most interdisciplinary fields, residing at the crossroads of humanities, science, business, and technology. It plays a pivotal role in shaping the organisational fabric of our societies, delving into the practical implementation of policies and projects. What adds to its allure is the profound exploration of human nature and social structures through the lenses of governance and leadership, making it indispensable for development and progress.

Allow me to use this opportunity to draw attention to the pressing issue of the relevance of research, particularly poignant in the realm of management studies. It is imperative that research remains intricately

woven into societal needs.

A few years ago, Christian Terwiesch and Karl Ulrich from the Wharton School estimated the cost of producing an A-Journal article to be around \$400,000. Despite this substantial investment, there exists a noticeable disjunction between research and business practice. There seems to be an inclination towards quantity over quality and novelty over replicability. While we uphold a scientific mission, we equally bear a societal responsibility. Balancing academic impact and rigorous research is crucial, aligning with our vital role in addressing societal needs.

Q Among the EFMD members, along with management schools, are some associations/organizations that have been working in the management area. So, why did EFMD think of their inclusion?

The response to the legitimacy and relevance concerns, as previously highlighted in the context of research, underscores why international collaboration is not only crucial but increasingly prevalent within the business education community.

Core principles such as world peace, diversity, social responsibility, and environmental protection are no longer confined to discussions within elite intellectual circles. As society evolves, so does business education, necessitating deeper collaboration among diverse entities in the management education landscape.

Amid this transformative shift, business schools, corporate learning organisations, and associations are designing collaborative strategies, recognising the significance of amplifying their collective impact and building trust in educational systems.

We consider ourselves fortunate to engage in close collaboration with other associations and management organisations, guided by principles of trust and mutual learning. Each brings a unique perspective, and our joint efforts span various projects, contributing to the

collective advancement of management education.

Q EFMD's website claims that its EOCCS (Online Course Certification System) provides business schools a quality benchmark in the diverse educational landscape of online courses. Please share some achievements of this system.

Even prior to the onset of the pandemic, the landscape of online education boasted a myriad of offerings. However, we identified a significant gap in the absence of a quality assurance framework for evaluating online education in the fields of business and management. Leveraging our extensive experience in accrediting business education, the logical progression was to develop a certification process for online learning. In 2016, with invaluable feedback from leading business schools and corporate universities—pioneers in obtaining online course certification—we inaugurated EOCCS. Esteemed institutions such as HEC Paris, Open University, BI Norway, Grenoble EM, IE Business School, and Sberbank Corporate University were among the trailblazers in this endeavour.

With the increasing prominence of simulations, microlearning, and peer-to-peer learning, EOCCS champions the evolution of higher education and its instructional methods.

The success of EOCCS lies in establishing a support platform for the online education movement. Beyond being a mere stamp of approval, it has nurtured an entire community around online education, fostering collaboration through the EOCCS Symposium, Online Teaching Academy, and a plethora of webinars.

Students enrolled in courses offered by EOCCS-certified institutions, whether through MOOC platforms, direct school channels, or within corporate settings, can rest assured—they are engaging in education officially recognised and professionally relevant.

More significantly, this certification heralds the official recognition of online learning as a substantive and indispensable source of knowledge



TECHNOLOGY ADVANCEMENT HAS 'DEMOCRATIZED LEARNING OPPORTUNITIES'

Dr. Vijay D. Patil

Chancellor & President, D Y Patil Deemed to be University, Navi Mumbai

At the offices of Education Post, you'll often find us saying, "Education is everything, and everything is education." And no one could exemplify this statement more than **Dr. Vijay D. Patil**, the Chancellor of the D Y Patil Deemed to be University, Navi Mumbai, which is named after his legendary father - Padmashree Dnyandeo Yashwantrao Patil, a former Indian politician who started from Kolhapur and rose to become the Governor of Bihar, West Bengal and Tripura.

The visionary Dr. Vijay Patil is carrying the family legacy forward in his own way. The fervent entrepreneur, educationist extraordinaire, benevolent philanthropist, and avid sports enthusiast speaks to us at length about his parents and upbringing, the numerous accolades that have come his way, technology, healthcare, college placements, internships, jobs, sports, the importance of giving back to society and a lot more - basically, everything education.



In the unfolding future of Indian higher education, the recently introduced NEP 2020 stands as a transformative force. Envisioned to revolutionize the existing education framework, the NEP brings forth a comprehensive and holistic approach. It emphasizes flexibility in curriculum design, encouraging multidisciplinary learning and the integration of vocational skills. The policy promotes a student-centric system, fostering critical thinking, creativity, and problem-solving abilities. Importantly, the NEP underscores the significance of research and innovation, aiming to position Indian higher education on the global map as a hub for cutting-edge discoveries and advancements.



More often than not, families play a major role in the success of academicians. Please tell us a bit about your family and how they influenced you.

One does not decide where and in which family one will be born; who will be your mother or father. But I consider myself blessed and fortunate that God gave me parents like Padmashree Dr. DY

Patil and Pusphalata Patil, my mother, who has been an incredibly influential figure in my life and academic journey. Her unwavering support has played a pivotal role in shaping my success. From an early age, she instilled in me and my siblings the values of hard work, perseverance, and a passion for learning.

Her dedication to my education created a strong foundation for my academic pursuits. She always emphasized the importance of knowledge and urged me to explore various fields

of study. Her belief in my abilities gave me the confidence to pursue challenging academic goals. She has instilled in all of us a “Never Say Die” attitude and has taught us that through perseverance and hard work, we can achieve success in everything we do. She has always been a benevolent soul. She has always taught us that we should always aim in life to share our knowledge with others.

Beyond academics, my mother

taught me the importance of empathy, integrity, and a strong work ethic. These values have not only contributed to my success in the academic arena but have also shaped my overall character. In essence, my mother’s influence has been a guiding force, providing the support and inspiration necessary for all my achievements and life’s journey. I am grateful for her role in my life, as her encouragement propelled me forward in the right direction.

The future of Indian higher education envisions a landscape characterized by quality, innovation, global collaboration, and a commitment to addressing the evolving needs of society. By embracing these values, Indian higher education institutions can position themselves as influential players in the global knowledge ecosystem, contributing significantly to advancements in various fields.

You have always spoken of your admiration for your father, Dnyandeo Yashwantrao Patil, who went from being a Parshad in Kolhapur to the Governor of three Indian states. Did he ever urge you to step into politics? What are some traits of him that you admire the most?

I hold immense admiration for my father, whose life journey is truly inspiring. While my father never coerced me into stepping into politics, his influence on my life has been profound.

One of the traits I admire most about my father is his unwavering commitment to public service. His dedication to the welfare of the people and the betterment of society has been a guiding light for me. He has always emphasized the importance of using one's position to make a positive impact on the lives of others.

My father's ability to navigate the complexities of politics with integrity and grace has left a lasting impression on me.

His leadership style, marked by a genuine concern for the well-being of the community, has been a source of inspiration.

Moreover, my father's resilience in the face of challenges and his ability to maintain humility despite his notable achievements are qualities I strive to emulate. His journey teaches me the significance of hard work, perseverance, and the impact an individual can have when driven by a sense of purpose. My father is my living God.

Only two Indians have been honored with the prestigious Robert Stable Medal award from Australia's Bond University – Neeti Mehta Shukla (2023) and yourself (2013). What exactly did you get this award for?

The recognition was bestowed upon me for my notable contributions to the advancement and innovation in India's healthcare, education, and sports sectors, a field that holds profound significance in my professional journey.

My experience at Bond University provided me with a unique opportunity





to witness the operational dynamics of an international private university. This first-hand exposure was a transformative learning experience, allowing me to glean insights into the seamless integration of education and sports within the university's framework. The synergy between these two realms became a valuable lesson that I carried forward in my life and endeavours. My passion for sports, particularly cricket, found expression in the development of the DY Patil Sports Stadium in Navi Mumbai.

The Robert Stable Medal stands as a testament not only to my commitment to sports but also to my substantial contributions to the fields of healthcare and education. I have been actively involved in pioneering initiatives that have significantly advanced these sectors in India. From spearheading innovative

healthcare programs, establishing a 1660-bed charity hospital to revolutionizing educational paradigms at the DY Patil University, my efforts are aimed at creating a lasting impact on the well-being and education of our society. This recognition, therefore, symbolizes the convergence of my passions and efforts across multiple domains.

The Robert Stable Medal served as a recognition not only of my individual efforts but also of the collective dedication and support from my family and the Bond University's Faculty of Business. Their time and effort significantly enriched my educational experience and contributed to the success of initiatives in the sectors I am passionate about.

Upon receiving the award, I was deeply humbled and took the opportunity

to express my gratitude to Bond University in a heartfelt message. In my communication, I underscored the pivotal role of education in shaping the future and emphasized the importance of fostering collaboration between academia and society. It was a moment to acknowledge and appreciate the collective effort and dedication of all those who played a role in advancing and innovating in the fields of healthcare, education, and sports.

Studying management or pursuing an MBA after finishing an engineering course

has emerged as a notable trend in 21st-century India. You completed your MBA in 1990. What are your thoughts on this academic pattern, and did you anticipate back then that this MBA-after-engineering trend would gain such prominence?

Upon completing my MBA in 1990, the trend of pursuing management education subsequent to engineering wasn't as prevalent as it is

today. Nevertheless, even then, there was a recognition of the value that blending technical and managerial skills could bring to one's career. Over time, I've observed a growing acknowledgment of the significance of business acumen across diverse industries. While I might not have foreseen this specific trend, opting for an MBA has undeniably proved beneficial, equipping individuals with a comprehensive skill set to navigate the complexities of the professional realm.

Choosing to pursue an MBA after engineering offers the opportunity to diversify one's skill set post a





robust technical foundation. An MBA fosters skills in management, leadership, and business strategy, catering to the increasing demand for professionals well-versed in both technical and business domains. For aspiring entrepreneurs, the strategic perspective gained from an MBA aid in adapting to industry trends, technological advancements, and dynamic market shifts.

Moreover, the emphasis on networking and collaboration in today's business world underscores the unique attributes of an MBA, enhancing one's self-assurance. This education equips professionals to stay updated with industry developments, engage in lifelong learning, and remain pertinent in their careers.

What are your perspectives on the changes observed in higher education over recent decades, both positive and negative?

On the positive side, the increasing accessibility of education through advancements in technology has democratized learning opportunities. Online courses, virtual classrooms, 24x7 CAFE, and digital resources have made education more inclusive, reaching a broader audience irrespective of geographical constraints. The New Education Policy (NEP 2020) has also opened many doors which were earlier unthinkable and offers a scope of all round and holistic development of a student's life on campus.

Furthermore, there has been a paradigm shift in the pedagogical approach, with a growing emphasis on experiential and interdisciplinary learning. This change not only enhances the practical applicability of knowledge but also nurtures critical thinking and problem-solving skills among students.

However, these positive changes come with challenges. The rapid pace of technological advancements has created a



demand for continuous up skilling and adaptability, challenging traditional models of education. Moreover, the globalized nature of education has led to increased competition, both among institutions and students. While this competition can foster excellence, it also raises concerns about equity and the potential for educational disparities.

In navigating these changes, it is crucial for educational institutions to strike a balance, leveraging technology for innovation while maintaining a focus on the core principles of education. Emphasizing inclusivity, and a holistic approach to learning will be key in addressing the challenges posed by the evolving landscape of higher education.

Your university has almost every core stream of education, from engineering to medical to management to hotel management to Ayurveda, and even sports and nutrition sciences. But courses in arts, commerce and humanities are notably fewer. Do you just want to focus on the existing courses or would the university start other streams as well?

While our university has indeed established a strong foundation in diverse fields such as Engineering, Medical Sciences, Management, Ayurveda, Sports, and Nutrition

Sciences, Law, Architecture, and Pharmacy, we are committed to fostering a holistic and well-rounded educational environment. We consistently assess the needs of our student community and the evolving job market to ensure our program portfolio aligns with industry demands and societal needs. Recognizing the importance of arts and humanities in shaping well-rounded individuals, I am pleased to inform that we have expanded our academic offerings to include courses of creative studies, animation, mass media, foreign sciences, event management, public health and more.

The upcoming academic year will witness the introduction of new programs in humanities, liberal arts & creative studies, providing students with an opportunity to explore and excel in these vital disciplines. We have started programs in the University

which are a great demand for today's diverse education – like the School of Languages, Communication & Media Studies, Event Studies, Jewellery & Accessories Studies, Interior Design, Product Design, Fashion & Apparel Design, Yoga & Naturopathy, Public Policy, Environment Studies to name a few. Our goal is to create a comprehensive educational ecosystem that caters to a broad spectrum of interests and aspirations.

We believe that the inclusion of arts, humanities & creative studies will align with our vision of producing graduates who not only excel in their respective fields but also possess a deep understanding of the social, cultural, and economic dimensions that shape our world. This expansion reflects our commitment to providing a diverse and enriching educational experience for our students.



The university's Center of Excellence is a Platinum Leed-certified building by the Green Building Council. What efforts did you make to meet the standards of the green council?

The commitment to sustainability and environmental responsibility has been a core focus for our university, as evidenced by the Platinum LEED certification awarded to our Center of Excellence

by the US Green Building Council. Achieving this prestigious certification reflects our dedication to creating a campus that aligns with the highest standards of environmental efficiency and sustainability. Several key efforts were undertaken to ensure we met the stringent standards set by the Green Building Council. One notable initiative was the collaboration with the renowned British architectural firm, Foster & Partners, for the design and construction of our Center of Excellence. Their expertise in sustainable architecture played a pivotal role in integrating eco-friendly features into the building's design.

Our approach extended beyond construction to encompass operational practices as well. We implemented energy-efficient systems, waste reduction strategies, and water conservation measures across our campuses including safe student resident. Additionally, the incorporation of renewable energy sources, further contributed to minimizing our environmental footprint. Educational programs and awareness campaigns were also instrumental in fostering a culture of sustainability among our students and faculty. By integrating environmental studies and sustainable practices into our curriculum, we aim to instil a sense of responsibility for the environment in the next generation of leaders.

In essence, our journey towards LEED Platinum certification reflects a comprehensive commitment to sustainable practices in both design and operations. We believe that by setting and meeting these high standards, we not only contribute to a healthier environment but also inspire our academic community to be conscientious global citizens.

How do students benefit from universities' collaboration with organizations and other industries?

Collaborations between universities and industries are pivotal in shaping a robust educational experience for our students. These partnerships serve as a bridge between academia and the professional world, providing our students with invaluable insights and practical experiences.

Picture this as a strategic alliance, where academia meets the dynamic demands of the industry. Through these collaborations, our students not only gain exposure to current industry trends and technologies but also actively participate in real-world applications of their academic knowledge.

One of the key advantages lies in the hands-on learning opportunities these collaborations afford. Internships, and industry-sponsored projects allow students to apply theoretical concepts in practical settings, preparing them for the challenges of their chosen fields.

Moreover, the networking opportunities are immense. Our students have the privilege

of connecting with industry professionals, gaining mentorship, and expanding their professional horizons. It's more than just classroom education; it's a holistic preparation for their future careers.

These partnerships also open doors to cutting-edge research opportunities. Collaborative research projects with industries not only contribute to advancements in various fields but also provide our students with a chance to actively participate in meaningful research endeavours.

In essence, these collaborations contribute significantly to our students' employability. They graduate not only with a strong academic foundation but also with practical skills, industry connections, and a deep understanding of the professional landscape. It's about creating a seamless transition from the educational realm to the professional world, and these collaborations are instrumental in achieving that.

Today we are witnessing Artificial Intelligence (AI) being used in almost every sector. In your view, is it time that students must consider studying computer engineering?

In the contemporary landscape, the pervasive influence of AI across various sectors is undeniable. The integration of AI has revolutionized industries, driving innovation and efficiency. While the importance of AI expertise is on the rise, I believe that the decision to pursue computer engineering should be driven by a combination of individual interests, aptitudes, and the specific career goals of each student.

Undoubtedly, the demand for professionals with expertise in AI, machine learning, and computer engineering is escalating. These fields play a critical role in shaping the future of technology and innovation. However, it's equally essential to recognize the interdisciplinary nature of AI applications. Students from diverse academic backgrounds, including but not limited to computer engineering, can contribute to the AI landscape. Collaborations between computer engineers, data scientists, ethicists, business analysts, and



The ability of Indian higher education to adapt swiftly to changing societal, economic, and technological needs will be crucial. Flexible and dynamic academic structures that respond to emerging trends will enhance the relevance of Indian education on the global stage. Increased global mobility of students and faculty, facilitated by exchange programs and collaborations, will contribute to a diverse and interconnected academic community. This mobility will enrich the learning experience and broaden the global perspective of Indian higher education.



professionals from various domains are key to the holistic development and deployment of AI technologies.

Therefore, while computer engineering provides a solid foundation for understanding the technical intricacies of AI, it's equally important for students from other disciplines to engage with AI concepts relevant to their fields. This interdisciplinary approach fosters a more comprehensive understanding of AI's societal impact and ensures a diverse range of perspectives in its development and application.

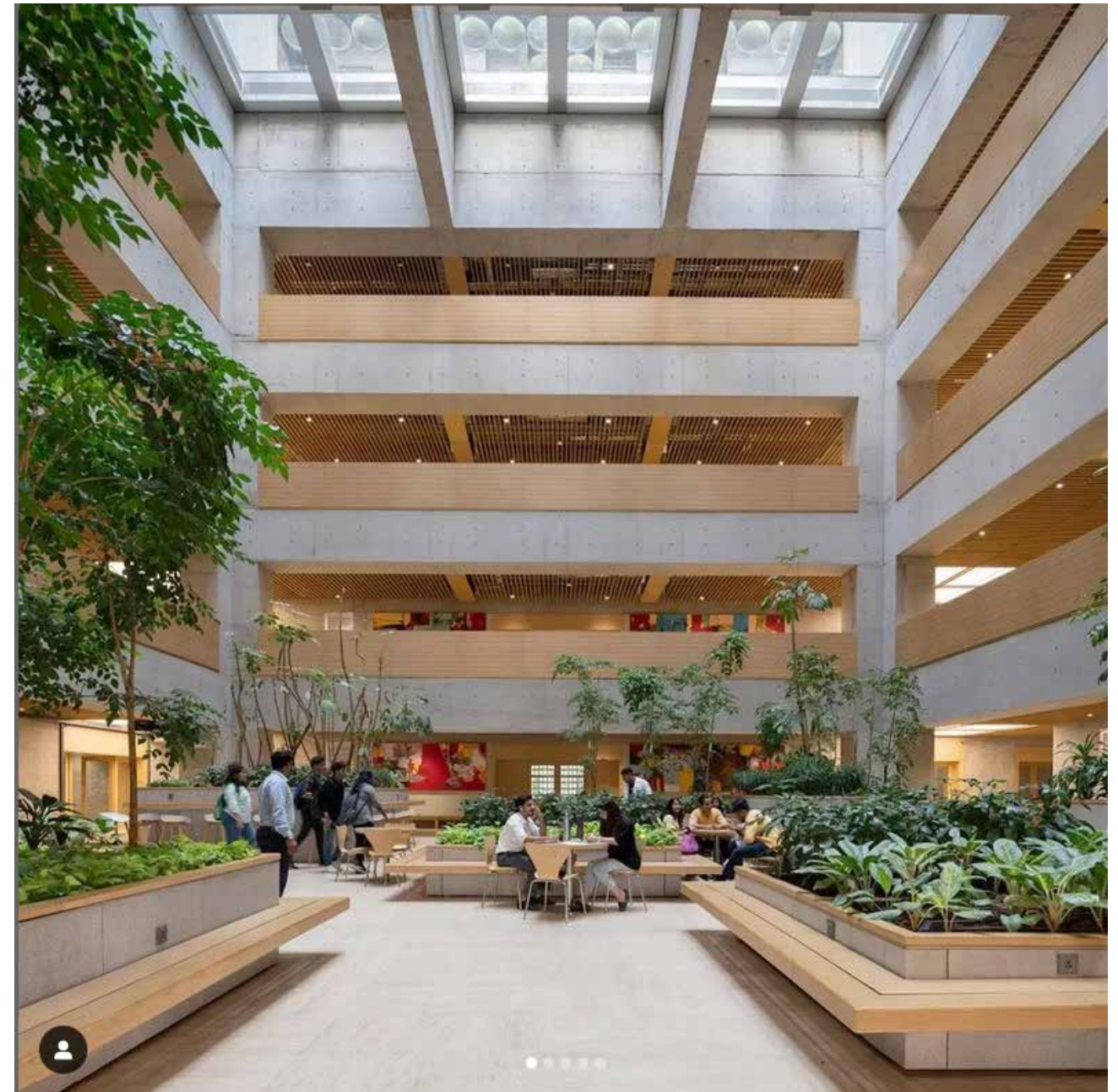
In conclusion, while the study of computer engineering undoubtedly offers valuable insights into the core principles of AI, the broader adoption of AI calls for a collaborative effort from professionals across various disciplines. It's an exciting era for technology, and the synergy of diverse skills and knowledge will be instrumental in harnessing the full potential of AI.

We are very proud to showcase our newly designed labs on the School of Engineering – the Robotics Lab, the Artificial Intelligence Lab, Cyber security Lab, Internet of Things, Apple Lab, Intel Unnati Lab, Machine Learning, Data Science, Fab Lab to name a few.

Community Radio in college campuses plays a kind of amusing and informative role and your university has its own one: Dnyanvani 90.4FM. What's your view in this regard? Could you share some interesting incidents relating to the radio station, if you can remember?

Community radio, exemplified by our very own Dnyanvani 90.4FM, holds a special place in our university's vibrant ecosystem. It's not just a broadcast station; it's a voice that resonates with the pulse of our campus community, playing a dual role of both amusement and information.

Dnyanvani is more than just a frequency on the airwaves; it's a platform for creativity, expression, and community engagement. The radio station serves as a dynamic bridge connecting students, faculty, and the local community, fostering a sense of unity and shared experiences.



Dnyanvani has been a platform for showcasing the talents of our students. From hosting talk shows on academic achievements to featuring musical performances and literary discussions, the radio station encapsulates the diversity and creativity thriving within our campus.

In essence, Dnyanvani 90.4FM is not just a frequency; it's a dynamic entity that reflects the spirit and ethos of our university. It continues to be a source of amusement, information, and community cohesion,

contributing significantly to the rich tapestry of our campus life.

Today, entrepreneurship has become the name of the game. Everyone is talking about it. How does DY Patil University prepare students to become job providers instead of job seekers in future?



At DY Patil University, we recognize the evolving landscape of employment and the growing importance of entrepreneurship. Our commitment extends beyond producing job seekers; we aim to nurture a generation of job providers, individuals who are not just employees but creators of opportunities. To achieve this, we have implemented a multifaceted approach that empowers students with the skills, mindset, and resources necessary for entrepreneurship.

Firstly, our curriculum is designed to instil a strong foundation in business acumen and entrepreneurial principles. We offer specialized courses, workshops, and programs that focus on fostering an entrepreneurial mindset. Students are exposed to case studies, real-world challenges, and hands-on projects that encourage innovative thinking and problem-solving.

Practical exposure is key, and we provide ample opportunities for students to engage in entrepreneurial activities. Our incubation centers and start-up support programs offer a platform for students to develop and refine their business ideas. We encourage them to take risks, learn from failures, and iterate on their concepts.

Mentorship plays a pivotal role in our approach. We connect students with seasoned entrepreneurs, industry experts, and mentors who provide guidance, share experiences, and offer invaluable insights. Learning from those who have navigated the entrepreneurial journey is a powerful way to prepare our students for the challenges and nuances of establishing their ventures.

Furthermore, we foster a culture of innovation and creativity. Our research initiatives and collaborative projects provide students with the opportunity to explore and apply cutting-edge ideas. This exposure to innovation fuels an entrepreneurial spirit, encouraging students to think beyond traditional career paths.

Entrepreneurship is not just about starting a business; it's about creating value and making a positive impact. Our emphasis on social entrepreneurship ensures that students understand the importance of businesses that contribute to societal well-being. We want our students to be not only economically successful but also socially responsible entrepreneurs.

DY Patil University is committed to equipping students with the skills, knowledge,

and mindset needed to become successful entrepreneurs. We believe that by fostering a culture of innovation, providing practical exposure, offering mentorship, and emphasizing social entrepreneurship, we empower our students to not just seek jobs but to create opportunities and make a lasting impact in the world. We, at the DY Patil University, organize a lot of events which has the participation of the students in different capacities as a support system to these events and this actually becomes a great learning experience for the students on campus.

Should students start their businesses immediately after college or should they work for a while at some organization?

I believe the decision between starting a business immediately after college or gaining work experience by working for an organization is a nuanced one and largely depends on the individual's goals, mindset, and the nature of the business they envision. Starting a business right after college can be a viable option for those with a strong entrepreneurial spirit, a well-thought-out business plan, and the ability to adapt quickly to the challenges of entrepreneurship. It offers a unique learning experience, allowing individuals to understand various facets of running a business firsthand.

On the other hand, gaining work experience at an organization first can provide valuable insights into industry practices, professional networks, and skill development. It offers a structured environment where individuals can hone specific skills, understand market dynamics, and build a financial foundation for future ventures. The decision might not be binary, and some individuals may opt for a hybrid approach — working for an organization to gain experience, industry exposure, and financial stability before eventually venturing into entrepreneurship.

In my opinion, a balanced approach that considers both gaining practical work experience and pursuing entrepreneurial endeavours can be beneficial. It allows individuals to build a strong foundation of skills, industry knowledge, and a

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A focus on entrepreneurship and innovation will be central to India's higher education narrative. Encouraging students to think creatively, fostering a spirit of innovation, and providing support for entrepreneurial endeavors will contribute to India's standing as a hub for innovation.
”**

professional network, which can be invaluable when navigating the challenges of entrepreneurship later on.

Ultimately, the choice should align with the individual's personal and professional goals. The key is to continuously learn, adapt, and stay open to new opportunities, whether within an organization or through entrepreneurial ventures.

Getting internships or hands-on practice for engineering and technical students is relatively easy compared to arts and humanities students. Does the university ensure that all students across all streams get internships?

At the DY Patil University, we are dedicated to ensuring that every student, regardless of their academic stream, has meaningful access to internship opportunities.

Our university, with over 40 years of history, boasts a strong alumni network that serves as a valuable resource for internship placements. Our alumni, who have excelled in diverse fields, actively engage with the university to create internship opportunities for current students. These alumni connect not only opens doors but also provide a mentorship network, enabling students to benefit from the experiences and insights of those who have walked similar paths.

In addition to our alumni network, our robust industry connections play a pivotal role. Through years of goodwill and our commitment to quality education, we have cultivated relationships with companies across various sectors. This ensures that internship opportunities are not only available but also aligned with the diverse interests and strengths of students across all academic streams.

To further prepare students for internships, our curriculum is designed to integrate practical components and industry-relevant projects. We believe in offering a well-rounded education that goes beyond textbooks. Our Training & Placement Cell at the University works proactively to identify and create internship opportunities, bridging the gap between academic learning and real-world application.

Moreover, we organize workshops, seminars, and networking events that provide students with the skills necessary for a successful internship experience. Mock interviews, resume-building sessions, and soft skills development programs are part of our holistic approach to grooming students for the professional world.

Our commitment to offering internships to all students is fortified by our alumni network, industry connections, and proactive career services. We believe that preparing students for internships is not just about securing opportunities but also about equipping them with the skills and confidence needed to excel in their chosen fields.

What is your viewpoint on the culture of college placements?

The culture of college placements holds immense significance in the overall academic journey and future prospects of students. From my perspective, it's a dynamic and vital component of higher education that contributes to both individual success and the reputation of the institution.

College placements serve as a practical playground where students can apply the skills and knowledge gained during their academic pursuits. It's a crucial phase where theoretical concepts meet real-world challenges, fostering a deeper understanding of the subject matter.

Placements facilitate a seamless integration between academic learning and industry requirements. It's a reflection of how well our educational programs align with the dynamic needs of various industries, ensuring that graduates are well-prepared for the professional landscape.

The culture of college placements exposes students to a myriad of career possibilities. It empowers them to explore diverse industries, roles, and organizational cultures, allowing them to make informed decisions about their future career paths.

Beyond job placements, the process provides valuable networking opportunities. Interactions with industry professionals create avenues for mentorship, guidance, and future collaborations, contributing to the holistic development of students.

The culture of college placements encourages a commitment to continuous improvement. We actively seek feedback from both recruiters and students, aiming to enhance our placement processes, stay abreast of industry trends, and ensure that our graduates remain competitive.



Success in college placements is not just about securing jobs; it's about the long-term employability and success of our graduates. High placement rates and positive feedback from employers are metrics that reflect the effectiveness of our educational programs.

Successful placements contribute significantly to the reputation of our institution. A strong track record of placing graduates in reputable companies enhances our credibility and attractiveness to prospective students and employers alike.

The culture of college placements emphasizes not only technical competence but also holistic development. Soft skills, emotional intelligence, and a strong work ethic are integral components that we aim to instill in our students to create well-rounded professionals.

The culture of college placements is a dynamic and evolving process that plays a pivotal role in shaping the future of our students and the standing of our institution. It's a testament to our commitment to providing a well-rounded education that goes beyond the classroom and prepares students for the challenges and opportunities of the real world.

How does your student get on campus Placements? What process do the university follow?

At DY Patil University, ensuring successful on-campus placements is a multi-faceted process that involves a strategic approach, industry collaborations, and dedicated support systems. As I mentioned, we are 4 decades in imparting quality education. Our Alumni are our greatest support

now. Apart from this we have hackathon, Industrial Visits not only in India but also Internationally. This helps us to offer a valuable learning experience with scope of networking and collaboration.

We have a proactive placement cell that serves as a bridge between students and potential employers. The cell is committed to understanding industry trends, building relationships with recruiters, and organizing placement-related activities.

Establishing and nurturing strong relationships with a diverse range of industries is a priority. We collaborate with reputable companies to create a pipeline of opportunities for our students, ensuring that the placement process is aligned with industry needs.

Our university provides pre-placement training to equip students with essential skills for the job market. This includes workshops on resume building, interview preparation, and soft skills development, enhancing their overall employability.

We conduct career guidance programs that help students make informed decisions about their professional paths. These programs provide insights into various industries, roles, and career trajectories, empowering students to choose the right fit for their aspirations.

Regular networking events and job fairs are organized to connect students with potential employers. These platforms create opportunities for face-to-face interactions, allowing students to showcase their skills and explore diverse career possibilities.

Internships are integrated into our academic programs, providing students with practical experience and exposure to industry dynamics. Many of these internships serve as a pathway to on-campus placements, allowing students to transition seamlessly into full-time roles.

Our alumni network plays a crucial role in the placement process. Alumni often contribute by sharing insights, offering mentorship, and sometimes facilitating job opportunities within their respective organizations.

We maintain transparency in the



placement process, keeping students informed about upcoming opportunities, recruitment procedures, and selection criteria. Clear communication ensures that students are well-prepared for each stage of the placement process.

We actively seek 360 degree feedback from both recruiters and students to continuously enhance our placement processes. This iterative approach ensures that our methods remain current, relevant, and responsive to the evolving demands of the job market.

Our approach to on-campus placements at DY Patil University involves a combination of proactive planning, industry engagement, skill development, and continuous improvement. We are dedicated to providing a

supportive environment that maximizes opportunities for our students as they embark on their professional journeys.

Constructing a super-specialty hospital of more than 1500 beds is something that makes a mark in social contribution. What are the other domains of social welfare you are working on or will in the future?

Constructing a super-specialty hospital with over 1500 beds is a significant milestone in our commitment to social contribution. Inspired by the

invaluable teachings of my esteemed parents, our vision is rooted in their wisdom and values, guiding us toward achievements that extend beyond healthcare.

The NABH accredited 1660 bedded DY Patil hospital and 158 bedded Ayurveda Hospital and the 428 chaired Dental Hospital is a testament to our dedication to providing excellent healthcare to the economically challenged at an affordable cost, prioritizing compassionate care for all.

Our commitment to social welfare expands beyond healthcare. The Dr. Vijay Patil Yojana, a healthcare scheme launched recently, has already benefited over 25,000 patients. Additionally, during the COVID-19 pandemic, our contributions

were multifaceted. We treated over 50,000 patients, supported various municipalities and organizations, and played a crucial role in the frontline response. Notably, our hospital conducted more than 2,000 surgeries, ensuring that essential medical services continued despite the challenging circumstances.

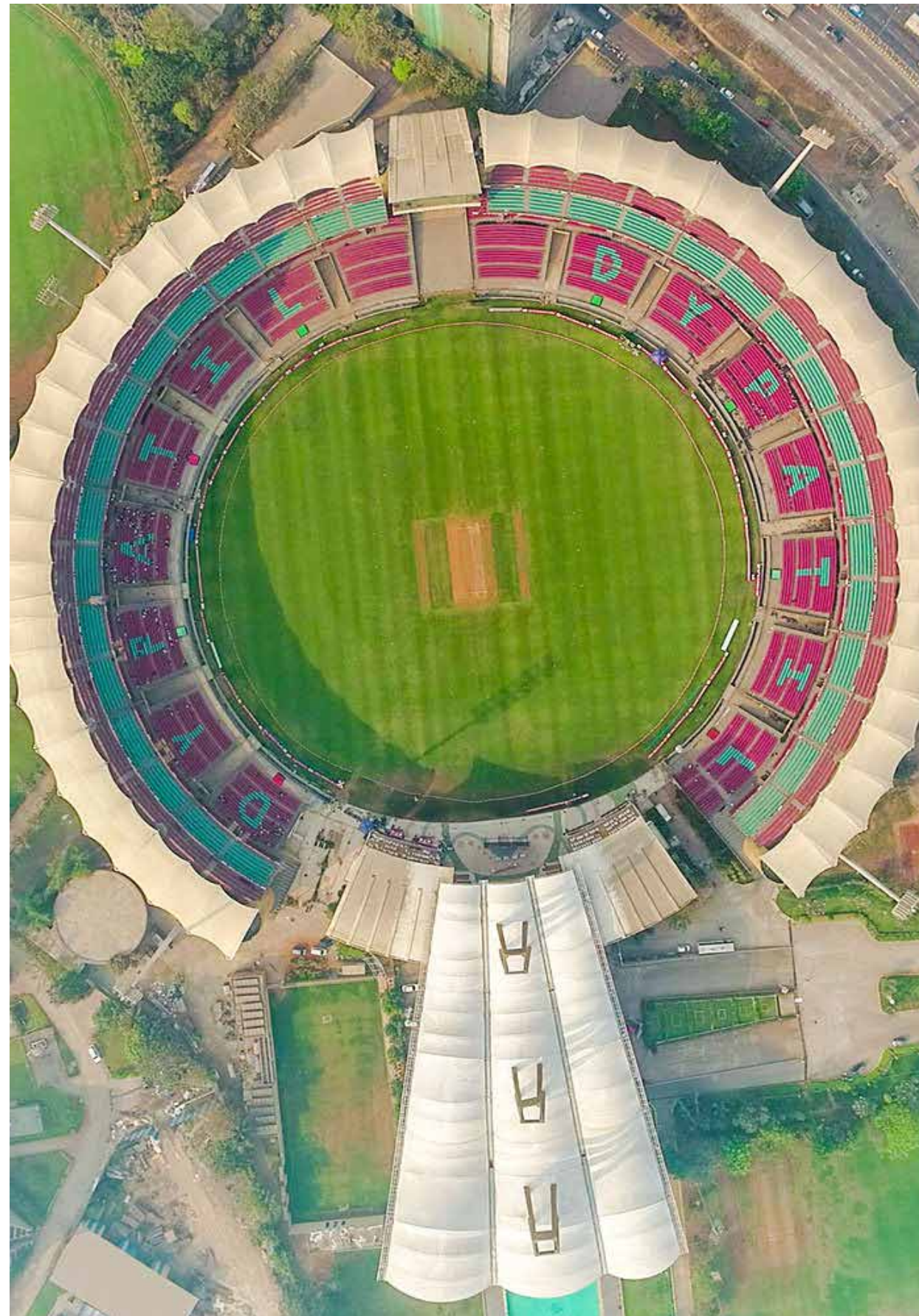
To address the oxygen shortage during the pandemic, we took proactive measures. In addition to existing oxygen banks, we installed an oxygen generating plant, guaranteeing an uninterrupted supply of oxygen to patients. Furthermore, we distributed daily food packets to over 5,000 underprivileged individuals during the initial stages of the lockdown, addressing both healthcare and humanitarian needs.

Beyond healthcare, we recognize the transformative power of education as a public service. Shaping young minds is an integral part of our social contribution. By creating educational opportunities, we contribute to shaping the future of our country and nurturing the legends of the future generation.

In essence, our commitment to social welfare is comprehensive, extending across healthcare, education, and humanitarian initiatives. It reflects our dedication to creating a positive impact on society and aligns with the principles of service and compassion instilled by my parents.

What is the operating procedure at DYPU for onboarding industries, as discussed in the January 2022 article 'Land of Opportunity,' written by you; it also advocated for colleges to adopt an industry-first approach in curriculum redesign?

Our approach to industry collaboration is deeply rooted in the philosophy of fostering meaningful partnerships and ensuring that our education system remains



Aligning academic programs with industry needs and emphasizing skill development will be a key value. Producing graduates with practical skills and a strong foundation in critical thinking will contribute to India's workforce being globally competitive.



closely aligned with the ever-evolving needs of the industry. As discussed in the January 2022 article 'Land of Opportunity,' we champion the concept of an industry-first approach in curriculum redesign, acknowledging the pivotal role industries play in shaping the future of education.

In practical terms, this involves actively seeking collaborations with leading industries, engaging in ongoing dialogues to understand their dynamic needs, and incorporating these insights into our curriculum. We've embraced a paradigm shift in curriculum design, ensuring that our academic programs are not only theoretically robust but also intricately connected to the pulse of the industry.

Internship and training programs are integral to this approach, providing our students with valuable real-world exposure. These experiences not only enhance their practical skills but also serve as a seamless transition into the professional realm. We firmly believe that learning doesn't stop in the classroom; it extends into the workplaces where our students will eventually contribute.

To further solidify these connections, we establish industry advisory boards, comprising seasoned professionals and experts. Their role is crucial in guiding us in curriculum development, ensuring that our educational programs remain dynamic, relevant, and reflective of industry best practices.

Lastly, our commitment extends to comprehensive skill development initiatives via our certification program with Harvard Business School, Learning Management System, Tcs Ion, Stimulus Lab that go beyond traditional classroom boundaries. We strive to equip our students not only with theoretical knowledge but also with critical thinking abilities, a problem-solving mindset, and the practical skills demanded by industries.

In essence, at DY Patil University, our industry-first approach is not just a theoretical concept but a guiding principle that permeates throughout our institution. By fostering strong collaborations, embracing curriculum changes, and prioritizing practical experiences, we aim to contribute to making India a land of opportunity for education and a global destination for students seeking a holistic, industry-aligned academic experience.

Which industry sectors has the university tied up with?

Our commitment to providing students with a holistic and industry-aligned education is reflected in our diverse network of collaborations across various industry sectors. We have forged meaningful ties with a spectrum of industries, ranging from information technology and healthcare to finance, engineering, and beyond. This all-encompassing approach ensures that our



students are exposed to the multifaceted demands of the professional world.

Our partnerships extend to leading companies, organizations, and experts in each sector, fostering an environment where students can engage with real-world challenges and stay abreast of the latest developments. By collaborating with diverse industries, we not only broaden the horizons of our students but also ensure that our academic programs remain versatile and responsive to the dynamic needs of the job market.

Whether it's through internships, collaborative projects, or industry-sponsored initiatives, our students benefit from a rich tapestry of experiences that prepares them for success in any sector they choose to pursue. This comprehensive network underscores our commitment to offering an education that goes beyond textbooks, providing students with the skills, knowledge, and exposure needed to thrive in today's interconnected and ever-evolving professional landscape.

In the same article, you stated that existing educational institutions will be under pressure to fulfil the workforce requirement. Why do you think this?

In the evolving landscape of education and the rapidly growing economy, the assertion that existing educational institutions will face pressure to fulfil the workforce requirement is rooted in several key factors. Firstly, the burgeoning economic growth in India is creating an unprecedented demand for skilled manpower across various industries. As industries expand and diversify, there is a corresponding need for a workforce equipped with contemporary skills and knowledge.

Secondly, the projected valuation of the Indian education system reaching USD 225 billion by FY 2025, as mentioned in the article, indicates a significant upsurge in the scale and scope of the education sector. This growth, while promising for the overall development of the country, also puts additional demands on existing educational institutions to cater to a larger student population and deliver quality education.

Moreover, the rapid pace of technological advancements and industry requirements necessitates a constant evolution of educational programs to stay

relevant. This dynamic landscape puts pressure on educational institutions to continually update their curriculum, adopt innovative teaching methodologies, and ensure that students are not only well-versed in theory but also equipped with practical, industry-relevant skills.

The focus on an industry-first approach in curriculum redesign, as advocated in the article, further underscores the need for educational institutions to align closely with industry trends. This entails a paradigm shift in traditional teaching methods and the incorporation of real-world experiences, internships, and industry collaborations into the educational framework.

In summary, the increasing demand for a skilled workforce, the anticipated growth of the education sector, technological advancements, and the industry's expectations for industry-ready graduates collectively contribute to the assertion that existing educational institutions will experience pressure to meet the expanding workforce requirements of a rapidly evolving and dynamic job market.

Faculty Development Programs (FDPs) are indispensable in India's higher education. Does your university ensure that its faculties are sent for their refresher courses, and other programs regularly?

Absolutely. Ensuring the continuous professional development of our faculty is a cornerstone of our commitment to providing high-quality education at DY Patil University. FDPs are indeed indispensable in the context of India's higher education, and we recognize their pivotal role in keeping our educators abreast of the latest pedagogical methodologies, technological advancements, and industry trends.

We place a strong emphasis on regular faculty development initiatives. Our faculty members actively participate



in refresher courses, training programs, workshops, and other professional development activities. These programs are designed to enhance their teaching skills, foster innovation in the classroom, and keep them informed about the evolving landscape of their respective fields.

We understand that an empowered faculty directly translates to enriched student experiences. By investing in the continuous learning and development of our educators, we not only uphold the standards of academic excellence but also ensure that our students receive education that is not only theoretically sound but also aligned with the latest industry practices and global standards.

Our faculty development initiatives encompass a broad spectrum of areas, including pedagogy, research methodologies, technology integration, and industry-oriented practices. By regularly sending our faculty for refresher courses and professional development programs, we create a vibrant academic environment that fosters a culture of lifelong learning and ensures that our faculty remains at the forefront of their respective disciplines. This, in turn, greatly contributes to the overall academic vibrancy and excellence at DY Patil University.

Sports, particularly cricket, have been really close to your heart – you were also the recipient of the Maharashtra Gaurav award. In the future, do you have plans to contribute to athletics?

Certainly, sports, especially cricket, has a special place in my heart, and I am honored to have received the Maharashtra Gaurav award for my contributions. Looking ahead, our commitment to sports at DY Patil University extends to a comprehensive approach that goes beyond cricket.

DY Patil University boasts world-class sports facilities and a commitment to promoting a culture of physical fitness. Our sports initiatives encompass a wide range of disciplines, and we have strategic collaborations with esteemed institutions like the SRT10 Academy, the first cricket academy of Bharat Ratna Sachin Tendulkar. Similarly, our association with the Prakash Padukone Badminton Academy further exemplifies our dedication to diverse sports. We aim to provide aspiring athletes with top-notch training facilities, expert coaching, and exposure to national and international competitions.

Our state-of-the-art infrastructure includes an Olympic-sized swimming pool, a modern gymnasium, basketball and tennis courts, football and volleyball grounds, and much more. These facilities are designed not only to nurture talent in specific sports but to provide a holistic environment for athletes across various disciplines. These facilities are designed not only to nurture talent in specific sports but to provide a holistic environment for athletes across various disciplines.

DY Patil University has been a proud host to numerous national and international sporting events, including cricket matches featuring global cricketing legends, football leagues, and high-profile badminton tournaments. The university has also been a venue for international concerts by renowned artists, enhancing the overall cultural and entertainment experience for our students and the community. We have hosted international sporting events like the FIFA under-17 world cup, FIFA women's world cup, Women's Asian Federation Cup (AFC), league matches of IPL, ISL, WPL, etc.

In essence, DY Patil University's vision for sports encompasses a broad spectrum, ranging from cricket to badminton and beyond. Our world-class facilities, strategic collaborations, and the hosting of prestigious sporting and entertainment events reflect our commitment to fostering not only top-tier athletes but also a vibrant cultural environment for our students and the wider community. The future holds exciting possibilities for further contributions to the sports and entertainment landscape, aligning with our vision of holistic education and community development.

What will be the frequency of sports and tournaments at DY Patil University campus?

The frequency of sports and tournaments is dynamic and vibrant, reflecting our commitment to fostering a culture of physical fitness, teamwork, and healthy competition. Our sports calendar is designed to provide students with ample opportunities throughout the year to engage in various sporting activities.

Each of the 18 schools on campus has its own dedicated sporting calendar, ensuring a continuous flow of sports events and tournaments across diverse disciplines. These intra-school competitions serve not only as platforms for showcasing talent but also as forums for building a strong sense of community and sportsmanship within each academic unit.

Furthermore, the university hosts an annual sporting event that brings together students from all schools under one umbrella. This flagship event is a culmination of the year's sporting activities, featuring a range of competitions and tournaments in multiple sports. It serves as a grand celebration of athleticism, teamwork, and healthy competition, fostering a sense of unity and pride across the entire university community.

Importantly, many of our students, through these sports initiatives, have emerged as athletes playing at the district, state, national, and even international levels across various sports. Their achievements not only make us proud as an institution but also contribute significantly to the sporting legacy of our country.

In essence, the frequency of sports and tournaments at DY Patil University is a year-round affair, with a blend of intra-school competitions and the grand annual sporting event, ensuring that every student has ample opportunities to participate, compete, and excel in their chosen sports, with some even reaching the pinnacle of national and international recognition, bringing honor to the university and the nation.

How do you envisage Indian higher education and its global strategic values in the future?

The future trajectory of Indian higher education holds immense promise and is poised to play a pivotal role on the global stage. Envisaging this future involves recognizing key trends and values that will likely shape its global strategic position. Indian higher education institutions are increasingly focusing on delivering high-quality education and fostering research excellence. A commitment to rigorous academic standards and cutting-edge research will elevate the global reputation of Indian universities.

The integration of technology in education is a transformative trend. Embracing digital platforms, online learning, and innovative teaching methodologies will not only enhance accessibility but also position Indian higher education as a global leader in technological integration. Strategic collaborations with international institutions, research organizations, and industry partners will become integral. These partnerships will facilitate knowledge exchange, joint research initiatives, and the development of globally relevant academic programs.

Indian higher education will continue to emphasize diversity and inclusivity. By welcoming students from various backgrounds and fostering a multicultural environment, institutions will contribute to a global community of learners, preparing students for an interconnected world. A focus on entrepreneurship and innovation will be central to India's higher education narrative. Encouraging students to think creatively, fostering a spirit of innovation, and providing support for entrepreneurial endeavors will contribute to India's standing as a hub for innovation.

The ability of Indian higher education to adapt swiftly to changing societal, economic, and technological needs will be crucial. Flexible and dynamic academic structures that respond to emerging trends will enhance the relevance of Indian education on the global stage. Increased global mobility of students and faculty, facilitated by exchange programs and collaborations, will contribute to a diverse and interconnected academic community. This mobility will enrich the learning experience and broaden the global perspective of Indian higher education.

Aligning academic programs with industry needs and emphasizing skill development will be a key value. Producing graduates with practical skills and a strong foundation in critical thinking will contribute to India's workforce being globally competitive.

In the unfolding future of Indian higher education, the recently introduced NEP 2020 stands as a transformative force. Envisioned to revolutionize the existing education framework, the NEP brings forth a comprehensive and holistic approach. It emphasizes flexibility in curriculum design, encouraging multidisciplinary learning and the integration of vocational skills. The policy promotes a student-centric system, fostering critical thinking, creativity, and problem-solving abilities. Importantly, the NEP underscores the significance of research and innovation, aiming to position Indian higher education on the global map as a hub for cutting-edge discoveries and advancements. As institutions align their strategies with the principles laid out in the NEP, it becomes a guiding beacon for fostering a dynamic, inclusive, and globally relevant education ecosystem in India.

The future of Indian higher education envisions a landscape characterized by quality, innovation, global collaboration, and a commitment to addressing the evolving needs of society. By embracing these values, Indian higher education institutions can position themselves as influential players in the global knowledge ecosystem, contributing significantly to advancements in various fields. **EP**



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Biased AI Systems

can lead to unfair, discriminatory outcomes

Philanthropist and social entrepreneur **Vivek Wadhwa** foresees a paradigm shift in education driven by emerging technologies in a brief yet compelling exchange with Education Post's **Prabhav Anand**. From challenges in prestigious institutions to the impact of self-driving cars, this interview offers a succinct glimpse into the future of learning.



Your work spans diverse fields such as robotics, artificial intelligence, and 3D printing. How do you see these technologies shaping the future of education, and what role do you think they will play in revolutionizing learning methods?

Education is about to change as much as every other field because these exponential technologies are converging and making the impossible possible. In my book, *Driver in the Driverless Car*, I wrote an entire chapter about how learning will be transformed from the present models, which are based on teaching students to conform and behave like factory workers to the traditional guru-shishya model in which each student receives personal training. AI will make this possible by using sensors to detect the interests of the student and adapt the learning model to his or her needs. Virtual reality will take us into new realms and let us experience new lessons.

You've been associated with prestigious institutions like Harvard Law School and Carnegie Mellon University. How can these institutions adapt to the changing technological landscape to ensure they provide cutting-edge education to students?

Unfortunately, the universities are the slowest to adapt to change because they have tenured faculty who are so secure in their jobs that they don't worry about how they will become obsolete. Universities need to rapidly adapt to change or they will become its casualty, other than the most prestigious institutions, which students will attend because of the branding, most education will not be done at universities anymore. This is because new methods of learning are rapidly becoming a reality.

Your book *Driver in the Driverless Car* explores the future of autonomous vehicles. In what ways do you think self-driving cars will impact our cities and societies, especially

concerning education and accessibility?

Human drivers will go the way of horses, they will be banned from our roads and relegated to special areas where they can roam. Human beings are dangerous, they make mistakes, get distracted, lose their tempers, and do really stupid things. Autonomous vehicles will be safer and better drivers.

As a fellow at Stanford Law School and UC Berkeley, you've delved into the legal aspects of emerging technologies. What legal challenges do you foresee with the rapid advancement of artificial intelligence, and how can these challenges be addressed to ensure ethical and responsible AI development?

AI poses a number of legal challenges, including bias, privacy, intellectual property, and other issues such as liability and regulation. AI systems can be biased, leading to unfair and discriminatory outcomes. AI systems collect and process vast amounts of data, raising concerns about how this data is used and stored. It is unclear who owns the copyright and patent rights to AI-generated works. This is why I am very keen on India developing these AI systems, it will do so in a more ethical and balanced way than Silicon Valley will.

In your book *Innovating Women*, you discuss the role of women in technology and innovation. How can we encourage more women to pursue careers in STEM fields, and why is diversity crucial for the future of technology and education?

Innovating Women argues that women are essential to driving innovation and creating jobs, and that their contributions to innovation are often overlooked. Women face challenges in innovation, such as gender bias, lack of access to funding, and the need to balance work and family life. However, women are also

more likely to be collaborative and inclusive in their approach to innovation, and more likely to focus on solving real-world problems. Women are, without doubt, the key to driving innovation in the 21st century.

How can we encourage more women? By educating girls and boys about the importance of STEM fields from a young age; providing girls with more role models in STEM fields; creating supportive environments for girls and women in STEM fields; addressing the gender gap in STEM education and employment, and changing the way that we think about STEM fields to make them more inclusive and welcoming.

Silicon Valley is synonymous with innovation. How can other regions and countries replicate Silicon Valley's success in fostering innovation and entrepreneurship, especially in the context of education and skill development?

The following factors are essential for creating a thriving innovation ecosystem: A strong culture of entrepreneurship and risk-taking; access to capital; a supportive government and regulatory environment; a highly skilled workforce. Education and skill development are essential for fostering innovation and entrepreneurship. Students should be taught to think critically and creatively, and to solve problems. They should also be taught about the latest technologies and trends and be provided with opportunities to gain real-world experience. This could include internships, apprenticeships, and hackathons.

You've been a globally syndicated columnist for The Washington Post. In your opinion, what is the role of media and journalism in educating the public about complex technological advancements, and how can media platforms like ours contribute effectively?


The media is completely failing in this because it is focusing more on money making with clicks than

providing accurate and useful content. The focus has to be on educating and inspiring, not making money.

Your experience as an entrepreneur is noteworthy. How can aspiring entrepreneurs leverage emerging technologies to create impactful educational startups, and what advice do you have for them in navigating the challenges of the startup landscape?

Entrepreneurs need to look forward and master emerging technologies such as AI, sensors, and virtual reality. Assume these will be inexpensive and powerful, they should find ways of using these to educate and inspires.

You've explored innovative methods like breath analysis for disease detection. Could you elaborate on how this technology works and discuss its potential advantages and limitations, particularly in early cancer detection?

The technology uses breakthroughs in ionizing organic compounds to turn these into light signatures, which can be recognized using machine learning. So far, we know we can detect the periodic elements and volatile organic compounds in fluids such as water, urine, and blood as well as in breath. This means we can detect basic health anomalies and diseases such as tuberculosis. Our challenge over the next few months is to recognize protein signatures and detect cancers and other diseases. If we can do this, we will enable a revolution in medical diagnostics because the cost of doing the most advanced tests will be close to zero. My dream is to offer comprehensive health screening to the poor for a nominal cost of Rs. 100, so that they can improve their lifestyles and habits rather than suffering and having to spend their life savings on medicines. 



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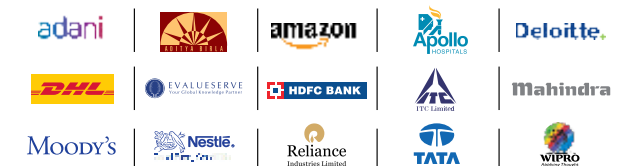
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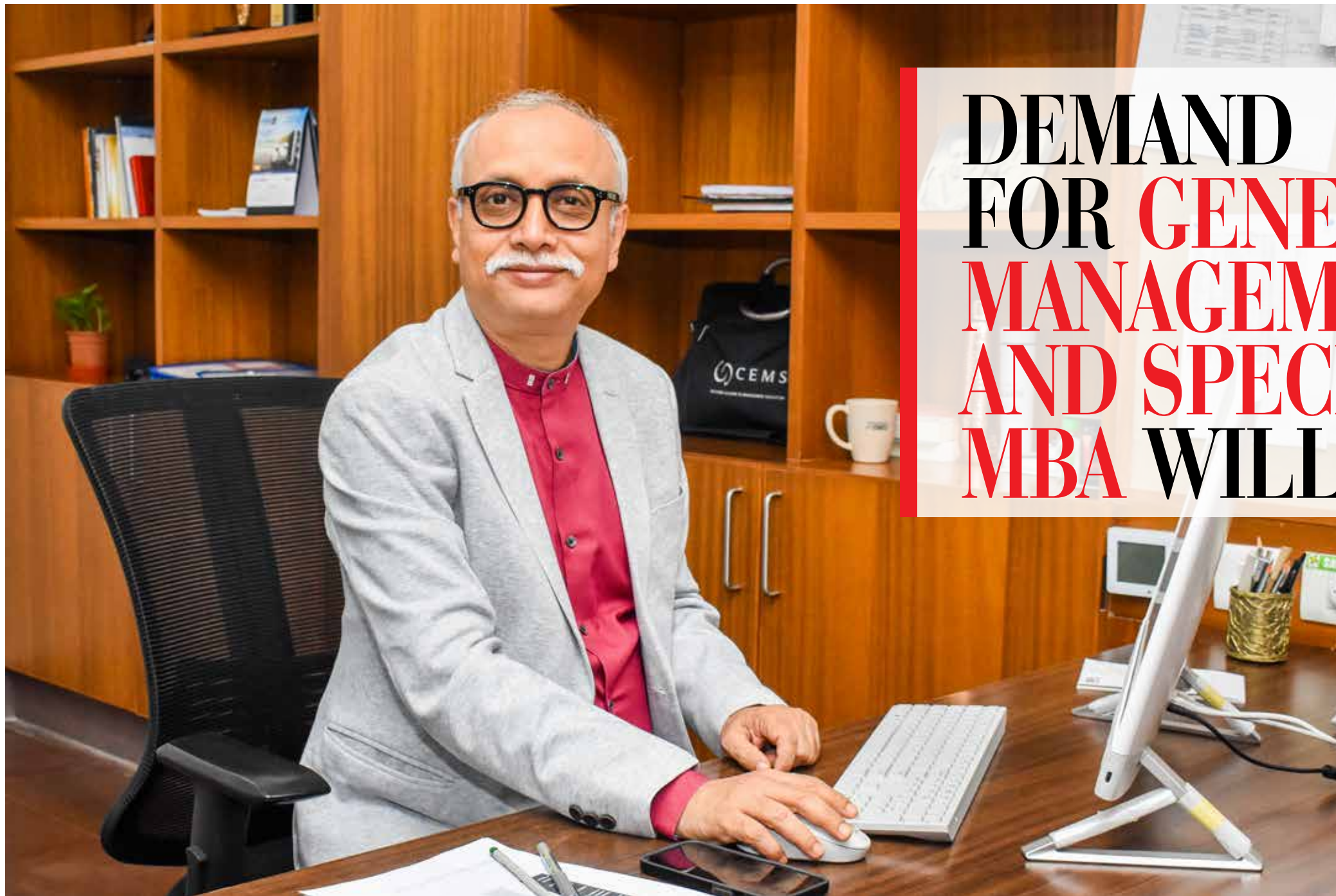
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DEMAND FOR GENERAL MANAGEMENT MBA AND SPECIALIZED MBA WILL CO-EXIST

Prof. Ashok Banerjee, Director of the highly-reputed Indian Institute of Management (IIM) Udaipur, shares his redolent insights on the rapidly evolving needs of the Indian consumer market in an interview with Education Post's **Tanay Kumar**.

The JM Financial Centre for Financial Research at IIM Udaipur is your brainchild. What purpose will this centre serve?

IIM Udaipur always believes in industry-academia partnerships to foster industry-relevant research and teaching. In addition to research, the centre will provide a platform for a dialogue between leading practitioners and academicians on matters that are of mutual interest. The centre would also provide the latest database to MBA and PhD students to facilitate a deeper understanding of financial markets and products.



The JM Financial Centre for Financial Research at IIMU will engage in academic research in finance and related disciplines, conduct annual workshops and industry talks, and partner with the Banking Financial Services and Insurance (BFSI) sector and regulatory bodies for action research and seminars. The centre will have an advisory board with experts from BFSI, financial technology sectors, and academia.

Once the centre becomes operational, it may offer an elective course on Mergers & Acquisitions or other areas in the MBA program, as mutually agreed. IIMU will also conduct studies on areas that are mutually agreed upon between IIMU and JM Financial.

IIM Udaipur is the only B-school with a Consumer Culture Lab. Please tell us something about this lab and how does this lab help students?

The Consumer Culture Lab at IIM Udaipur stands as a pioneering initiative in addressing the pressing need for comprehensive

research on the rapidly evolving consumer behavior in India. Its primary objective is to bridge the gap in understanding the diverse, multifaceted nature of the Indian consumer, an essential aspect often overlooked in mainstream discourse.

This specialized lab acknowledges the necessity for nuanced insights into the Indian consumer landscape, especially in a global context. It seeks to debunk the notion of a singular “Indian consumer” by shedding light on the extensive diversity and varied perspectives within this demographic.

What sets this lab apart is its interdisciplinary approach, drawing from fields such as anthropology, sociology, and psychology. By amalgamating these diverse perspectives, the lab aims to unravel the intricate cultural, social, and psychological forces shaping consumer behavior in India.

An important focus of the Consumer Culture Lab is to not just conduct research but also to contribute to the dissemination of knowledge. It aims to promote qualitative research methods, catering to both academic scholars and professionals in the field. By doing so, it intends to foster a deeper understanding of the intricacies involved in studying the Indian consumer market.

Moreover, the lab acknowledges the dynamic nature of cultural influences on the lives of Indian consumers, recognizing that these forces continually shape their behaviors and choices, both consciously and subconsciously.

Only 22 institutes in India are accredited by the globally reputed Association to Advance Collegiate Schools of Business (AACSB). Why did IIMU seek this accreditation?

AACSB accreditation is analogous to the Food and Drug Administration (FDA) approval for any drug. Achieving accreditation from AACSB signifies that an institution meets rigorous standards for business education quality. The reasons why an institute might seek AACSB accreditation are:

- **Enhanced Reputation:** AACSB accreditation enhances the institute’s reputation, signaling to students, faculty, employers, and stakeholders that the business school meets or exceeds international standards of excellence in business education.
- **Quality Assurance:** The accreditation process involves rigorous evaluation of curriculum, faculty qualifications, research output, and overall educational quality. Seeking AACSB accreditation ensures the institute maintains high-quality standards in its educational programs.
- **Global Recognition:** AACSB is globally recognized and respected. Attaining this accreditation can attract international students, faculty, and partnerships, fostering a more diverse and globally connected academic environment.
- **Improved Learning Experience:** Accreditation often leads to continuous improvement in teaching methodologies, curriculum design, and student learning outcomes. Institutes seek this accreditation to enhance the overall educational experience for their students.
- **Employability and Career Opportunities:** Students graduating from AACSB-accredited institutions may have an advantage in the job market. Employers often value degrees from accredited institutions, considering them as a mark of quality education and preparation for the business world.

- **Access to Resources and Networking:** AACSB-accredited institutes gain access to a network of other accredited institutions, fostering collaborations, sharing best practices, and accessing resources for continuous improvement in business education.

AACSB accreditation demonstrates an institute’s commitment to providing high-quality education in business and management, contributing to its long-term success, and maintaining its competitiveness in the global academic landscape.

Commerce and finance have begotten some sub-domains in MBA study in the past two decades, for example BFSI, Supply Chain, Logistics, etc. Do you envisage some other domains in the future?

Most of the MBA programs that are offered in India focus on all aspects of management rather than a specialized one. However, IIM Udaipur is perhaps the only institution that offers specialized MBAs in addition to the usual two-year MBA. The demand for general management MBA and specialized MBA will co-exist. The two specialized MBA programs at IIM Udaipur attract significant interest among students and recruiters. While designing any specialized MBA program, it is important to note that the area for a specialized MBA should not be specific to a particular function or domain; rather, it should be on a broad-based theme that cuts across several domains (for example, innovation management or sustainability).

Interdisciplinary education has been the talk of the town, while management itself has many branches. In your view, what should be the ratio of focus between interdisciplinary and intradisciplinary education?

There is no specific preset ratio; however, the emerging trend is to offer more courses, particularly electives. 📖

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NEP 2020 HAS MADE CHOICES FOR STUDENTS WIDER, ROBUST

Dr. Netra Neelam, Director of the Symbiosis Centre for Management and Human Resource Development (SCMHRD), shares insights on her multifaceted career, international experiences, and strategies for effective industry-academic collaboration in an interview with **Prabhav Anand**. As a seasoned academician and leader, Dr. Neelam discusses the evolving landscape of management education, the impact of the New Education Policy (NEP) 2020, and offers valuable advice to aspiring researchers. Her perspectives shed light on the holistic approach SCMHRD adopts, ensuring students are industry-ready with practical underpinnings.



Your rich career encompasses a variety of roles, including being a professor, director, researcher, and a key contributor to boards and committees. Could you elaborate on how each of these diverse roles has contributed to your overall perspective on management education, and how they synergize to shape your leadership at SCMHRD?

I am a teacher first, and I think that is the biggest reason for me to be in the field of higher education for the last 22 years. From being a junior lecturer who adheres to the rules and regulations formulated by seniors, to later on moving to the position of a Professor and contributor to boards and committees, has enabled me to witness the true contribution that a faculty makes in the life of a young student. As a researcher and PhD supervisor, one understands the value and importance of creating a body of knowledge and how it can pave the way for the next set of ideas for growth and development of human endeavor. My role as an academic administrator, being the Director of a prestigious institute like SCMHRD, is a position of responsibility that entails stakeholder management. This demands nurturing faculty and students and giving wings to their aspirations. Living up to the legacy of SCMHRD and the faith alumni

and industry have in the talent at the institute is an accountability of this position. These diverse perspectives have helped me grow as a professional and allowed me to look at various issues, situations, and circumstances from the lens of all stakeholders. Today, when I decide on something, it is holistic and all-encompassing, keeping in mind the bigger goal of the institute and the individual impact it will have on faculty, staff, alumni, and our industry connects, of course, along with maintaining the image of SCMHRD in the national and international academic environment. These diverse roles have developed in me the ability to see the entire forest as well as value an individual tree.

You were invited as a guest researcher in the DAAD-sponsored Centre for Modern Indian Studies at the University of Cologne (Germany). How did this international experience impact your perspectives on management and human resource development, and how has it influenced your role at SCMHRD?

This international experience has helped me grow as a researcher. I was able to witness the academic environment of one of the most sought-after institutions, like the University of Cologne. One understands the expectations and diversity of perspectives of researchers along with their style and methodology of research. Being able to work on projects and also co-authoring a paper with a German researcher was one of my biggest learnings. I had an opportunity to visit educational institutes and prominent places during my stay in Germany. All this helps as a good motivator to do better internationally and acts as immense erudition in guiding faculty and students who wish to experience international exposure. Understanding different perspectives enabled me to embrace diversity not only of ideas but also of actions along with the varied opportunities and challenges internationalization brings with it. Each faculty and student, therefore, should be given this opportunity and support to witness the teaching-learning and research environment internationally.



With your experience in academia and industry collaboration, could you shed light on the strategies and practices employed by SCMHRD to establish and maintain effective partnerships with corporations for the mutual benefit of both the academic institution and the business world? How do these collaborations enhance the practical relevance of management education at SCMHRD?

SCMHRD engages with the world of work right from selecting the best talent for its program to enabling this talent in seamlessly venturing into one. We have representatives from the industry on our admission panels, our academic and program review committees, our board of studies and even on our advisory. Throughout the two years of the MBA journey, students engage in summer internship and live projects with the industry. We have multiple MoUs with industry to enable experiential learning. More than 150

guests from the industry engage with SCMHRD every year in various capacities and interact with students. All this makes our students industry ready and fosters an understanding of practical work environment along with the theory taught in the classrooms. Each course at SCMHRD is delivered with an experiential learning component thereby enhancing the relevance of management education through practical underpinnings.

As a seasoned academician and a former member of the Board of Management and Board of Examination at Symbiosis International University, how do you perceive the current educational policies in India impacting the management and human resource development domain, and what changes or enhancements would you advocate to further enrich the academic landscape?

The New Education Policy 2020 has brought in a flavor of interdisciplinary education, thereby making choices for students wider and more robust. The concept of the Academic Bank of Credits will allow a student continuity in education. We will witness the setting up of foreign universities in India by 2025. This will bring in diversity and competition to the field of education. The policy is definitely going to affect a large cohort of not only students but also educators and administrators. We must prepare ourselves for it. The education policy is drafted very well and has the appetite to influence the space of education right from KG to PG. As of now, it is too early to comment on the policy. However, ethical and well-drafted points of action will help in its successful implementation.

As per your academic background, what advice do you have for aspiring researchers and doctoral candidates in the field of management and human resource development?

Every PhD is a journey towards excellence that one takes up voluntarily. Consistent effort and a consulting attitude will take you a long way. Regular updates within your circle of other researchers will make your work easier and help you stay relevant. Look at the right journals and work on topics that have a meaningful impact on individuals. Embrace technology and learn the latest tools of research methodology. Carve a niche for yourself and create an ecosystem of research that will support you.

Your recent honor of being part of the meeting in Japan highlights the significance of cultural values in education. How do you believe the cultural nuances and emphasis in respect of Japan influence discussions on improving higher education quality, and what insights or practices from these engagements do you bring back to further enrich the academic environment at SCMHRD?

Being on the Asia Pacific Advisory Council of AACSB allows me exposure to the educational landscape in the Asia Pacific Region. It opens up dialogues with academicians outside India to collaborate on teaching and research activities.

As a researcher and PhD supervisor, one understands the value and importance of creating a body of knowledge and how it can pave the way for the next set of ideas for growth and development of human endeavor. My role as an academic administrator, is a position of responsibility that entails stakeholder management. This demands nurturing faculty and students and giving wings to their aspirations. Living up to the legacy of SCMHRD and the faith alumni and industry have in the talent at the institute is an accountability of this position. These diverse perspectives have helped me grow as a professional and allowed me to look at various issues, situations, and circumstances from the lens of all stakeholders. Today, when I decide on something, it is holistic and all-encompassing, keeping in mind the bigger goal of the institute and the individual impact it will have on faculty, staff, alumni, and our industry connects, of course. These diverse roles have developed in me the ability to see the entire forest as well as value an individual tree.



Dr. Netra Ganesh Neelam
PROFESSOR & DIRECTOR,
SCMHRD PUNE

Interactions with international colleagues help bring back the best and next practices to our country and of course at SCMHRD.

Considering the rapidly evolving landscape of management education, how do you foresee the future of industry-academic collaboration across the broader academic sector? What initiatives or innovations would you recommend for institutions to strengthen these collaborative efforts, ensuring the continuous alignment of academic programs with the dynamic needs of the business world?

The future of industry-academic collaboration in management education is likely to be characterized by increased integration, responsiveness to industry trends, and a stronger emphasis on preparing students for the evolving demands of the business world.


Agile Curriculum Development: Adopting agile approaches to curriculum development that allow for quick adaptation to industry changes. Regularly reviewing and updating course content and integrating the latest management theories, practices, and technological advancements can result in more agile

curriculum development. Industry input can be key in developing such a curriculum.

Industry-Driven Specializations: Creating industry-driven specialized tracks or focuses within management programs. To guarantee that graduates have the necessary knowledge and skills needed for important areas, these can be co-designed with industry partners.




Industry Practitioners as Educators: Engaging professionals from the sector as mentors, adjunct instructors, or guest speakers. This not only allows students to network, but it also introduces real-world expertise into the classroom. Experts in the field can share their knowledge on the most recent developments, trends, and best practices. The UGC has now made this possible through the introduction of Professor of Practice positions in the University.




Collaborative Research Projects and Sponsorship: Encouraging university scholars and industry experts to collaborate on research projects. This guarantees that research findings have real-world applications in the business sector, in addition to advancing knowledge.

Global Collaborations: Encouraging partnerships and collaborations across borders. Creating exchange programs, joint degrees, or cooperative initiatives with foreign universities and firms to give students exposure to a variety of business contexts and a global perspective to students and faculty. 

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LONG-TERM SUCCESS MANTRA: REFINE SKILLS, EXPAND NETWORK, STAY TRUE TO YOUR PASSION

Dr. Seema Saini, CEO and Principal at N L Dalmia Educational Society, discusses the transformative landscape of Management Education in India in an insightful interview with Education Post's Prabhav Anand. With 30 years' experience in academics, Dr. Saini highlights key trends, challenges and the dynamic role of leadership. She also provides valuable insights into the 'Professor of Practice' concept and offers guidance to aspiring individuals hoping to make a substantial impact in their chosen fields.



Please take us through your professional journey and your current role as the CEO of N.L. Dalmia Educational Society. Also, what motivated you to work in the education sector, and what keeps you motivated in your current position?

I started my career as a faculty of economics 31 years ago. My journey as a teacher, a principal, and a CEO is motivated by a passion for fostering learning, shaping young minds, and contributing to the development of future generations. I have always strived to create a positive environment for students, faculties, and staff, fostering a love for education and encouraging holistic development. Additionally, the desire to make a meaningful impact on society and contribute towards nation-building.

During your career in education, what are some key changes you have witnessed?

Over the last three decades, the education sector has witnessed significant changes globally. Some key trends include:

Engaged Learners: Outcome-based Learning.

Technology Integration: The widespread adoption of technology in education, including the use of computers, the internet, and digital learning tools, has transformed the way students learn and teachers instruct.

Online Learning: The rise of online education platforms has allowed for flexible and remote learning, making education more accessible to a broader audience. This trend has been accelerated, particularly in response to global events like the COVID-19 pandemic.

Personalized Learning: There's a growing emphasis on personalized learning experiences, leveraging technology to tailor education to individual student needs, pace, and learning styles.

STEM Emphasis: Increased focus on Science, Technology, Engineering, and Mathematics (STEM) education to prepare students for careers in the rapidly evolving technological landscape.

Globalization of Education: The ease of international communication and collaboration has facilitated a more globalized approach to education. Students can connect with peers worldwide, and universities offer more international programs.

Assessment Methods: A shift towards more diversified and competency-based assessment methods, moving away from traditional standardized testing to evaluate a broader range of skills.

Inclusion and Diversity: Recognition of the importance of inclusive education, addressing diverse learning needs and promoting diversity in curriculum and teaching staff.

Emphasis on Soft Skills: Acknowledgment of the importance of soft skills like critical thinking, creativity, communication, and collaboration, alongside traditional academic knowledge.

Environmental Sustainability: Increasing awareness of environmental issues has led to a focus on sustainability in education, with institutions incorporating eco-friendly practices and integrating environmental education into curricula.

Changes in Pedagogy: A shift from traditional teacher-centered approaches to more



student-centered and interactive pedagogies, encouraging active participation and engagement.

These trends collectively reflect a dynamic and evolving landscape in education, shaped by advancements in technology, societal changes, and a growing recognition of the importance of preparing students for the challenges of the future.

Could you please provide me with more information about how the N.L. Dalmia Educational Society equips students with the necessary skills for the industry?

Our deep commitment to Management Education, balanced with social responsibility ensures that students attain a first-hand understanding of the challenges faced by our economy at large and the community in particular. Through case studies, business games simulations, research projects, coaching and mentoring, our students are encouraged to develop an acumen, which will enable them to become successful business leaders.

The Institute strongly believes in disseminating relevant knowledge that serves the requirements of the industry. We have been regularly inviting faculty from renowned foreign universities to give our students global exposure and provide an invaluable learning experience in cross-cultural business environments. This is an essential and critical exercise in helping them become successful leaders.

In your opinion, how has the role of leadership evolved in the management field over the years, and what key skills do you believe are essential for future leaders in this rapidly changing business environment?

Over the years, the role of leadership in the management field has evolved from a traditional top-down approach to a more collaborative and adaptive model. Modern leaders are expected to inspire, empower, and foster a positive organizational culture. They also play a crucial role in navigating complexity, embracing diversity, and promoting innovation in response to the ever-changing business landscape. Effective

communication, emotional intelligence, and a focus on employee development have become integral aspects of successful leadership.

Future leaders in a dynamic business environment should cultivate adaptability, effective communication, strategic thinking, innovation, emotional intelligence, and a commitment to continuous learning to navigate and thrive amid constant change.

What is your perspective on the current scenario of management education in India? What unique opportunities and challenges does the Indian context present for management education?

Diversity of Programs: Besides traditional MBA programs, there's a diverse range of management courses offered, including executive MBA, specialized MBA (in areas like finance, marketing, and operations), and postgraduate programs.

Global Collaborations: Many Indian business schools collaborate with international institutions to provide global exposure, joint programs, and exchange opportunities for students.

Quality of Faculty: Management institutes in India strive to maintain high standards of faculty with industry experience, research contributions, and a blend of academic and practical knowledge.

Entrance Exams: Admissions to top management institutes are highly competitive, with exams like CET, CAT (Common Admission Test) being a common gateway. Other exams like XAT, MAT, and GMAT are also widely accepted.

Industry Connections: Institutes often foster strong ties with industries, leading to guest lectures, internships, and placement opportunities for students.

MAKING A SUBSTANTIAL CONTRIBUTION IS OFTEN A JOURNEY THAT REQUIRES DEDICATION, RESILIENCE, AND A STRATEGIC APPROACH. KEEP REFINING YOUR SKILLS, EXPANDING YOUR NETWORK, AND STAYING TRUE TO YOUR PASSION FOR LONG-TERM SUCCESS.

In your personal opinion, how do you see the 'Professor of Practice' concept impacting the broader landscape of education in the future, particularly in terms of bridging the gap between academic theory and real-world practice? Could you also share your thoughts on the potential challenges and opportunities it might present?

The 'Professor of Practice' approach in management education involves bringing seasoned professionals from the industry into academia to teach and share their practical experiences with students.

A few highlights of this approach are as under;

Industry Experience: Professors of Practice are typically individuals with substantial practical experience and success in the industry rather than having a purely academic background. They bring real-world insights, current industry trends, and practical knowledge to the classroom.

Teaching Philosophy: Emphasis is placed on applying theoretical concepts to real-world scenarios, providing students with a more practical and relevant learning experience. Professors of Practice often use

case studies, simulations, and examples from their own professional experiences to illustrate points.

Networking Opportunities: Students benefit from expanded professional networks as Professors of Practice often maintain active connections in the industry. Networking opportunities may extend to internships, mentorship, and potential job placements facilitated by these professors.

Current Industry Relevance: Courses taught by Professors of Practice are designed to be highly relevant to current industry practices and challenges. They bring up-to-date knowledge and insights, ensuring that students are well-prepared for the dynamic nature of the business world.

Guest Lectures and Workshops: Professors of Practice may also conduct guest lectures, workshops, or seminars, allowing students to interact directly with industry leaders and gain firsthand knowledge.

Blend of Academic and Practical: The approach aims to strike a balance between academic rigor and practical applicability. Students still receive a solid theoretical foundation, but it is complemented by real-world examples and applications.

Role Models: Professors of Practice serve as role models for students, showcasing successful career paths in the industry and providing valuable insights into the skills and attributes that contribute to success.

Advisory Roles: In addition to teaching, Professors of Practice may serve in advisory roles, contributing to the development of relevant curricula, program enhancements, and industry partnerships.

Innovation and Entrepreneurship: Given their practical experience, Professors of Practice may play a crucial role in fostering innovation and entrepreneurship within the academic institution.

Continuous Learning: Professors of Practice often engage in continuous learning themselves, staying abreast of industry changes and bringing the latest knowledge to the classroom.

This approach enhances the overall quality of management education by bridging the gap between academic theory and practical application, preparing students for the challenges they will face in the professional world.

While the Professor of Practice approach in management education offers numerous

Future leaders in a dynamic business environment should cultivate adaptability, effective communication, strategic thinking, innovation, emotional intelligence, and a commitment to continuous learning to navigate and thrive amid constant change.

advantages, it is not without its challenges. Here are some potential drawbacks:

Limited Research Output: Professors of Practice may prioritize industry engagement over traditional research, potentially leading to fewer academic publications. This could impact the institution's research ranking.

Variable Teaching Styles: The teaching styles of Professors of Practice may vary widely based on their individual experiences and backgrounds. Consistency in the quality of instruction could be a challenge.

Potential for Outdated Knowledge: If not actively engaged in ongoing professional development, Professors of Practice may risk becoming out of touch with rapidly evolving industry trends.

Academic Credentials: Some academic institutions may face skepticism or resistance from accrediting bodies or stakeholders if a significant portion of the faculty lacks traditional academic credentials.

Balancing Theory and Practice: Striking the right balance between theoretical rigor and practical relevance can be challenging. Overemphasizing one at the expense of the other may impact the quality of education.

Limited Classroom Availability: Industry professionals may have time constraints due to ongoing commitments, limiting their availability for teaching,

mentoring, or other academic responsibilities.

Potential for Incompatibility: The teaching methods and expectations of Professors of Practice may not align with the traditional academic culture of the institution, leading to potential conflicts.

Assessment Challenges: Evaluating the performance of Professors of Practice based on traditional academic criteria may not fully capture their contributions to the practical development of students.

Succession Planning: There may be challenges in finding suitable replacements for Professors of Practice, particularly if their industry expertise is highly specialized.

Institutional Buy-In: Some academic institutions may face resistance or skepticism from faculty members who adhere to more traditional academic backgrounds, creating potential tensions within the institution.

Balancing these challenges requires careful planning, ongoing communication, and a commitment to ensuring that the Professor of Practice approach complements the overall educational objectives of the institution. Instituting mechanisms for continuous feedback and adaptation can help address these challenges effectively.

Lastly, what guidance would you offer to students aiming to make a substantial contribution in their chosen fields?

Passion and Purpose: Identify your passion and align it with a sense of purpose. A deep connection to your chosen field will fuel your commitment to making a meaningful impact.

Continuous Learning: Cultivate a mindset of continuous learning. Stay curious, explore new ideas, and embrace opportunities to expand your knowledge and skills throughout your career.

Mentorship: Seek mentorship from experienced professionals in your field. Learn from their experiences, seek advice, and leverage their guidance to navigate challenges and make informed decisions.

Networking: Build a strong professional network within your industry. Attend conferences, join relevant associations, and connect with professionals who can provide insights, collaborations, and support.

Set Clear Goals: Define clear, achievable goals

for both the short and long term. Having a roadmap will help you stay focused and measure your progress along the way.

Embrace Challenges: Don't shy away from challenges; view them as opportunities for growth. Tackling difficult problems often leads to valuable insights and breakthroughs.

Innovate and Think Creatively: Foster a mindset of innovation and creativity. Look for novel solutions to existing problems and be open to unconventional approaches.

Collaborate Effectively: Collaboration is key to making a substantial impact. Work well in teams, leverage diverse perspectives, and build partnerships that enhance your ability to contribute meaningfully.

Build a Strong Work Ethic: Develop a strong work ethic characterized by dedication, discipline and a commitment to excellence. Consistent effort over time is often a key factor in making a lasting impact.

Stay Resilient: Resilience is crucial in the face of setbacks. Learn from failures, adapt to changes, and maintain a positive outlook to overcome challenges.


Contribute to Community: Consider how your contributions can extend beyond your immediate field to benefit the broader community. Social impact and community involvement can add significant value to your work.

Stay Informed about Industry Trends: Stay abreast of the latest developments in your field. Being aware of emerging trends will position you to anticipate changes and contribute to innovation.

Effective Communication: Hone your communication skills. Being able to articulate your ideas clearly and persuasively is essential for gaining support and disseminating your contributions.

Ethical Leadership: Embrace ethical leadership principles. Making a positive impact should align with ethical considerations and contribute to the greater good.

Track and Celebrate Successes: Keep track of your achievements and celebrate successes along the way. Recognizing your progress boosts motivation and helps you stay committed to your goals.

Remember that making a substantial contribution is often a journey that requires dedication, resilience, and a strategic approach. Keep refining your skills, expanding your network, and staying true to your passion for long-term success. 



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Embracing the dynamism of management education and steering IBS Hyderabad towards excellence

Prof. Venugopal Rao K S, Director, IBS Hyderabad, shares insights into his journey and philosophy with Education Post's **Prabhav Anand**. Prof. Rao talks about his leadership philosophy, the evolving role of academia in a changing economic landscape, and the crucial nexus between industry and education.

BUSINESS SCHOOLS BEAR THE IMPACT OF DYNAMIC ECONOMIC CHANGES FROM TIME TO TIME

Q **Dr. Rao, as you reflect on your rich background in management education, could you share a defining moment or unique experience that significantly influenced your teaching philosophy and leadership style at ICFAI Business School?**

Management education is very dynamic, unlike many other disciplines. Here, learners get trained for different roles in the industry, and in most cases, this is the last leg of their academic journey. I moved from an active industry job to academics in 2002 driven by the desire to make a difference to the student community and get into a career where I found congruence with my interest in training and teaching. Early on in this career, I got opportunities to attend several QIPs

and FDPs at top business schools in India (such as the IIMs). In these faculty programs, the usage of case pedagogy immediately struck a chord with me as it was an innovative way of bringing in industry insights that aligned with theory. I also got opportunities to interact with senior academic leaders who created a lasting impression on my mind. I continue to hold the view that a teacher is a learner for life.

IBS Hyderabad is one of the largest business school campuses in the country with nearly 2500 students in the MBA program. Being responsible for the business school, I believe in a participative style of leadership that is based on a broad consensus. While taking responsibility for the achievement of the mission and objectives, I regularly oversee the progress of key tasks and ensure that they are completed. In achieving the mission and objectives, I am fortunate to have a team of a highly experienced and talented pool of faculty colleagues who overlook different verticals besides academics.



I also believe in a high degree of operational freedom that helps my colleagues think out of the box to arrive at effective decisions. I attribute these leadership qualities to the excellent schooling I had early on at Military School, Belgaum, Karnataka which imbibed in me versatility, multi-tasking and team management skills.

As a Director and Professor, how do you ensure a nurturing and inclusive learning environment at IBS Hyderabad, fostering the holistic development of students beyond academic excellence?

The Mission of IBS Hyderabad is to “offer high-quality management programs that equip students with the right knowledge, skills, and attitudes to succeed in a dynamic world”. At IBS, we believe in preparing students for jobs of the future. For this, IBS Hyderabad goes beyond academics and provides relevant

platforms for students to engage in activities that foster social, interpersonal communication, team, and leadership skills. Through various curricular and extracurricular activities, internships, group and field activities, students gain important life skills that help them eventually succeed in a demanding corporate world. At the end of the two-year program, students mature with all-round managerial skills and are better equipped to take on challenges in a dynamic business world.

In your opinion, how can business schools contribute to fostering innovation and entrepreneurship among students, preparing them for the ever-changing business landscape?

IBS Hyderabad provides an appropriate ambiance, culture, and climate to train students for diverse roles in the industry. A small percentage of students often take the road less traveled as they possess ambitions for

the risky entrepreneurial journey very early on. IBS Hyderabad has created the institutional mechanisms to cater to this small but growing lot of students who wish to pursue the challenging entrepreneurial journey. To foster and promote a culture of innovation and entrepreneurship among its students and faculty, IFHE constituted the IIC (The Institution Innovation Council) in November 2018 that is a part of the Government of India, Ministry of Education’s Innovation Cell. The IIC has an active council comprising faculty members and students drawn from the constituent schools of IFHE (Business Management, Technology, Social Sciences, Architecture, and Law). The IIC also receives active collaborative and mentoring support from industry partners, successful entrepreneurs, innovators, and alumni. Regular awareness campus, interactive sessions, popular lectures, training programs, and mock contests are conducted to create a healthy ecosystem for innovation and entrepreneurship.

With the increasing importance of sustainability and corporate social responsibility, how do you incorporate these themes into your teaching and research, preparing students for responsible leadership roles in the business world?

IBS Hyderabad has always held a view that respect for the society in which we live requires commitment, engagement, and sustained efforts to bring about societal change. As an educational institution, IBS has cared for communities that surround its vast campus on the outskirts of Hyderabad. To demonstrate its commitment to the environment-related issues, IBS has taken the lead to introduce different courses concerning the environment, disaster management, and corporate social responsibility in the UG and MBA programs. Faculty members are now sensitive to the UN Sustainable Development Goals and have published research papers covering three SDGs – 3, 8, and 9. Going forward, the faculty is committed to extending the coverage of their research and consulting activities. These initiatives and achievements will directly and indirectly benefit students through curricular and teaching interventions and help them succeed in responsible leadership roles in the business world. To complement the efforts of the business school, the Case Research Center at IBS Hyderabad has taken the lead in publishing 62 award-winning and other business cases that have captured at least one or more of the 17

I have seen twenty batches of young promising undergraduates seeking admission to our business school, go on to successfully navigate their two-year academic journey and finally secure jobs in leading business organizations. The career trajectory actually pushes them into a whole new orbit over time. What could be more satisfying than seeing students who were taught, mentored, and tutored by you and now hold successful positions and influence how businesses function? Transforming students’ needs total dedication and commitment which I believe requires loads of patience and dedication. I believe I possess both. I was also fortunate to guide five doctoral scholars who are now doing extremely well in their academic pursuits as faculty in India and abroad.

UN SDGs. These initiatives will continue to yield results in the foreseeable future.

In the context of India’s evolving economic landscape, how do you see government policies impacting the field of management education, and what role can academic institutions play in aligning their programs with these policy changes?

The economic landscape is changing rapidly. India is at the epicenter of the worldwide economic revival after the 2019 Covid pandemic. Business Schools bear the impact of dynamic economic changes from time to time. IBS Hyderabad, a constituent of the ICFAI Foundation for Higher Education (IFHE), a deemed to be University with NAAC A++ grade has followed various suggestions and directives shared by the MHRD and UGC from time to time. IFHE was one of the


early movers in launching the four-year UG programs as per the recommendations of the New Education Policy 2020. We share the view enshrined in the draft curricular framework that requires HEIs (quote) to recognize, identify and foster the unique capabilities of each student to promote her/his holistic development; ensure sufficient flexibility to enable learners to choose their own learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests; avoid creating hard separations between ‘arts’ and ‘sciences’, between ‘curricular’ and ‘extra-curricular’ activities, and finally bringing in an appreciation for multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports. IBS Hyderabad will be at the forefront to bring in these changes as they are tuned to help future generations of learners. It is a recognized fact that the jobs of the future require a very different portfolio of knowledge and skills that the NEP 2020 is actually recommending. These changes benefit HEIs as much as they help achieve the overall national ambitions of economic growth.

What role do you believe industry-academia collaborations play in bridging the gap between theoretical knowledge acquired in the classroom and the practical skills required in the corporate world, and how can these collaborations be strengthened?

Business schools evolved from the needs of the industry in the early 19th century. Over time the linkage continues to influence how business schools prepare their curricula aimed at training young leader managers for the industry. The discussion of industry-academia collaborations is not new and has been a subject of debate for years. At IBS, however, we have always maintained a strong rapport with the industry knowing fully well the advantages of such an association. Industry experts are invited for special guest lectures to engage with students and faculty on emerging topics. Students invite managers from the industry for several activities and panel discussions

that are domain-specific. Industry executives are invited to be on the Board of Studies where curricula changes are discussed and finalized. Their inputs and feedback on existing curricula have a deep impact on how our curricula are managed and modified depending on industry-level changes. Successful campus-based hiring of MBA graduates is possible due to the sustained long-term association with several well-established business organizations over the years. These relationships are built and nurtured by a well-equipped corporate relations team headed by a Director. IBS has been hiring industry executives as adjuncts or visiting faculty depending on the need over the years to teach specific courses. The University Grants Commission in its latest announcement has already hinted that a new category of faculty can now be hired in various fields as diverse as engineering, commerce, technology, social sciences, and business management. IBS has prepared a roadmap to hire such experts in its UG and PG programs. Our association with the industry will strengthen and continue to yield results.

Could you share a memorable or rewarding experience from your career that highlights the fulfilling aspects of being an educator and researcher in the field of management?

I have mentioned in an earlier response the reason for shifting to active academics. This field, in general, and my teaching job in particular, have provided me with the greatest satisfaction possible. I have seen twenty batches of young promising undergraduates seeking admission to our business school, go on to successfully navigate their two-year academic journey and finally secure jobs in leading business organizations. The career trajectory actually pushes them into a whole new orbit over time. What could be more satisfying than seeing students who were taught, mentored, and tutored by you and now hold successful positions and influence how businesses function? Transforming students’ needs total dedication and commitment which I believe requires loads of patience and dedication. I believe I possess both. I was also fortunate to guide five doctoral scholars who are now doing extremely well in their academic pursuits as faculty in India and abroad. 



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ABOUT US
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ACADEMIC-INDUSTRY SYNERGY AT ITS BEST

In an exclusive interview with **Dr. R.D. Patidar**, Vice-Chancellor, OP Jindal University, Raigarh, Education Post's **Prabhav Anand** explores the dynamic intersection of academia and industry that defines his journey. From industry insights shaping academic approaches to outcome-based frameworks and impactful collaborations, Dr. Patidar's leadership at OP Jindal University reflects a commitment to excellence, industry relevance, and innovation.

Dr. Patidar, your professional journey combines academia and industry. How has your experience at Jindal Steel & Power Ltd. influenced your approach to academia, and what insights have you brought from the industry to OP Jindal University?

My experience and exposure in academia and industry have equipped me to develop valuable insights that eventually pave the way to achieve academic excellence at OP Jindal University. To produce Industry-ready professionals, Higher Education Institutions (HEIs) are required to promote project-based learning through long-term internships in Industries as it enables the youth to address the industry's challenges and provide technological solutions. We at OPJU have implemented a long-term industry internship model for our final-year engineering and management students, taking into consideration my experience at Jindal Steel & Power. Through this programme, students spend the entire semester gaining practical exposure to industries, which enhances their employability skills. Our teaching methodology, which places a heavy focus on live projects, has produced amazing outcomes in terms of placing our students in well-known multinational organisations with competitive compensation packages.

As the Vice Chancellor of OP Jindal University, you've implemented an outcome-based framework. How has this approach enhanced the learning experience for students, and what specific outcomes or achievements are you particularly proud of under this framework?

I am exhilarated to share that OPJU has taken proactive steps in incorporating NEP-2020 as we have inculcated the academic research and internalisation, Institutional development plans (IDPs), maintaining quality parameters set by regulatory bodies, Academic Bank of Credits (ABC), fostering research and development support, program expansion, integration of Indian knowledge system (IKS), modification of ordinance as per NEP guidelines, flexible learning path, promoting regional language literacy, vocational skills integration, etc.

With well-defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), the institution offers specialised undergraduate, postgraduate, and research-level programmes. The effectiveness of each programme is regularly evaluated through the mapping of COs, PSOs, POs, and PEOs, and corrective measures are taken in each academic session to enhance it further.

Collaboration with industry is crucial. Could you explain how OPJU forms partnerships with multinational corporations, and can you share examples of collaborations that have benefitted both the university and industry partners?

OP Jindal University is the greatest place to pursue an Engineering and Management programme because it is a Higher Education Institution (HEI) built on the foundation of industry-academia collaboration. The primary purpose of pursuing an education is to enter the workforce, where one's duty is to add value for stakeholders and make sure that any organisation grows and prospers.

Keeping in view the above facts and for the benefit of its students and major stakeholders, OP Jindal University (OPJU) laid a strong emphasis on industry-academia collaboration & partnership and collaborated with 100+ prestigious institutions and industries across the globe. To assist students in finding internships and careers, the institution maintains strong contacts and collaborates with prestigious corporate groups. OPJU students are



offered numerous opportunities to collaborate with esteemed business entities and the Jindal group of companies, which offer them both hands-on training and lucrative employment.


If you had the authority to modify one policy in the education sector, what would it be? Can you share your thoughts on what specific area you would like to see improvements in? For instance, would you focus on making education more accessible to underprivileged students, or would you aim to enhance the quality of education by introducing innovative teaching methods?

If I had the chance to change just one aspect of our current educational policy, I would set up a single window system for all higher education institutions right away. The systems of regulation, accreditation, and academic standards will be streamlined with the creation of a single umbrella organisation for all of India's higher education. The current regulatory bodies' framework impedes academic functions, resulting in uncertainty and complexity. The system of several regulations that colleges and universities must contend with will come to an end with the unification of the main regulatory agencies.

What are your aspirations and goals for OP Jindal University, and how do you envision the university contributing to the broader educational landscape in the coming years?

OP Jindal University has gained accolades for the academic year 2022–2023 by securing the most prestigious awards and recognitions. OPJU is dedicated to achieving greater heights in the pursuit of academic excellence in the upcoming years by separating itself from other academic institutions through best academic practices and positioning itself as an all-inclusive destination for high-quality education.

The university is consistently putting sincere efforts into fostering a welcoming and encouraging environment that promotes technical competencies, critical thinking, lifelong learning, and intellectual growth. We have submitted our SSR report to the National Assessment and Accreditation Council (NAAC) and I am quite assured that the new academic year will bring a notable grade to OPJU by NAAC. In the following years, the university campus will grow and feature cutting-edge infrastructure development.

At OPJU, I truly believe in establishing a research and innovation-friendly atmosphere that will boost faculty and student research opportunities and lead to a stronger emphasis on knowledge growth and academic achievement. 

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PG DIPLOMA OFFERS MORE FOCUSED CURRICULUM THAN TRADITIONAL PG COURSES

Dr. S. V. Ramana Rao, Director, Siva Sivani Institute of Management, Secunderabad, discusses the institute's innovative approaches to teaching finance, the impact of simulation software on student learning, and the unique features of their three-semester program in a freewheeling interview with Education Post's **Prabhav Anand**.



Investment Analysis and Portfolio Management are your areas of expertise. What approach do you adopt to teach these subjects to students who did not have finance or commerce in their graduation?

It is a typical challenge since there is quite a good number of students who did not have finance or commerce as their background during graduation. Teaching investment analysis and portfolio management to such students, though tricky, becomes smoother due to the student's interest and perseverance. The work becomes more manageable because the students start taking interest and put in a little extra effort to understand the concepts and theories beyond the classroom. As faculties teaching these important concepts, we focus on concepts such as the need for investments and aspects related to types of markets and their unique features. Further, we use real-life examples and case studies from various markets, including India, to establish and enhance the understanding of the concepts and

fundamentals of the subject. As an institution, we also stress simulation exercises and often devise specific assignments to help students apply theoretical knowledge in practical situations, enhancing their understanding of the topics. Most students, including those from non-commerce backgrounds, have acknowledged these methods and performed well in the financial sector over the years.

MarkStrat StratX and Equity Levers are some simulation software that trains professionals for marketing strategy, and your institute has licensed versions of them. Please share some incidents about how these simulation software helped students.

As already mentioned, as an institution, we strive to deliver industry-oriented and industry-relevant knowledge to students. Most of our courses use innovative approaches to help students understand concepts in real-time and real-life situations. These simulation software, such as Equity Levers, are an inclusive and integral part of the course curriculum and assessments at SSIM. Students have used these simulation software to understand the connection between theories taught in the class and the real-time decisions taken by the companies. In fact, quite a few students have started investing in stocks and other financial instruments themselves after understanding the concepts and practicing them on these simulation software. Thus, these simulation software add an edge to SSIM learning that goes a long way throughout the career of our students.

Siva Sivani Institute of Management offers programs in PG diploma while many management institutes offer a post-graduation. How does the institute ensure good



training of students while maintaining timelines?

PG diploma programs often have a more focused curriculum compared to traditional post-graduate programs, providing students with a comprehensive understanding of business and management principles. SSIM offers PGDM that focuses on key strategies such as Intensive Curriculum, Practical Learning, Industry Exposure, Soft Skills Development, Focused Electives, and Continuous Assessment. SSIM believes that practical training is an absolute must to understand the concepts and theories of different subjects. Therefore, experiential learning has been embedded across the curriculum. Students interact with corporates regularly, get involved in live projects involving real-life companies and situations, take up internship opportunities along with studying, and organize corporate feedback sessions for students in one-on-one sessions during

Term End Viva. Therefore, students get various opportunities to train themselves and make themselves corporate-ready before taking up internship or placement opportunities.

The institute offers three-semester education over the usual two-semester ones. By your experience, how does a three-semester program help?

SSIM adopted the three-semester program as we believe this system provides more time for in-depth exploration of subjects, allowing students to gain a deeper understanding of core concepts and specialized areas within management. It also offers an extended period for internships, allowing students to gain more practical experience and develop a better understanding of the industry. A longer program

may allow for more flexibility in terms of elective courses and specialization options. Further, students also have the chance to explore a broader range of subjects and have a deeper focus on a specific area of interest. This system also focuses on having more time dedicated to the development of soft skills, leadership qualities, and other essential managerial attributes. A three-semester program also provides additional opportunities for networking, industry exposure, and career development, potentially enhancing job placement prospects.

On-campus placement, and those with quality jobs, is one of the indispensable points when students look for colleges. What do you think of it, and please share the institute's approach to it?

On-campus placements are indeed crucial for students as they provide a convenient and structured way for them to connect with potential employers. SSIM has been maintaining strong relationships with industry partners and also has a robust placement cell that tends to attract more students as they offer the promise of better job opportunities post-graduation. Along with this, SSIM also strives to maintain a strong industry connection and collaborates with companies regularly for internships, guest lectures, and other industry-oriented programs. It focuses on enhancing students' employability by incorporating skill development programs into their curriculum. Our placement team helps students create effective resumes and prepares them for interviews by providing requisite training from time to time. Workshops, mock interviews, and resume review sessions contribute effectively towards students' readiness for the job market. SSIM also focuses on maintaining a strong alumni network as these alumni are a valuable resource for current students. Institutes often collect feedback from recruiters and students to understand the strengths and weaknesses of their placement processes to enhance the effectiveness of the system. This feedback loop

Students interact with corporates regularly, get involved in live projects involving real-life companies and situations, take up internship opportunities along with studying, and organize corporate feedback sessions for students in one-on-one sessions during Term End Viva. Therefore, students get various opportunities to train themselves and make themselves corporate-ready before taking up internship or placement opportunities.

helps them make continuous improvements and make the system more robust.

Financial Derivative is one of your repertoires. For those working professionals who haven't studied finance or commerce in their formal education, do you know any study material that might help them begin their investment in the stock market?

An interest in investing and the keenness to understand the objectives and concepts of the subject are important. In the given scenario where AI is helping us significantly, learning these concepts isn't a significant challenge for anyone, even though professionals do not have formal qualifications in finance or commerce. There are various study materials available online, including books and articles that are updated regularly. Apart from this, NSE and SWAYAM, NPTEL are good and genuine sources where such professionals can learn these concepts easily while undergoing specific courses. Other learning platforms such as Udemy or Upgrad also have their own set of courses with differing levels of understanding and complexities that might help such working professionals understand the concepts and apply them in real time in the form of their investment decisions. [EP](#)



LIFELONG LEARNING ISN'T ABOUT DOING ANY COURSE

IT'S A TIE BACK TO YOUR OWN CAREER TRAJECTORY

"Understand what it means to be employable, not just landing a job, but excelling in it," **Amol Dani**, CEO of Keybridge Global Education, tells Education Post's **Prabhav Anand**, while sharing his views about the evolution and future trajectory of the education technology (EdTech) landscape. With over 18 years' experience in higher education, talks about the critical need to bridge the gap between education and employability on a global scale.



Tell us about your journey and what led you to start Keybridge Global Education?

I've been in higher education for over 18 years, working at Georgetown University in Washington, DC. My global involvement led me to establish a branch campus in Qatar in 2005, focusing on undergraduate and executive education. Throughout this, my interest grew in understanding how education transcends global boundaries. My PhD work delved into the globalization of education, and over the years, I noticed a persistent gap between university education and workplace expectations. Universities aim to create informed citizens, but employers expect immediate job readiness. Recognizing this disconnect, I founded Keybridge Global Education to bridge the gap between education and employability on a global scale. This issue isn't confined to one region; it's a global challenge that has persisted for generations. The decision to address it through online learning became evident during the pandemic, providing a scalable platform for our mission. We embarked on this journey in 2021, aspiring to be the key to bridging the education-employability gap.

How do you perceive the current state of the EdTech sector in India?

EdTech, broadly categorized into K-12, test prep, and skills or career tech, has seen fluctuations post-pandemic. In K-12, there was a surge during the pandemic, but the expansion seems limited now. Test prep remains crucial, with expectations of consolidation due to a multitude of small centers. In my focus area, skills tech in higher education, we're in the early stages of a transformative journey. Universities must rethink physical and digital infrastructure use to enhance in-person experiences. Looking ahead to 30 years, I envision a future university model emphasizing digital and individualized micro-learning, with a shift in pedagogy for in-person activities. The post-secondary sector, from universities to mid-career scaling, has substantial growth potential. Anticipating consolidation in the sector, corporate learning and development present significant opportunities. With companies investing in training, especially in growing sectors like family-owned businesses, the next decade holds promise for EdTech evolution, fostering partnerships and creating online learning environments. The future appears bright for those venturing into the EdTech space.

With the global Ed-Tech market projected to hit over \$460 billion by 2026, what opportunities do you see for Indian EdTech companies on a global scale?



With India's innovative tech landscape, companies like Erilitis (Emeritus) from Bengaluru have expanded operations in South America, collaborating with leading US universities. Byju's, a key player, has ventured into the US market in the repair sector. Indian EdTech's early start addresses mass-scale problems, leveraging the demographic dividend of the world's largest middle class and young population (550 million aged 18-55). This expertise positions Indian EdTech globally, particularly in South America and Africa, mirroring India's growth dynamics. African regions, like India, face educational accessibility challenges, making Indian EdTech's solutions valuable. The portability and time flexibility offered by EdTech break traditional constraints, creating a promising scenario for Indian EdTech in these continents.

How do you see the role of Artificial Intelligence and machine learning evolving in the Indian EdTech sector?

I think AI and ML can really enhance and support learning. The integration of Artificial Intelligence (AI) and machine learning

(ML) in the Indian EdTech sector is already underway, ushering in a transformative era. AI and ML, in my view, play a crucial role in enhancing and supporting learning experiences. While they possess the capability to augment learning needs, it's essential to recognize that they cannot replace the richness of the learning experience itself. Instead, we should view machine learning as a tool to amplify our learning endeavors, eliminating manual processing and providing easy access to algorithmic data.

The impact of AI and ML on personalization in learning is profound. Traditional learning models often lack personalization, a gap that AI and ML can effectively bridge. Drawing parallels with the Montessori school system, where students are taught in a way that aligns with their individual learning styles, AI and ML can deliver bespoke learning experiences across educational levels—be it K through 12, universities, or corporate learning and development at various career stages.

The key lies in leveraging AI and ML to offer tailored experiences, whether through

diverse teaching methods or adapting content formats based on individual preferences. However, despite the advanced capabilities of AI, human intervention remains crucial, particularly in the application of data. While AI can furnish an abundance of results, it is the human touch that interprets and applies this data effectively.

Looking ahead, the rise of generative AI introduces intriguing possibilities. Automated tools can assist in generating content, but the challenge lies in how individuals utilize and personalize this information. As we witness the emergence of cognitive learning processes, there's a glimpse into a future where AI comprehends individual writing styles and facilitates personalized matchmaking.

Already, we observe the integration of AI in EdTech platforms, providing automated data mapping and enhancing accessibility. Yet, the true potential lies in the personalization of learning experiences. AI and ML, when harnessed adeptly, promise to revolutionize education by catering to the unique needs of learners, paving the way for a more dynamic and personalized approach to learning.

What are your thoughts on the increasing trend towards lifelong learning subscription services?

I've always been a big believer, and that's why our platform, you know, we have this nomenclature called Forever Learning. It is a term that we use to say that learning shouldn't stop. Lifelong learning, in most cases, has become about throwing a course at everybody. Oh, you know, you should do this course. You know, yeah, this is the in theme. What really is missing is a hook, a tie back to your own career trajectory. Let's say I'm a marketing professional, and somebody says, oh, you should look at this cool project management program, maybe the company pays for it. But how does it fit with your trajectory? Employers need to invest funds in learning and development, but they're not tied back to their development goals. For lifelong learning, learning should be lifelong. It's an oxymoron that we use lifelong learning. If you think about a traditional model, we always look at education as sequential. Typically, when we finish our undergraduate degree or a graduate degree, we don't really go back to school. In our twenties, we finish what we call formal education, and for the rest of our lives, we're learning on the chart. Why should learning be only at the front end? Could there be a model where you're given the right skills to just get you started in your work? This is totally different thinking. Let's say you do after year 12, you spend two years on getting basic information, and you start working. Then six years later, now you sort of do the second part of your education because now you've learned a lot, and now you're integrating the learning. This process should continue over the course of your life. The way we do lifelong learning today is just sticking just throwing courses at people. I'm not a big believer in that. It needs to be tied down to person, goals, trajectory, skills they need at that point in time, the skills that they want to aspire for. It definitely needs a hook back. In our platform, we are probably one of the first platforms trying to provide a sort of a hook for them to consistently look at that same metric over the journey of their careers. It has to be tied down to the careers. That's why we call ourselves the career-

building partner, which means our job never ends. Lifelong learning service is a subset of that.

How does Keybridge Global Education aim to bridge the gap between education and employability?


Our core belief is that soft skills are essential to workplace success. Unlike some institutions, we don't just claim soft skills are embedded in our teaching; we've curated 28 probability skills that are domain-agnostic. These skills are necessary across industries, albeit in varying degrees. We've mapped these soft skills to each job area and developed assessments. The assessment informs you where you stand with respect to your probability skills in your chosen career. We offer tools and resources to improve these skills while you study. For example, if you're studying mechanical engineering, we collaborate with a university to enhance the skills that complement the mechanical engineering program. This ensures that when you finish your program, you not only possess knowledge but also the skills required for the workforce. This vision acknowledges the global nature of the problem and encourages collaboration among companies and universities.

Nano Learning is an exciting concept. It's a highly impactful way to deliver a limited amount of information through bite-sized, mostly natural videos. This method is effective across diverse audiences, from K-12 to universities and corporate environments. Imagine a vast library of minute videos catering to various learning needs. While it's beneficial for mastering nano skills in short bursts, its pedagogy can be part of a broader learning strategy. Some platforms specialize in short videos, particularly in the corporate space, appealing to audiences with limited time. Despite its initial appeal to millennials, the value and benefits of Nano Learning extend across age groups.

What differences have you observed between the Indian and US education systems, especially after the implementation of new policies like NEP in India? Also, what are your thoughts on the future of education in India compared to the US?

The NEP is a positive step, albeit overdue. Key observations include efforts to condense the undergraduate degree to four years in India, while the US is moving towards a three-year model. The cost of education remains a concern. Engineering colleges in India traditionally span four years, unlike arts, science, and commerce colleges. A significant distinction lies in curriculum autonomy. In India, the university dictates the curriculum, limiting faculty creativity. Conversely, in the US, UK, Australia, and Canada, faculty autonomy allows curriculum creation. The emphasis on a research-oriented faculty culture and the tenure system is a hallmark of American higher education. The integration of research and teaching is intrinsic, enhancing the overall learning experience. Internships and cooperative education programs, where students alternate between studying and working over a five-year period, are crucial US education components. These differences profoundly impact students graduating from each system. The NEP 2020's potential impact will unfold over the next 15 to 20 years, necessitating patience. However, a drawback is the insufficient articulation of the role of online education in the policy. The rush to implementation overlooked this aspect, with limited flexibility in offering online degrees, restricting it to universities with on-ground presence.

What advice would you give to students and professionals navigating their career paths in this digital age?

Firstly, for both educators and students, the language of skills needs integration into the university environment. Understand what it means to be employable, not just landing a job, but excelling in it. Focus on internships during college to gain real-world experience and identify areas for improvement. In the US, it's common for students to engage in internships or jobs during the academic year and summers. This provides valuable insights into what skills are essential. Combining this practical experience with a deep understanding of skills makes you highly attractive to employers. Government initiatives in India are promoting skills development from eighth to twelfth grade, recognizing the need to bridge the gap early on. The language of skills is crucial, and universities should prioritize it from the outset. Unfortunately, many universities only pay lip service to this idea, prioritizing curriculum delivery over skills and job placement. Shifting this mind-set is essential for better-preparing students for the evolving job market. 



BUILDING LEADERS OF TOMORROW SINCE 34 YEARS

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Human Resource Management

Business Analytics

Operation

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THEORETICAL KNOWLEDGE IS CRUCIAL, BUT IT'S NOT EVERYTHING

The future isn't just what you'll do tomorrow; it's about what you do today, says **Dr. Bigyan Verma**, Director, Institute of Management Technology (IMT) Nagpur, in an exclusive interview with Education Post's **Prabhav Anand**. Dr. Verma discusses interdisciplinary learning, the balance between theory and practice, and his vision for the future of education.



How was your journey from being a faculty member at XLRI to becoming the Director of IMT Nagpur?

Well, I started my career teaching finance at XLRI Jamshedpur. During that time, the financial services industry was undergoing many changes. I realized that in order to remain relevant as a financial faculty member, I needed real-world experience. So, I made the decision to step out and gain practical insights.

That's when I left XLRI and joined Morgan Stanley and started my career as an investment banker. For the next five years at Morgan Stanley, I worked there with many major clients like Dara Shaw, L&T, Usha International, and even Enron. It was really a valuable experience, but I felt it was time to return to my core competency. Subsequently, I joined the National Institute of Security Market as a consultant in the field of capital markets.

Following that, I became an adjunct professor for a Canadian University, Carleton University, helping establish their campus in India, where I served as the founder director

for about 11 years in Khandala. I also taught at CalTech University's business school in Canada, gaining insights from foreign education. Seeking a change, I moved to Mumbai and joined the South Indian Education Society (SIES) Business School in Navi Mumbai. After spending four years there, I took on the role of the Dean at IMT Nagpur last year.

So, my journey has been quite diverse—from a hardcore academican to an industry professional as an investment banker and consultant and then transitioning into an institution builder. I find myself playing a similar role even now at IMT Nagpur.

In your extensive experience in the field of education, what do you perceive as the most significant challenges currently facing the sector? Can you suggest innovative teaching strategies to address current challenges?

One big challenge we're grappling with is the gap between what's happening in the real world and what's being taught in many business schools. The world is changing fast, and a lot of schools are struggling to keep up with those changes. It's a real challenge that's been going on for a few years and looks set to continue.

Now, when it comes to solutions, we need to rethink how we teach in our classrooms. It can't just be about theory and outdated case studies. We have to bring in more real-world experiences into our teaching methods. For instance, there's a concept called "FIELD," which stands for "field immersion experience of leadership and development." It involves more hands-on, practical learning. We also need to explore innovative methods like flipped classrooms, where students engage with material before coming to class, and then use class time for discussions and activities.

Most importantly, faculty members need to stay updated with what's happening in the real world. They should go out, see it for themselves,



and bring those real-life experiences into the classroom discussions. Some faculty members are already doing this, and I personally try to do it as well. But there's still a lot of work to be done in this area.

So, in order to better prepare students for the real world, we must bridge the gap between theory and reality in our classrooms. This requires us to shift our teaching methods and stay connected to the constantly evolving outside world.

The digital divide in education has been a topic of concern for many years. In your opinion, how can we ensure equitable access to quality education in the digital age, particularly for students

from underprivileged backgrounds or remote areas?

Coming from a business school background, I see the integration of the digital world as a way to enhance efficiency. In business courses, many schools are leveraging digital experiences like augmented reality (AR) and virtual reality (VR) to enrich learning. Students benefit from these tools.

However, when we look at students at the primary or secondary education level, the digital divide becomes more apparent. Bandwidth issues and the unavailability of the internet pose challenges, especially for those in underprivileged or remote areas. While I acknowledge that the Indian government is making strides in addressing these issues, it remains a significant concern at the lower levels of education.

Fortunately, in the context of business

schools and higher education institutions, access to the digital world is not as prominent of an issue. We have progressed well, and I don't see it hindering education at this level.

Critical thinking and problem-solving skills are increasingly being recognized as essential competencies for the 21st century. What role do you think educational institutions should play in fostering these skills among students?

I recently shared one post on LinkedIn, emphasizing the need to move away from older theoretical models like those of Fayol or Taylor. In their time, they focused on scientific methods and time-motion studies for managing organizations. However, today's world demands innovation and agility, especially given unforeseen events like the recent pandemic.

Educational institutions must adapt and discuss new ways of dealing with these challenges in the classroom. This requires fostering critical thinking abilities among students. Additionally, considering the rapid changes in the job market, skills learned today may become outdated in just a few years.

What stands the test of time, regardless of disruptions, is leadership skills. Whether it's learning programming languages

Faculty members need to stay updated with what's happening in the real world. They should go out, see it for themselves, and bring those real-life experiences into the classroom discussions. Some faculty members are already doing this, and I personally try to do it as well. But there's still a lot of work to be done in this area. So, in order to better prepare students for the real world, we must bridge the gap between theory and reality in our classrooms. This requires us to shift our teaching methods and stay connected to the constantly evolving outside world.

or other technical skills, they tend to have a short shelf life. On the other hand, leadership skills endure. A good leader continually updates their knowledge, collaborates with their team, and is ready to face any challenges. These are the discussions that should now take precedence over traditional models of managing businesses or organizations.

The balance between theoretical knowledge and practical skills in the current educational curriculum has been a topic of debate. How do you view this balance and what changes, if any, do you believe should be made to the curriculum to better prepare students for the real world?

Theoretical knowledge is undoubtedly crucial; it forms the base or platform for learning. However, it's not everything. The concept of business education, including MBA programs, was conceived over a century ago as an alternative to fields like medical or legal education. Unlike those, business education aims to provide practical exposure without the need for direct practice in real-world scenarios, like cadavers or courtroom arguments. The traditional case study model, while valuable, is now considered

somewhat outdated. Practical exposure to the real world is increasingly essential. This includes initiatives like the FIELD concept I mentioned earlier. Moreover, faculty members need to bring a wealth of real-world examples and cases into the classroom. I often differentiate between a consultant and a teacher. A consultant discusses best practices, while academicians like us focus on the next best practices. To talk about the future, you must understand what lies ahead. "In my view, the future isn't just what you'll do tomorrow; it's about what you do today." Therefore, teachers should embody this forward-thinking approach.

Interdisciplinary learning is becoming increasingly important in today's complex world. Could you discuss the importance of this approach to learning and suggest ways in which educational institutions can promote such learning among their students?

The concept of interdisciplinary learning, as introduced in NEP 2020, is not entirely new. During my teaching days at Caltech University in Canada, students at the business school, known as the Sprott School of Business, had the flexibility to choose courses not only from their management school but also from other departments like psychology or history. This liberty allowed them to pursue a well-rounded education.


Holistic development is crucial for success in management. A successful manager needs to have a broader understanding of the world. This multi-disciplinary approach has long been embraced in North America and is now being integrated into the Indian education system through initiatives like NEP 2020. It's a commendable move and the only way to produce students who are not only well-prepared for the demands of organizations but also capable contributors to society as a whole.

There are critics who argue about the integration of different disciplines in education. They suggest that when one course is added to another course from a different category or genre, one of them may end up in a minor position. Is this really the case or is there something else at play?

I question the need for terms like "major" or "minor" in education. Why categorize when a management student may wish to explore courses in public policy or sociology, or a marketing student may have an interest elsewhere? Every course is important, and there's no hierarchy in building our knowledge. When specializing in a particular area, it's natural to focus on courses from that domain. However, students should have the option to explore other courses based on their interests.

In essence, there's no need to label courses as major or minor. It's about providing students with the freedom to shape their education according to their interests, fostering a more well-rounded and adaptable learning experience.

Finally, looking ahead, how do you envision the future of education? What changes would you like to see in the next decade and how do you believe these changes will impact students and educators?

In economics, I often emphasize that our survival as human beings is rooted in our inherent curiosity to learn new things. Education has been and will remain an integral part of any society. Nelson Mandela aptly described it as the "most powerful weapon which you can use to change the world." The more educated a society is, the more it can achieve globally. Education, like healthcare, is an evergreen area of research. The models will continue to evolve to meet the changing needs of society. Lack of education and awareness is often at the root of various problems worldwide. Therefore, ongoing developments and changes in education are essential, and we should always welcome them. Looking forward, I envision an education system that adapts to the evolving needs of society, fostering a culture of continuous learning and curiosity. 



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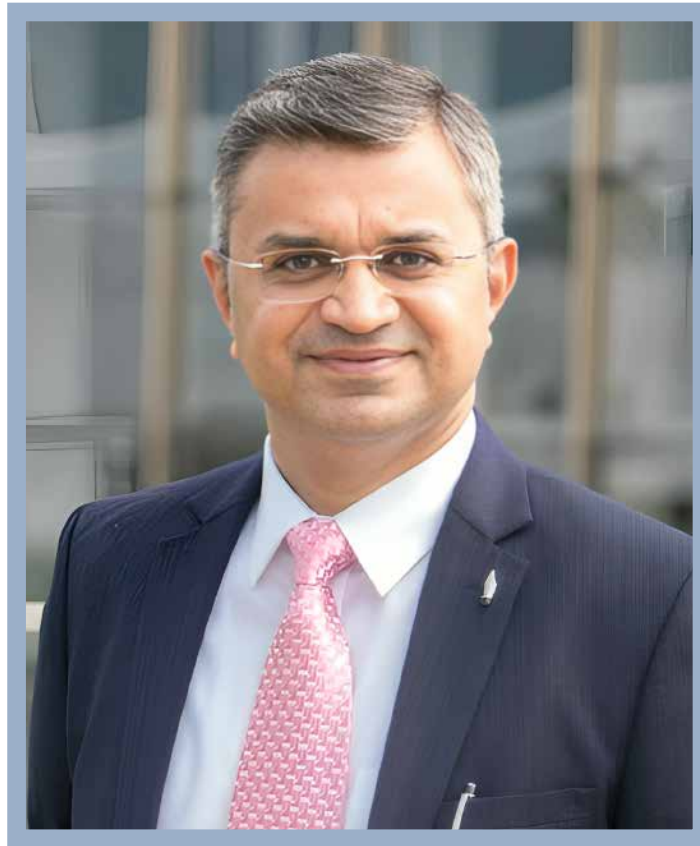
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LIFELONG LEARNING IS NOW CRUCIAL

"Education is of paramount importance given the world is evolving so fast today," says **Vishal Khurma**, CEO of Woxsen University, Hyderabad, in an interview with Education Post's **Prabhav Anand**. Khurma talks about the importance of dynamic learning environments, interdisciplinary approaches, and industry collaboration to enhance students' employability.



From your extensive experience across various sectors, how do you perceive the role of education in shaping the future workforce, especially considering the rapid changes in technology and industry requirements?

Education is of paramount importance given the world is evolving so fast today. Educational institutions will continue to play a crucial role in shaping the future talent force amid this rapidly changing industry landscape across the world. The students need a very dynamic learning environment that emphasizes on growth mindset, resilience and, tenacity, preparing the students for continuous skill development. Promoting interdisciplinary learning and offering a diverse range of experiences like internships & industry projects through collaborative partnerships with industry are essential to enhance their employability. Non-replicable skills like critical thinking, communication, negotiation, problem-solving skills & decision-making skills should be embedded in the curriculum to make the students well rounded to set them for success in their professional careers.

Moreover, cultivating an entrepreneurial mindset can empower graduates to navigate their way through the sea of business complexities and contribute actively to innovation. Institutions, should embrace technology in education, and integrate tools, and platforms which can redefine the pedagogy that reflects current

industry practices. There is a need to establish a regular feedback mechanism involving employers, alumni and industry bodies to provide insights into emerging demands & improvise on curriculum relevance.

Woxsen University's emphasis on shaping talents that "fit the bill" aligns with industry needs. How do you stay attuned to the evolving requirements of industries to ensure that the university's offerings remain in sync?

Woxsen University has a playbook of multiple strategic routes to stay abreast with the evolving industry landscape. Establishing robust partnerships with corporates from different sectors and inviting industry leaders as part of our advisory boards like the Academic Council & Board of Studies facilitates ongoing dialogue about skills needed & current market trends. We believe in maintaining a flexible and interdisciplinary curriculum that allows us to be responsive & relevant at the same time.

Faculty collaboration with industry leaders through sabbaticals, joint research, faculty internship programs, and engaging industry SMEs as Professors of Practice fosters a strong collaboration with industry. We regularly invite Industry professionals for the Woxsen Leadership series, conferences & symposiums at the campus to facilitate the much-needed interaction of our faculty & students with the top leaders from the industry. We offer various practical, immersive learning experiences to our students such as internships, industry projects, case reviews, simulations, assignments, industry-sponsored certifications in line with their career pathways and many more.

Moreover, we also use the data insights as we track the alumni's success in the job market which provides us with various indicators of program effectiveness and areas of improvement. In essence, Woxsen University has a proactive, collaborative & data-driven approach to stay responsive to the evolving industry needs and prepare the future workforce with our disruptive education practices.




Lastly, considering the fast-paced nature of change, how do you anticipate the future of education unfolding, and what advice would you give to current and future students navigating this evolving landscape?

The future of education is likely to witness a continued shift towards flexibility, personalized learning, skill ability, and technology integration. Lifelong learning will be crucial as the pace of change accelerates, requiring individuals to continuously upgrade their skills.

In the contemporary, rapidly evolving, and interconnected world, students need a diverse set of skills and attributes to succeed. Adaptability becomes of paramount importance, given the pace of

technological advancements and shifting industry landscapes. Digital literacy & prowess is essential, as technology underpins nearly every aspect of modern-day work or life. Effective communication & collaboration skills are crucial in a globalized environment, facilitating teamwork across diverse cultures.

Critical thinking, problem-solving and decision-making skills are indispensable for navigating complex challenges. Among the most critical leadership skills, Emotional intelligence, empathy and interpersonal skills will only help build robust professional networks and relationships. Additionally, resilience and the ability to manage ambiguity and change have become increasingly important. As students prepare for a future where job roles are dynamic, a holistic skill set that combines technical proficiency with adaptive capabilities will empower them to thrive in the multifaceted and ever-evolving landscape of the 21st century. 



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Prof. (Dr.) Santanu Roy, Director of IBS, Dehradun, shares insights on industry collaborations, fostering creativity, and navigating the entrepreneurial landscape with Education Post's **Prabhav Anand**. Highlighting the importance of staying abreast of developments, he advises aspiring management professionals: 'Keep track of the evolving business landscape.'

How has your M.Sc in Physics from IIT Delhi contributed to your perspective in the field of Industrial Engineering and Management, especially considering the unconventional transition from Physics to Management?

I joined IIT Delhi in the year 1975 after passing the then Higher Secondary Examination (CBSE, Class XI) and clearing the IIT Joint Entrance Examination (JEE). At that time, all IIT Undergraduate Programs – B. Tech or M.Sc - were of five-year duration. The first two years

were common across all the programs. So, I did all the basic engineering courses in my first two years of study and then we all entered our respective Disciplines in our third year of study. My specialization was on Solid State Physics which has a close connection with engineering. Thereafter, while serving as a scientist in CSIR-NISTADS for an extended period of more than two decades, I maintained a very close interaction with industry. Thus, my progression towards doing my PhD in the field of Industrial Engineering and Management at IIT Kharagpur was very natural.

With your extensive experience in academia and industry, having worked with organizations like UNDP, FICCI, and ONGC, could you share a pivotal moment or project that significantly shaped your approach to research and consultancy in the realm of Technology Management and Supply Chain Management?

My experience of working with national and international bodies was very enriching and definitely had a lasting impact on my research and consultancy in different domains. Just to cite a few instances, I was the Program Director of a week-long Management Development Program (MDP) on 'Project Management' for senior ONGC executives that was scheduled from 30th November to 9th December 2009. In the field of 'Technology Management', I was a key constituent of a two-member team at CSIR-NISTADS working on the project, 'International Comparative Study on Organization and Performance of Research Units (ICSOPRU)', sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The study was based upon empirical data on 1460 research units collected across six different nations – Argentina, Egypt, India, South Korea, Poland, and the ex-Ukrainian Soviet Socialist Republic. The project findings were published in a highly-cited research paper in the journal, *Scientometrics* (ABDC 'A' Category) in the

year 2003. In the field of 'Supply Chain Management', I have served as a consultant to companies in Dubai such as Choithrams on 'Food Supply Chain', the Landmark Group on 'Warehouse Management and Demand Planning' and Redington Gulf FZE on 'Blockchain Use Cases in Supply Chain'. The trend continues till the present day. I maintain close tie-ups with professional industry bodies. Just to cite, I am a member of the All India Management Association (AIMA) and a member of, the Association of Supply Chain Professionals (ASCP).

Your contributions to various government initiatives, including those by the Ministry of Science and Technology and the Ministry of Textiles, are noteworthy. How do you see academia actively participating in national development, and what role does IBS Dehradun play in this larger context?

Among the various government initiatives that I have contributed to, I had served as a member of two top-level project advisory bodies of the Ministry of Science and Technology – 'Knowledge Creation and Innovation in an Emerging Technology: Contemporary and Future Scenario in Nanotechnology', National Nano Mission during November 2010 – July 2012, and 'India's Reverse Brain Gain (RGB) in Liberalized Era' during August 2007 – June 2009. I was a member of the Advisory Body of another Project sponsored by IIT Kharagpur, 'Technology Adoption in Tea Industry with Special Reference to North-East India' from October 2007 – March 2009.

All the above initiatives have provided me with immense learning opportunities. Thus, it is imperative that academia actively participate in national development. We at IBS Dehradun actively encourage our academia to play a significant role in this regard, contribute to our progression as a nation and share such experiential knowledge to our students and research scholars.

In a rapidly evolving business landscape, where creativity is increasingly valued, how do you encourage students at IBS Dehradun to cultivate and apply creative thinking in their approach to management, and what role do you believe creativity plays in shaping innovative and successful business strategies?

To pursue a business specialization is a pivotal moment in one's academic and professional journey. It's not merely a choice of focus; it's a strategic decision that shapes the trajectory of a career considering not only current trends but also the anticipated future landscape, aligning an individual's skills and interests with market demands. The skill sets for the future include critical dimensions such as analytical thinking – critical thinking and problem-solving, digital literacy – besides understanding and using digital technologies, leadership and emotional intelligence, and appreciating the growing importance of sustainability in business. Further, in future job market trends, we find an increasing prevalence of remote work and virtual team management. All these signify the critical importance of creativity in today's business landscape.

At IBS Dehradun, we encourage our students to cultivate and apply creative thinking in their approach to management. Apart from enlightening our students on the importance and significance of the points mentioned above, we organize creative events such as team building through the activities of our different clubs like Finance Club, HR Club and other IBS Clubs. One such club worth mentioning is the Philautia



Club which reinforces self-awareness and care. The club was initiated to spread awareness and positivity about health and fitness among students and faculty members of IBS by practicing and conducting activities such as yoga and meditation, Zumba and dance, singing, swimming, sketching and painting, etc. Another club that may be cited here is the Abhivyakti Club which was established with the purpose of bringing together the love of language and positivity, giving students a reason to smile and helping theatre enthusiasts to showcase and develop their acting, interpersonal and directional skills. Some other activities organized by the club include Mock Parliament, Management Games, Kavyanjali (Debate Competition), Union Budget Panel Discussion, Anti-Drug and Anti-Ragging Awareness Programs, Digital Street Consultation for street vendors, as also cultural activities like Diwali party and fresher's party and Independence Day celebration. Apart from the club activities mentioned here, the case study pedagogy that is a key component of our teaching and learning methodology involves situational analysis of

various business scenarios inculcating the spirit of creativity among our students.

Given the growing emphasis on entrepreneurship, how does IBS Dehradun foster an environment that encourages students to explore entrepreneurial ventures, and what strategies do you believe are effective in enhancing collaboration between academia and industries to nurture and support emerging entrepreneurs?

Entrepreneurship is a very significant opportunity that focuses on starting and managing a business, innovation, and taking

care of the consequent business risk. We at IBS encourage our students to take up the roles of an entrepreneur or start-up consultant. Industry collaboration and networking assume criticality in such a scenario. We highlight the importance of networking that facilitates opening doors to opportunities, the benefits of participating in relevant industry forums and events, leveraging our alumni networks for providing insights and guidance and staying updated on industry trends. We also strive to help our budding entrepreneurs prepare themselves for the challenges ahead by focusing on aspects like self-assessment – reflecting on their skills, interests and values, researching industry trends, seeking advice and guidance from mentors, and on the importance of thoughtful decision-making. At IBS Dehradun, students are encouraged to participate in prestigious entrepreneurship competitions such as Business Plan, Stock Mock Plan and Business Quiz organized by different universities and organizations. Our students have received awards, cash prizes and trophies in these competitions. Our university has an Institution Innovation Council to provide support towards entrepreneurial initiatives. Thus, enhancing collaboration between academia and industries to nurture and support emerging entrepreneurs is a critical element in this endeavor.

IBS Dehradun regularly organizes talks and sessions by industry experts on specific subjects in emerging business areas. We encourage our team members to attend events organized by various professional industry associations and deliver workshops on specific practical subjects. Just to cite, I delivered a workshop on 'Carbon Footprints and How the World is Tackling Climate Sustainability' on 16th December 2023. Further, I have been part of an entrepreneurial venture in an emerging area of medical science – Acranolife Genomics Private Limited. This venture has been a top winner in one of India's biggest innovation competitions organized by the Department of Science and

Technology at IIM Ahmedabad, and has also been felicitated by the President of India. The entrepreneurial success story has been shared with our students.

Wrapping up our conversation, what advice would you give to aspiring management professionals looking to navigate the challenges and opportunities in today's ever-changing business landscape?


Our business landscape is constantly changing. Among the five biggest challenges facing the business landscape at the moment, the factor that strikes first is that of accelerated digital transformation – innovations and developments in transformative technologies such as Artificial Intelligence (AI), the Internet-of-Things (IoT), Virtual and Augmented Reality (VR/AR), Cloud Computing, Blockchain, and super-fast network protocols like 5G. What's more, these transformational digital technologies do not exist in isolation from each other and we often see the boundaries between them blurring. To prepare to meet this challenge, businesses must ensure they embed the right technology throughout their processes and in every area of operations.

The issue of inflation and supply chain security comes next. Many industries are still plagued by supply chain issues that emerged during the global shutdowns caused by COVID-19 and have only gotten worse due to the war in Ukraine, and now the Israel-Hamas conflict in Gaza. To combat this and stay afloat, companies need to improve their resilience in any way that they can. It is important that companies map out their entire supply chains and identify any exposure to supply and inflation risks. That way, they can explore ways to mitigate that risk, such as alternative suppliers and becoming more self-reliant. The third challenge is the issue of sustainability.

The world is increasingly waking up to the fact that the climate disaster will pose a much bigger challenge than anything we have experienced in recent decades. Companies need to make sure that their Environmental, Social, and Governance (ESG) processes are moved to the center of their strategy. Every business needs to strategize with

clear goals and timeframes of how to reduce any negative impacts, and then the target needs to be underpinned by solid action plans.

Next, we have the factor of immersive customer experience. We realize that customers now crave for experience above all else. We can think of recommendation engines that help us choose what to buy or online customer service portals that deal with problems and after-sales support. The Metaverse – something of a catch-all term used by futurists to describe the 'next level' of the internet, where we interact with brands and fellow consumers through immersive technology, including 3D environments and VR – is the stage where this will play out. We may think of online shops where we can browse and 'try on' virtual representations of clothes, jewelry, and accessories. We might use virtual dressing rooms to dress up avatars of ourselves – as pioneered already by the likes of Hugo Boss – or it could involve AR, as used by Walmart, to see how clothes will fit on our actual bodies. These trends will impact both online and offline retail. Finally, the talent challenge is emerging as a big hurdle to cross. Over the past year, we have seen huge movements of talented people, referred to as the Great Resignation and Quiet Quitting, as workers reassessed the impact of work and what they want to get out of their lives. Offering people fulfilling work, ongoing opportunities to grow and learn, flexibility and diverse, value-oriented workplaces will all be essential in 2024.

On top of that, the accelerated digital transformation leads to more workplace automation that will augment pretty much every single job in the world. Humans will increasingly share their work with intelligent machines and smart robots which has huge implications for the skills and talent companies require in the future. As human jobs get augmented by technology, businesses must re-train staff with skills needed to work alongside smart machines and to grow their uniquely human skills that currently cannot be automated. In 2024, it will include skills such as creativity, critical thinking, interpersonal communication, leadership, and applying humane qualities like caring and compassion. Our aspiring management professionals looking to navigate the challenges and opportunities in today's ever-changing business landscape must and should keep track of the developments as detailed above. 



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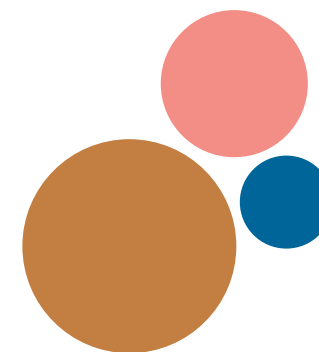
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LEADERSHIP IS A RESPONSIBILITY, NOT AN ENTITLEMENT

“Culture and values don't merely support strategy, but the culture and values are the strategy. Most exceptional leaders grow into their capabilities, not because they want to be great leaders, but because they are trying to be worthy of the people they lead. If you want others to expand their capabilities, first expand your own.” This insightful quote sets the tone for an engaging interview with **Dr. Jai Singh**, Managing Director & Trustee of the *Indus Business School, Pune*. In a conversation with Education Post's **Prabhav Anand**, Dr. Singh discusses the challenges and opportunities in management education, the impact of technology, and the essential qualities for success in business.



As the Managing Director and Trustee, how do you balance maintaining the legacy of the institution while also adapting to the evolving needs of the business world?

Our Core Values are not negotiable, however with changing products, lifestyles and the impact of technology, we progressively upskill our students

Our Core Values, which have become a trademark that differentiates our students from their counterparts are epitomized by the word ASPIRE which stands for:

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Self-discipline: Our students will be self-disciplined irrespective of whether being observed or not, in whatever they do.

Perseverance: Our students will never give up till the goal is achieved or mission accomplished.

Intelligence: Our students will always be found to excel in whatever they do, by virtue of their strong foundation of knowledge.

Resourcefulness & Reliability: Our students will be solution providers and can be entrusted with responsibilities.

Ethical: Our students' actions will be conducted following the highest standards of ethics, honesty and personal integrity.

Leading organizations, institutions be

it government establishments, private sectors or educational institutions are known by their core values, value systems and culture which differentiate them from others and make them stand out in the crowds.

Another aspect on which emphasis is laid at IIEBM is nationalism. The approach of 'nation first' emanates from the founders of this institution who are senior decorated officers of the Indian Armed Forces.

Celebrating landmark events that shaped our nation like 1971 Indo-Pak Vijay Diwas, Saragarhi Day, Army Day, Kargil Vijay Diwas, Constitution Day, etc to name a few are part of the training calendar in addition to Independence Day and Republic Day celebrations.

The year 2022 marked the beginning of India's Amrit Kaal. In our tradition, Amrit Kaal is regarded as the most auspicious time to start anything new.

As the Amrit Kaal unfolds, India is witnessing an unprecedented explosion in economic growth and opportunities. India is now the world's fifth-largest economy. From a 3 trillion-dollar economy, India will grow to become a 40 trillion-dollar economy by 2047, ranking among the top three economies of the world.

The country's major economic contributors will come from traditional and modern agriculture, technology services, the handicraft industry and business outsourcing. In other words, a bright future beckons the current generations who are pursuing their post graduate management studies. They would not need to look at western & European countries for opportunities; rather they can create opportunities and explore establishing enterprises/businesses and contribute towards the prime minister's vision of 'Make in India'.

Your curriculum, "Postgraduate Diploma in Management (PGDM)," was designed to anticipate the role of technology in management. How do you foresee technology shaping the future of business education, and what challenges does it pose?

When we started IIEBM, we differentiated ourselves as the pioneers in e-business



Management Education as the internet and other technologies were in a very nascent stage. However, over 2.5 decades all businesses and processes have become technology-enabled. We are imparting training in applied usage of new technologies like Data Analytics, Machine Learning, AI, Chat GPT, etc which are evolving at a very fast pace and current generations need to be in sync with them to be relevant in today's global business arena.

In today's business environment, you have to keep learning progressively as technology becomes obsolete very rapidly. However, the thrust has to be on application rather than on coding or programming. The main catch is to understand the market, and changing lifestyle, which fall in the domain of traditional business studies.

We lay a lot of emphasis on the adoption and application of technology to improve business processes, monitor operations and maintain real-time contact with our customers/stakeholders/business partners.

The application of Information and Communication Technology to Key Business Processes is a must if organizations are to increase productivity, build transparency and function on a 'real-time' basis.

Technology already has a very profound impact on education and its role is going to become more important in years to come. The dreaded pandemic is testimony to how different technology platforms

and tools revolutionized the way educational institutions teach and how students learn opening infinite possibilities for educational institutions.

One of the most significant ways in which technology is transforming education is through the rise of online learning platforms like EDX, CISI, SAP University Alliance, Coursera, HBS Online, Moodle, Swayam, etc which enable students to get access to industry-relevant global educational content from top universities across the world.

Technology has made education more accessible and allows students to access global content, learn at their own pace, and connect and interact with professors and peers from across the world, thus fostering collaborative learning and opportunities to network. This helps in giving students a global perspective while still being locally aware of market trends and scenarios.

Technology also enables educational institutions to collect and analyse data on student performance which can help in identifying individual specific areas of improvement and adapt teaching methodologies and pedagogy and make the training more personalized and result-oriented.

It is important students are comfortable with understanding and using technology platforms and related tools during the course of their studies as when they join leading organizations, which is why they will be required to constantly upgrade themselves on the latest skill sets which will only be possible using online platforms.

Having said this, over-dependence on technology/tools can result in student's inability to think on their own or apply their mind to situations/challenges at hand. One must always remember that ICT or different technologies/tools should be used as a means and not an end; technology should always be used with reverence.

In the rapidly evolving landscape of management education globally, how do you perceive the current challenges and opportunities facing institutions in preparing students for the complexities of the modern business environment?

Against the backdrop of the COVID-19 pandemic, the entire world was faced with, the Russia-Ukraine war, the Sudan conflict,

Israel-Hamas war, the global food and energy crisis, climate risks and the looming debt crisis in many developing countries, it is prudent that traditional business frameworks, theories-in-use, thought process and approaches will not work well in such a world.

One will not even be able to predict how things will turn out or shape up and what can be the perfect solution to tackle when faced with such situations or circumstances. There is no perfect solution and we have to be prepared to operate in a VUCA World.

In the early 1990s, VUCA was the US Army War College's response to the collapse of the USSR. With the demise of the "Eastern Bloc" as "the one enemy," the challenge was to find and implement new ways of seeing and responding under conditions of volatility, uncertainty, complexity and ambiguity.

Management institutions will have to be proactive in their approach to collaborate and align with industry expectations in real-time with respect to domain knowledge, technical expertise and related skill sets.

Institutions will have mastered the art of understanding disruptive technologies/innovation/business models with a focus on data-driven management. In order to succeed, Institutions and students will have to be open to un-learn, re-learn and keep themselves abreast with the latest technologies and trends.

In the context of fostering entrepreneurial mindsets among management students, how does your institution, or, more broadly, the management education sector, encourage and support the development of innovative and entrepreneurial skills to empower graduates in navigating the competitive business landscape?

Col. Vinod Marwaha, our Founder President and Managing Trustee who is also a serial entrepreneur firmly believes that “one should not only be a job seeker, rather be a job creator.” Since retirement, he has dabbled in diverse businesses across different industry verticals.

His vision behind establishing IIEBM was to create “battlefield-ready business leaders and entrepreneurs.” Keeping in view his vision for the youth of our nation, since the inception of IIEBM, entrepreneurship management has been a mandatory specialization with credits attached to it.

We provide guidance and resources for idea generation, feasibility analysis, market research and validation of business of business concepts and promote students in developing business places, conducting prototype testing and refining their ideas through mentor feedbacks.

We have two entrepreneurship programs for students to co-relate their theoretical knowledge with real-life practices. We also have an Incubation Cell where we encourage students to work on novel, self-sustainable projects. Talks by young entrepreneurs are planned to stimulate young minds as well as discuss their plans with mentors.

Students are encouraged to prepare bankable project reports to test the sustainability of their proposed enterprises. It is a matter of pride that Blue Tea India Founder who received funding from Shark Tank is an alumnus of IIEBM. There are many alumni who have established their start-ups after completing their PGDM from the portals of IIEBM.

We assist students in accessing funding sources, grants, or seed capital through

A bright future beckons the current generations who are pursuing their post graduate management studies. They would not need to look at western & European countries for opportunities; rather they can create opportunities and explore establishing enterprises/ businesses and contribute towards the prime minister's vision of 'Make in India'.

partnerships with investors, venture capitalists, or angel investors.

We recently hosted Start-up Pitch 2023 at our campus where more than 20 start-ups including our students put across their business ideas in front of investors and fund houses.

In what ways does the Indus Business School promote international collaborations and exchanges to provide students with a broader understanding of the global business environment?

At IIEBM, Indus Business School, we have been proactive in fostering international collaborations and exchange programs to enrich students' understanding of the global business environment via different means like academic partnerships and exchange programs, international faculty and guest lectures, global immersion programs, student exchange and networking, international internships and placements, etc.

We have collaborated with reputed international universities and business schools like UDINUS Indonesia, CISI, SAP University Alliance, HBS Online, and Edx to establish exchange programs.

We organize guest lectures by industry experts, international business leaders, and academics from global institutions to share insights on the international business landscape.

Under the Global Immersion Program, the Rotary Youth Leadership Awards (RYLA) gives students an opportunity to go for exchange programs to different countries, stay with Rotary host families, and intern in multinational organizations. This helps students understand the importance of managing across cultures and gaining a global perspective; a key necessity for future business leaders.

Our academic partnerships facilitate student exchange programs where students from partner universities visit us and vice-versa, fostering cultural exchange and networking opportunities.

We also encourage participation in international conferences, competitions and forums by our faculty and students to engage with peers from different countries which helps in expanding their global network.

We assist students in securing international internships/placements through tie-ups with multinational corporations/ organizations which provides hands-on experience in global diverse business settings.

What qualities and skills do you believe are non-negotiable for someone aiming to excel in the field of management, and if you could give one piece of advice to aspiring managers and business leaders, what would it be?

Culture and values don't merely support strategy, but the culture and values are the strategy. Most exceptional leaders grow into their capabilities, not because they want to be great leaders, but because they are trying to be worthy of the people they lead. If you want others to expand their capabilities, first expand your own.

Management institutions will have to be proactive in their approach to collaborate and align with industry expectations in real-time with respect to domain knowledge, technical expertise and related skill sets. In order to succeed, Institutions and students will have to be open to un-learn, re-learn and keep themselves abreast with the latest technologies and trends.

One should never compromise on their values or principles, have the highest standards of integrity, be a good human being, and most importantly have national pride.

My piece of advice to aspiring managers and business leaders is to be honest and sincere in their intent for whatever they do, always persevere, be consistent, take ownership, and have self-discipline.


Personal Insights:

Leadership is a responsibility and not an entitlement, a decision not an accident, a matter of wilful actions, not genetics. Whether or not you learn to lead greatly, in the end, is a choice.

Courage, it is said, is not the absence of fear, but the ability to act in its presence.

You cannot turn wrong people into right people with money. If someone needs financial incentives to perform at a high level, he or she lacks the intense inner drive, and the productive neurosis required to do greater things.

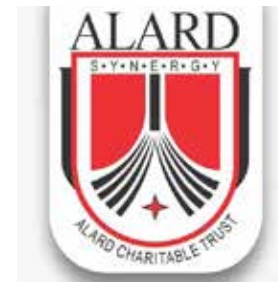
Military leaders make middle-class salaries, there is nothing resembling profit sharing or stock options. Far more powerful than any amount of money is respect among fellow soldiers/colleagues.

In building truly great organizations, the primary purpose of a compensation/incentive system is to make sure to attract and retain the right people – self-motivated and disciplined, who embrace your Core Values and not motivate the wrong people. 



TECHNOLOGY PROVIDES PERSONALIZED LEARNING

Our core philosophy is 70% practice learning and 30% classroom learning, affirms **Dr. L.R. Yadav**, Chairman of the Alard Group of Institutes, Pune, in an interview with Education Post's **Prabhav Anand**. Dr. Yadav shares insights into impactful initiatives, collaborations shaping educational outcomes, leveraging technology for enhanced learning, and the future aspirations of the institute.



Having led the Alard Group of Institutes for several years, what is your overarching vision for education, and how does it align with the trust's mission?

My overarching vision for education is to foster personalized and accessible learning experiences that empower individuals to reach their full potential. This aligns with the trust's mission by promoting inclusive education, leveraging technology for widespread access, and ensuring educational resources cater to diverse learning needs.

Can you share some of the most impactful educational initiatives undertaken by this organization under your leadership, and how have they positively influenced the community?

One notable example of impactful educational initiatives is the implementation of inclusive education policies that cater to diverse learning needs. These initiatives often involve personalized learning approaches, technology integration, and teacher training programs. By embracing inclusivity, educational organizations foster an environment where all students, regardless of their abilities, backgrounds, or learning styles, have the opportunity to thrive. This positively influences communities by promoting equal access to education, reducing disparities, and preparing individuals for a more diverse and inclusive society.

Collaboration is crucial in the education sector. Could you highlight some key collaborations or partnerships that have been established to broaden its impact and improve educational outcomes?

Many collaborations and partnerships in the education sector aim to enhance educational outcomes. Some examples include partnerships between schools and technology companies to integrate innovative tools into the curriculum, collaborations between universities and industry for research and workforce development, and partnerships between educational non-profits and governments to implement impactful initiatives. These collaborations often leverage diverse expertise and resources to address various aspects of education, fostering a more holistic approach to improving learning outcomes.

With the rapid integration of technology in education, what are your views on leveraging technological advancements to enhance student learning experiences?

Leveraging technological advancements in education holds immense potential for enhancing student learning experiences. Technology can provide personalized learning experiences, adaptive assessments, and interactive content, catering to individual student needs and learning styles. Virtual simulations and augmented reality can make complex concepts more tangible, fostering better understanding. Additionally, online collaboration tools facilitate communication and teamwork, preparing students for the digital workplace. However, it's crucial to ensure equitable access to technology to avoid creating educational disparities and to balance tech integration with effective pedagogy for optimal results.




Q With the endeavor to the establishment of a new university, what unique academic and research opportunities do you envision this institution providing, and how does it align with addressing the evolving needs of students and the demands of the modern workforce?

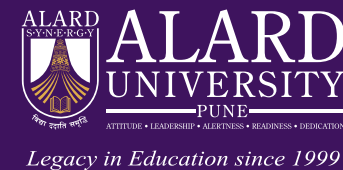
The new university could prioritize interdisciplinary programs, fostering collaboration across fields to address real-world challenges. Emphasizing experiential learning, industry partnerships, and cutting-edge research facilities would prepare students for dynamic careers, aligning with the demands of the evolving workforce. Additionally, integrating technology, promoting innovation, and emphasizing soft skills development could further enhance the institution's relevance in the rapidly changing landscape of education and employment.

Q As the educational landscape evolves, the University Grants Commission (UGC) has introduced the Professor of Practice (PoP) designation. How do you perceive this new policy, and in your view, how can it enhance the quality of education by incorporating real-world expertise into academic settings?

The introduction of the PoP designation by the UGC reflects a positive shift toward integrating real-world expertise into academic settings. This policy has the potential to enhance the quality of education by bridging the gap between theory and practice. Professors of Practice, with their industry experience, can offer students valuable insights, practical knowledge, and relevant skills, fostering a more holistic learning environment. This approach may better prepare students for the challenges they'll face in their future careers.

Q Looking ahead, what are your aspirations for the future of the Alard Group of Institutes in contributing to the advancement of education, and what new projects or endeavors can we expect to see in the coming years?

Our aim is to provide quality education, foster research and innovation, promote diversity, and contribute to the community. 



ALARD UNIVERSITY PUNE

ALARD Knowledge Park, Survey No.50, Hinjewadi Marunje, Near Rajiv Gandhi IT Park, Hinjewadi, Pune.

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The Alard University Pune was established, under the dynamic leadership of Dr. L.R. Yadav with an objective to provide quality management education fulfilling the needs of the corporate world in the 21st century.

Quality Education and Professionalism:

The primary objective of the Alard University Pune is to provide high-quality education that prepares students for successful careers. This commitment is reflected in the careful selection of experienced professors who serve as mentors, guiding aspiring students towards academic excellence. The University has become a sought-after destination for students not only from Maharashtra but also from various states of India.

Future Outlook:

The Alard University Pune envisions a future where it's graduates emerge as leaders and contributors to the society. By consistently providing quality education and fostering a global perspective, the institute is dedicated to training the next generation of world leaders. The Alard legacy is poised to endure, leaving an everlasting impact on the educational landscape and the professionals it nurtures.

Following Schools for Admissions

- Alard School of Engineering & Technology
- Alard School of Business Management
- Alard School of Pharmacy
- Alard School of Law
- Alard School of Design & Creative Arts
- Alard School of Sports Science
- Alard School of Hospitality Management
- Alard School of Doctoral Research

ALARD SCHOOL OF ENGINEERING & TECHNOLOGY

ALARD School of Engineering and Technology, established with a commitment to providing quality technical education. The school places a strong emphasis on achieving "excellence in technical education" and has consistently strived to impart knowledge to its students in line with industry standards. Situated in the IT Hub of Pune, the college benefits from an environment that is conducive to teaching, learning, and research.

ALARD SCHOOL OF BUSINESS MANAGEMENT

ASBM, established with the objective to provide the future professionals with sustainable skills, conceptual knowledge and practical awareness to empower them to succeed in an ever-changing, challenging & dynamic corporate environment. ASBM is the flagship school offering BBA & BBA-Computer Applications (BCA) programmes.

ALARD SCHOOL OF PHARMACY

Alard School of Pharmacy (ACP) is one of the premier Pharmacy Colleges in Pune, Maharashtra which imparting quality



Dr. L.R. Yadav

(B.Sc, BE, ME, PGDM, MBA, Ph.D)

pharmaceutical education. Alard School of Pharmacy is one of the schools of pharmacy in Pune which meet the ever-growing demand from Pharmacy professionals not only from within the country but worldwide as well. A career in Pharmacy unfolds a vista full of opportunities leading to an excellent young career aspirant.

ALARD SCHOOL OF LAW

The Alard School of Law is dedicated and detail-oriented individual seeking to earn admission to Angel Wood Law School as a student to expand education and skill set to become a criminal defence lawyer. Spent four years as an undergraduate working to improve my knowledge of criminal law.

ALARD SCHOOL OF DESIGN & CREATIVE ARTS

The Alard School of Design & Creative Arts is a dynamic hub where creativity knows no bounds. Nestled at the intersection of imagination and innovation, this institution is a breeding ground for budding artists, designers, and creative visionaries. Stay tuned to explore how the Alard School of Design & Creative Arts ignites the flames of inspiration, empowering students to bring their artistic dreams to life.

ALARD SCHOOL OF SPORTS SCIENCE

It's believed that academics teaches you to connect your mind with your own body and soul whereas sports teach you to connect your mind with somebody's else's mind. Realizing the importance of health and fitness Alard University Pune has created a world class international size football ground. This facility is created to encourage all to experience and play this beautiful game.

ALARD SCHOOL OF HOSPITALITY MANAGEMENT

The Alard School of Hospitality Management is to become the point person for (position) within (company), utilizing and building upon my skills in sourcing, wholesale, retail, and operating by continuously contributing to the company and seeking out professional development.

ALARD SCHOOL OF DOCTORAL RESEARCH

The Alard School of Doctoral Research is the doctorate represents a transitional phase between a person's studies and their own research work and is a means of acquiring knowledge and skills relating to their own subject, as well as those that cut across other areas or have more to do with methodology. It is also an opportunity to build networks within the academic community. It prepares a person for research-oriented work at either a university or in the outside world (wider society, finance, administration, etc.) and equips them to take on a wide variety of demanding professional duties and roles.



THE THREE A'S OF MANAGEMENT EDUCATION AGILE, ALIVE AND AWAKE

“The whole purpose of education is to turn mirrors into windows,” Dr. Shweta Jain, Dean at ICFAI Business School (IBS) Jaipur, tells Education Post’s Prabhav Anand. Sharing her academic journey and insights, Dr. Jain highlights collaborative achievements, the significance of the IBSAF Best Teacher Award, and offers perspectives on the dynamic landscape of management education.

learning, the new age learning paradigms. This has also enabled me to be more grounded and appreciative of the insights, experiences and suggestions coming from colleagues and associates.

The overall approach to education and administration has become broader, valuing diversity and inclusion in all aspects, be it individuals, ideas, intellects or insights. Higher education demands more and more holistic abundance, capitalizing on diverse knowledge and experiences. Being open to innovations and experiments, with the sole objective of continual growth and improvement, as individuals, institutions and fraternity.

Q Having a versatile academic background, including a Ph.D. from IIM-Calcutta, an EPHRA from XLRI-Jamshedpur, an EPHRM from IIM-Calcutta, a PGDBA in HR, and a Dale Carnegie Certificate in “Train the Trainer” among others. How have these diverse qualifications shaped your approach to education and administration?

I firmly believe in the famous quote by Sydney J. Harris, “The whole purpose of education is to turn mirrors into windows.” This inspires me to appreciate the beautiful thought that education and more education enables you to move beyond the restricted outlook where you visualize the world as a reflection of yourself and your perspectives, it rather allows you to clear the clutter of self-absorbed viewpoints and see beyond oneself as if looking through a window and accepting the existence of an entire world.

Being fortunate to be exposed to more and more education had made me value diverse perspectives and approaches. While teaching, I am able to encourage a climate where learners can share and exchange, ideas, viewpoints, considerations and understandings, beyond their own. That’s the true essence of peer learning, experiential learning and action

Q As the Program Head at IBS Jaipur for 19 years, what have been some of your most memorable achievements? And you were also felicitated with the IBSAF Best Teacher Award. Could you share more about this recognition and what it means to you?

I have been with IBS Jaipur for over a decade, serving as Program Head for the last four years, I believe there was no individual achievement per se, it’s all a team accomplishment, and perhaps the most significant contribution is building this wonderful team. As a team, we have been able to achieve newer altitudes consistently, both in terms of quality and quantity.

Our numbers have witnessed encouraging growth, the count of admissions and the diversity in the student cohort, the intellectual capital we have been generating year on year, the extraordinary placement records and enviable corporate connect, the overall global exposure we have been able to provide our students and faculty members, and most importantly the collaborative culture we have been able to foster. We have been able to inculcate an agile mindset, flexible approach and 360-degree collaboration among all the entities and stakeholders in our ecosystem. We have been able to set



Higher education demands more and more holistic abundance, capitalizing on diverse knowledge and experiences. Being open to innovations and experiments, with the sole objective of continual growth and improvement, as individuals, institutions and fraternity.

benchmarks in placements, student and faculty development, overall campus life experience and widespread recognition.

IBS is a student-centric institution that keeps student welfare and development at the core of all its processes, at the same time the staunch commitment towards the interests of other stakeholders, particularly industry partners including corporate recruiters and advisors, the academic fraternity and larger society that makes us follow an all-embracing vision and broader service orientation. The IBSAF Best Teacher Award essentially acknowledges the efforts towards serving the interests of all these stakeholders. For me, being felicitated with this honor has been a recognition of my commitment towards this vision and value system of IBS. I have been fortunate to serve in different roles with prolific exposure and the opportunity to work in close coordination with different sets of stakeholders, which helped me appreciate, acknowledge and address their needs in an effective manner.

I believe, establishing a uniformity of purpose and service, with equal respect for diversity of perspectives and approaches has perhaps been my contribution as a Program Head. And being acknowledged

for this humble contribution as a significant achievement, is the almighty's grace.

Q Can you share your thoughts on how management education can adapt to the fast-changing business world, and leverage emerging trends such as AI, data analytics, and remote work, to better equip future managers with the skills and knowledge they need to succeed?

The extremely dynamic business environment and ever-evolving technological advancements offer incredible opportunities and hard-hitting challenges at the same time. Management education, more than any other discipline, necessitates being agile, alive and awake to the demands of the future, constantly introducing the most innovative and futuristic practices, be it in terms of curriculum development,

instructional approaches and technology adoption. Their ability to drive change and innovation in designing and delivering content, assessment systems, competency-building initiatives and overall development is the key enabler.

Introducing core courses and value-added programs facilitating data-driven decision-making, building competencies to efficiently utilize emerging technologies, offering robust blended learning frameworks, leveraging on corporate collaboration to fetch real-time industry insights and experiences on emerging business paradigms, investing on developing intellectual capital based on research and advanced consulting, establishing centers of excellence for enhancing innovation, technology and sustainability-related competencies, are strategic imperatives.

Having practicing managers and corporate professionals as resource persons for advanced learning interventions can immensely benefit both students and faculty members, over and above investing in developing a robust technology-driven learning infrastructure.

Q In your opinion, how can policymakers, academia, and industry leaders work together to ensure that graduates are not only academically proficient but also possess the soft skills and adaptability required to thrive in a rapidly changing business environment in India?

At the core of every professional education program, there must be a clear objective of developing the right set of literacies and overarching skills like global awareness, financial literacy, business, economic and entrepreneurial literacy, civic literacy, environmental literacy and health literacy along with the necessary competencies including life and career skills, learning and innovation skills, and information, media and technology skills. Systematically planned interventions to bridge the larger gap and inculcate the crucial social, moral, cultural and global citizenship competencies are crucial.

This must be blended within the curriculum and instruction methodologies, standards and assessments, professional development and capacity-building interventions, and overall learning environments. Community development projects focusing on ESG objectives must be an integral component of all the programs. The industry interface through internships and corporate mentored projects, engagement of Professors of Practice and capacity-building programs facilitated by experts from different walks of life, leveraging on experiential and action learning approaches would certainly enhance the overall capabilities to not only survive but excel and thrive in the complex environment.

The NEP 2020 highlights the importance of integrating technology in education. Could you share your thoughts on how IBS is leveraging technology to enhance learning outcomes? What are the challenges in ensuring equitable access to technology among students?

Technology is serving as a prime enabler to cater to the learning needs of diverse student groups. Offering a robust end-to-end learning management system, developed by our IT team has helped us provide flexible and self-paced learning opportunities for students with different levels of learning competencies.

We have extensively collaborated with corporate partners to offer certifications in multiple domains, with these industry experts serving as lead trainers delivering sessions in blended mode. This has allowed us to foster industry-academia integration and bring real-world insights to our classrooms with much convenience.

We are profoundly adopting technology in developing content, making this content available to students for flexible learning, encouraging skills enhancement through certifications being offered on open online platforms, collaborating with industry experts for offering


joint certification programs, managing our student support, academics, examinations, placement training and other processes through technology-enabled systems, making our services all the more robust and reliable.

The prime challenge that we experience is driving the essential enthusiasm among students with diverse learning needs and styles, we have witnessed very encouraging outcomes with a larger set of students with extraordinary flair for technology and digital innovations, whilst having our share of challenges to stimulate the same in students with certain level of inherent reservations due to limited exposure to technology prior to their association with us.

As we conclude our conversation, what do you believe is the overarching mission or vision that drives IBS, and how do you see this vision shaping the future of both the institution and its graduates in the dynamic landscape of management education?

The IBS philosophy of identifying the right set of stakeholders and defining individual/institutional deliverables in terms of meeting stakeholders' expectations is exemplary. As a part of IBS, I feel our sense of responsibility and commitment towards fulfilling stakeholders' expectations to the best of our abilities drives excellence with gratification. And our prime stakeholders are the students, the industry, and the larger society, we are serving as a linking pin, bridging the gap between these entities in the most efficient manner and strengthening the socio-economic fabric.

Our core philosophy, "Meritum Ethicus" is the real motivation!

Merit with ethics... these are perhaps the most powerful words and business education needs to profoundly inculcate the same in every budding professional. IBS preaches and practices this alike, our culture, our system, our processes and our outcomes are a true manifestation of the same. Fortunately for us, right intentions have always led to the right outcomes. 



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INTEGRATE AI AND TECH MODULES INTO MANAGEMENT COURSES



Dr. Amit Gupta, Founder & Director, Narayana Business School, Ahmedbad, tells Education Post's **Prabhav Anand** that financial literacy is essential in today's interconnected business world. Dr. Gupta further shares insights on integrating financial education, navigating technological shifts, fostering entrepreneurship, preparing for globalization, and promoting lifelong learning in the dynamic field of management education.



With your extensive background in finance, how do you perceive the role of financial literacy in today's business landscape, and what initiatives would you recommend for integrating financial education into broader management curricula across institutions?

As a finance expert, I view financial literacy as essential in today's interconnected business world. It enables informed decision-making vital for a company's growth and health. To integrate financial education into management curricula, I suggest practical learning through case studies and simulations, an interdisciplinary approach linking finance with other business areas, inclusion of fintech and digital banking, a focus on entrepreneurial finance, a global perspective in finance education, emphasis on ethical finance, and regular industry interaction. These steps will equip future leaders with a comprehensive understanding of finance in the broader business context.

As a leader in education, how do you see the relationship between emerging technologies like artificial intelligence and the future skill requirements for management professionals? What changes should educational institutions make to ensure graduates are technologically adept?

I view the integration of AI and emerging technologies as critical for equipping future management professionals. These technologies are reshaping industries and necessitating new skills for effective management. AI offers data-driven insights for informed decision-making and introduces new challenges in strategic planning and ethics. To prepare technologically adept graduates, institutions should integrate AI and tech modules into management courses, offer practical tech experiences, emphasize data analytics, promote an interdisciplinary approach combining management and technology, develop soft skills crucial for the digital age, encourage a culture of continuous learning, and establish industry partnerships for practical exposure. This approach will prepare graduates to navigate and lead in a tech-centric business world.

The emphasis on interdisciplinary studies is a positive aspect, but some argue that it might dilute the depth of knowledge in specific fields. How does Narayana Business School strike a balance between breadth and depth in its curriculum?

At Narayana Business School, we understand the importance of balancing interdisciplinary breadth with depth in our MBA and PGDM curricula. To achieve this,



we focus on core specializations for in-depth knowledge in key areas like finance, marketing, and operations, while offering interdisciplinary electives for broader learning. Our curriculum includes capstone projects and case studies for practical, real-world applications, ensuring depth in learning. We regularly consult industry experts for curriculum updates, provide research opportunities for deeper academic exploration, and offer customizable learning paths to cater to individual career goals. Additionally, skill-based workshops and seminars are conducted for practical insights, and our faculty's deep expertise ensures a well-rounded educational experience. At NBS, we believe in harmoniously blending breadth and depth to prepare graduates who are both knowledgeable in their fields and adaptable to the broader business environment.

The landscape of business and management is constantly evolving. How does Narayana Business School stay agile in adapting its curriculum to stay ahead of industry trends and meet

the demands of a rapidly changing global business environment?

Narayana Business School stays agile in adapting its curriculum by closely collaborating with the business community, involving industry leaders, alumni, and corporations for regular feedback. Our faculty members engage in ongoing research and professional development, bringing new perspectives to the classroom. We regularly update our curriculum to reflect the latest business theories and practices, with a strong emphasis on emerging technologies and global market dynamics. Our approach includes experiential learning through internships and projects, guest lectures from industry experts, and an international perspective in business education. We also focus on developing soft skills and leadership qualities, essential in a rapidly changing environment. Feedback from our alumni and current students plays a crucial role in continually refining our courses. These strategies ensure our graduates are well-prepared to meet the challenges of the

modern business world and excel as future leaders and innovators.

Entrepreneurship is a key focus in the business world. In your opinion, what role does management education play in fostering an entrepreneurial mindset among students, and how can institutions encourage innovation and risk-taking?

At Narayana Business School, we recognize the importance of entrepreneurship in today's business world and actively incorporate it into our management education. Our approach includes:

Entrepreneurship in Curriculum: We offer courses on entrepreneurship development, startup management, and business model innovation to equip students with the necessary skills and knowledge.

Promoting Innovation: We have innovation labs and incubation centers for students to develop and refine their entrepreneurial ideas with mentorship and support.

Emphasizing Risk Management: Through case studies and simulations, we teach the importance of risk-taking and resilience in entrepreneurship.

Real-world Experience: We provide practical exposure through internships and projects, alongside interactions with successful entrepreneurs.

Mentorship Programs: Students are connected with experienced entrepreneurs for guidance and insights.

Supportive Environment: We host competitions and startup fairs, and provide resources like seed funding to encourage entrepreneurial initiatives.

Soft Skills Development: We focus on building essential soft skills like leadership and communication through workshops and experiential learning.

Global Perspective: Our curriculum includes global market trends and international business case studies for a broader understanding.

Leveraging Alumni Network: We use our alumni network for mentoring and networking opportunities.

We aim to foster a culture that encourages innovation, supports experimentation, and values creative problem-solving, preparing students to be entrepreneurial leaders who can drive change and add value in the business world.

Globalization has interconnected businesses across borders. How does management education prepare students for the challenges and opportunities presented by the global marketplace, and what steps can institutions take to enhance global perspectives in their programs?

In the globalized business landscape, management education at Narayana Business School is tailored to prepare students for international challenges and opportunities. Our approach includes:

Global Curriculum: Courses cover global business strategies, international economics, and cross-cultural management to understand diverse business operations.

International Case Studies: We use worldwide case studies to expose students to varied business scenarios globally.

Faculty with Global Experience: Our faculty bring diverse, international business perspectives into the classroom.

Global Exchange and Partnerships: We offer exchange programs and partnerships with foreign universities for broader cultural and educational experiences.

International Business Seminars: These events provide insights into global market trends and strategies.

Diverse Student Body: A multicultural student body prepares students for working in international settings.

International Internships: We facilitate internships with multinational companies for real-world global business exposure.

Global Business Research: Encouraging research on international business topics enhances students' global understanding.

Technology in Global Learning: We leverage technology for virtual collaborations with global institutions.

These steps ensure our students are not only ready to meet global market challenges but also to capitalize on its opportunities, fostering cultural sensitivity, adaptability, and global networking skills.

Lifelong learning has become increasingly necessary in today's fast-paced business environment. What strategies can institutions employ to encourage continuous learning among alumni and management professionals?

In today's dynamic business environment, lifelong learning is essential. At Narayana Business School, we encourage continuous learning among alumni and management professionals through various strategies:

Alumni Engagement Programs: We offer workshops, webinars, and courses to keep alumni updated on latest trends and skills.

Online Learning Platforms: Collaborations with online platforms provide flexible learning options like courses and certifications.

Knowledge Sharing Forums: Platforms for alumni and professionals to exchange insights and best practices.

Mentoring Programs: Facilitating mentorship where experienced alumni guide recent graduates.

Industry Partnerships: Collaborating with businesses to align learning with real-world requirements.

Lifelong Learning Memberships: Providing alumni ongoing access to resources and learning opportunities.


Regular Communication: Keeping alumni informed about new developments and opportunities through newsletters.

Alumni Events and Conferences: Organizing events focused on contemporary business topics for learning and networking.

Fostering a Learning Culture: Instilling a mindset of continuous learning beyond formal education.

These initiatives ensure our alumni and professionals are continually developing and staying competitive.

Lastly, as the founder and driving force behind Narayana Business School, what advice would you give to aspiring educators and entrepreneurs looking to make a transformative impact in the field of management education?

My advice to those aspiring to impact management education centers on passion, innovation, and adaptability, coupled with a commitment to lifelong learning. Firstly, a deep-rooted passion for education is essential. It drives the desire to make a difference and helps overcome challenges. Embracing innovation in teaching methodologies and technologies is crucial, as the field is constantly evolving. Holistic development is key, focusing not just on business knowledge but also on nurturing leadership and problem-solving skills. Adaptability is vital in staying relevant with changing educational trends. Building strong industry connections enhances the institution's practical exposure, while investing in quality faculty underpins its educational backbone. A culture of research and continuous learning keeps the institution at the forefront of new business knowledge. Understanding the audience allows for the creation of more effective and relevant programs. Planning for sustainable growth while maintaining high standards is essential, as is fostering a sense of social responsibility among students. Ultimately, management education is about shaping future leaders who can make positive global changes. This vision should guide all educational endeavors. 



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ALIGN THREE ELEMENTS IN BUSINESS: RESOURCES, PROCESSES, PROFIT FORMULA

Rahul Dasgupta, the visionary Director and Trustee of Globsyn Business School, Kolkata, opens up about his compelling journey with Education Post's **Prabhav Anand**. From prestigious academic pursuits to navigating the corporate world, Dasgupta shares the authentic story behind his shift to education.



You have an impressive educational background, with degrees and certifications from prestigious institutions such as Durham Business School (UK), IIM Ahmedabad (India), and Wharton Business School (US). Additionally, having worked across Fortune 500 companies like Merrill Lynch and Deloitte, what inspired you to come to India and transition towards the education sector?

I transitioned to the education sector primarily to join our family business, started by my father. My interest in education, which deepened during my MBA at Durham, was another motivating factor. My research on learning styles and personality traits, there, made me think deeply about education. After my MBA, I moved to India in 2012 to work in the vocational skills space, initiated by our country with the new and updated National Skills Policy created in 2010. This experience taught me about different aspects of learning and how to grow and run multiple vocational training centers across India. I inherited 10 working centers, and Globsyn Skills had 400 centers by 2015. My inspiration and curiosity about the higher education space increased around 2015 when the vocational skills ecosystem went through a large transition in

our country, and it was around that time that I first looked at seriously running a higher education ecosystem. Since then on behalf of the family I have run Globsyn Business School (GBS) and I am happy it has become the number one private B-School in Eastern India. This opportunity of working in the vocational space as well as the educational ecosystem helped me to implement some of the best practices I have learned and imbibed during my initial years in corporate America, while I was working with the Fortune companies.

My academic and professional learnings in technology, process, operation scale, communication, and strategy helped me immensely to look at any business, whether it was the vocational skill business or the education business, and implement some of those learnings for the growth of the organization.

How has your education and corporate experience influenced your approach towards entrepreneurship, philanthropy, and leadership at Globsyn Group?

My approach towards entrepreneurship is influenced by my father's work in building Globsyn and other large initiatives in Bengal. My values as an entrepreneur reflect what I've learned from my parents, more than the operational expertise, which I have gained working in multinational companies globally and during my MBA and undergraduate studies. My family has a philanthropic side, which I have extended through my foundation works along with my father's foundation works.

I believe every business should participate in giving back, not just in terms of money, but also resources and time. Every leadership style is unique and is a combination of values and skills that people acquire from their family and their experiences. I'm extremely process-driven and operational in running my business, something I have inherited from my earlier experiences of working. As a leader, I believe that my job is to align the right skills to the right jobs, and at Globsyn we have done that very successfully.

Your career spans nearly two decades, during which you've led business turnarounds and growth through sustainable models. Can you share a specific experience where your entrepreneurial skills were instrumental in transforming an educational institution or initiative?

In any business transformation, I focus on aligning three elements: resources, processes, and the profit formulas. Businesses often struggle when these are not in sync. My approach ensures that these elements align with the market scenario. For instance, during COVID, our operation methods changed significantly. We needed different kinds of resources and processes to be redefined for the B-School to run online. And so, our profit formulas changed. Now we are back to our earlier method but we have inculcated some of the best practices from our past experiences in the current process. This is an example of scenario shifting. Markets and businesses change constantly. Therefore, as a leader, being mindful of these three elements, and ensuring their alignment can lead to successful business turnaround and sustainability.

The COVID-19 pandemic accelerated the adoption of online learning. How has Globsyn Business School adapted to this change, and what role do you see technology playing in the future of education?

In my view, technology can only serve as an enabler in our country's education system, which has always been linear. This system doesn't allow Heutagogical learning, especially among



students who haven't gained enough industry experience. AICTE has recently rolled out several online initiatives and academic credit transfer facilities for students to learn online and in hybrid mode. Many of our students are using that. At GBS we have also created 18 online courses for student development programs, which are used by faculties for flip learning. However, students still prefer physical and face-to-face interactions. In an undergraduate or postgraduate ecosystem, technology or online learning cannot replace physical, face-to-face interactions. Students need to hear from teachers, peers, and industry professionals, and these learning mechanisms cannot be replicated online as effectively. Also, with reduced attention spans, screen time without engagement can be boring. So, while technology can enable pedagogy for effective learning, it cannot replace traditional learning methods. This is my perspective on the role of technology in education.

How do you see the integration of AR and 3D videos into its Hybrid Delivery Model? How do these technologies contribute to a more immersive learning experience, and what impact do you foresee on traditional teaching methods?

In my understanding, Hybrid Delivery is a model of learning where a student has the flexibility to learn from their own space, but at the same time as a class. This gives the students the choice of how and from where they want to learn.

Augmented Reality, which merges visual and kinesthetic learning, is a powerful tool for learning and many institutions, including ours, are experimenting with AR and 3D to see how we can increase the retention of knowledge for a subject matter in a student's

mind. However, I believe that it is still early days for India to mainstream AR and 3D videos in management pedagogies.

These techniques can be used by different faculties to convert their class to be more experiential and interactive.

You led the transition from physical diplomas to digitized versions. How does this shift align with the evolving needs of the industry and the students, and what challenges did you encounter during this process?

At Globsyn Business School, we incorporate certain technologies into our processes as a teaching method. The idea behind transitioning to Blockchain for diplomas was threefold: to make data publicly available and authenticated, preventing

tampering for both students and corporates; to teach our students about Blockchain technology; and to familiarize them with having their certification on a Blockchain platform. We faced challenges during this transition, as people initially had reservations and were hesitant to buy into the concept. However, we implemented this change early on, around 2017-18, and now the system is comfortable with the process, with our certifications being issued on the Blockchain platform every year. This approach of adopting technology is an effective way to teach students. We also upload these certificates and transcripts in the NAD (National Academic Depository) Digi locker, as it not only ensures easy access to and retrieval of the certificate or transcript, but also validates and guarantees its authenticity and safe storage.


As I have mentioned earlier in the context of using Augmented Reality or Bots, building a Metaverse in the future, or any other immersive technology, these all serve as experiential tools for students to gain more knowledge and increase their knowledge retention.

India is undergoing substantial changes in its education policies, focusing on holistic learning and skill development. How do you think these policy changes will impact the higher education landscape, and what role can private institutions play in supporting these initiatives?

The NEP 2020 policy is a brilliant initiative that empowers serious players in education, particularly private institutions, to run their organizations effectively. It provides opportunities to run programs that are apt and relevant for the market. Additionally, the practice gives a lot of autonomy to institutions. Moreover, the policy encourages best practices such as creating a multi-disciplinary ecosystem, promoting research and publication, and suggesting integrated programs. The integration of skills with academic programs is a positive move.

Academia builds knowledge, while vocational training develops skills. Both are needed in the industry. Integrating these two is a wonderful move that every institution, private or not, should adopt. With NEP 2020 many serious academic players will stand to benefit and bring about the best class of education in our country. As it stands to empower the institutions to teach its students the way the industry demands. So, I think it's a very important and welcoming move.

Considering your extensive experience, if you could give one piece of advice to aspiring entrepreneurs and educators looking to make a significant impact in the education sector, what would it be?

Education is a social good that impacts multiple generations. When we build a manager, we're building a person for life, who will eventually become a manager, a parent, and a citizen. Therefore, teaching students the right fundamentals of being a good and ethical human being is essential, especially in today's technology-driven world. Technology can build efficient systems, but it can't build an ethical manager, a compassionate person, or produce empathy in society. These are human skills that every institution needs to work towards. So, my advice to entrepreneurs and educators in the education sector is to give more importance to human skills. With Generative AI and Large Language Models being integrated into our day-to-day lives, it is imperative that when these managers manage technologies and AI ecosystems, keeping humanity in mind, they should do it for the right reasons – to help grow society. Hence, people developing AI technologies should possess a strong ethical sense and perspective. They should be mindful and educated to understand the balance between human values and business values, and the use of technology in converging business values for growth. These values cannot be taught through AI or any other form of technology. They can only be taught to our youngsters on our campuses and schools. So, if you're in education, I recommend focusing more on human values going forward. 



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MANAGEMENT EDUCATION IN INDIA HAS ALWAYS BEEN SYNCHRONIZED WITH THE CHANGING GLOBAL SCENARIO AND EMERGING CHALLENGES

"Education is the cornerstone of progress, and at AIMT, we are sculpting leaders for tomorrow," says **Air Cmde (Dr.) Jayanta Kumar Sahu (Retd)**, Director of Army Institute of Management Technology (AIMT), Greater Noida. In an insightful interview with Education Post's **Prabhav Anand**, he shares his vision of fostering leadership and innovation in the dynamic world of management education.

Q Can you provide insights into the evolution of management education in India, particularly in the context of changing global economic landscapes and emerging business challenges? How has the approach to teaching management evolved during your tenure in the field?

Management education in India has always been synchronized with the changing global scenario and emerging challenges. This has resulted in a shift in teaching pedagogy towards a more holistic and practical



orientation, with an increased focus on technology, entrepreneurship, sustainability, and soft skills. At the Army Institute of Management & Technology (AIMT), our focus has been on technology integration leading to interactive and experiential learning. We are also focusing on soft skills development, global exposure, and the idea of continuous learning and adaptation, keeping in mind the Industry 5.0 and ESG goals.

Q In today's dynamic business environment, interdisciplinary knowledge is increasingly valuable. How does the Army Institute of Management Technology integrate interdisciplinary perspectives into its management curriculum to prepare students for multifaceted leadership roles in the corporate world?

At AIMT, we provide opportunities for experiential learning through internships, industry visits, and live projects that expose students to the practical application of interdisciplinary knowledge. We regularly bring guest speakers from different sectors to share their experiences and insights. We conduct workshops and seminars focusing on interdisciplinary skills such as critical thinking, adaptability, and effective communication, and include training sessions on emerging trends and

technologies that span multiple domains.

We also emphasize developing soft skills and leadership qualities among our students by conducting Personality Development Programs on communication skills, mock interviews, group discussions, team-building activities, organizing/participating in intra and inter-institute level activities like B-Plan Competition, Quiz, Debate, Sports activities, etc., for the all-round development of students. We encourage our students to participate in various extracurricular activities like blood donation, distribution of clothes to the poor, plantation, cleanliness drives, etc.

Q With rapid technological advancements, how do you see the role of emerging technologies such as AI, data analytics, and digital transformation influencing management education? How is your institution adapting to these changes to ensure students are well-equipped for the digital age?

We are focusing on teaching skills that are highly relevant to the current and future needs of industries, such as data analysis, AI-driven decision-making, and digital strategy development. We encourage students to earn certifications in relevant technologies, enhancing

their employability and ensuring they have specific skills demanded by the job market. We have facilitated our students to learn advanced Excel, Power BI, and some programming languages like Python and R while undergoing BBA or MBA programs at this Institute. This year, we have started an MBA (Analytics) program at our college to focus on emerging trends at the current time.

What, in your opinion, are the current challenges and opportunities in the field of management education in India? How is your institution addressing these challenges, and what strategies are being employed to leverage the opportunities for the benefit of the students and the institution as a whole?


Key challenges in management education in the current scenario are:

- a) Ensure that the MBA curriculum remains aligned with industry needs.

- b) Effectively integrate technology into teaching methods and adapt to online and blended learning.
- c) Prepare students for globalized markets and promote diversity in the student body.
- d) Balance theoretical knowledge with practical skills development to enhance employability.

Key Opportunities are:

- a) Initiatives by the Govt of India such as Skill India, Startup India, Digital India, Atal Innovation Mission, Atmanirbhar Bharat, etc., provide MBA graduates the opportunity to become job creators rather than job seekers.
- b) Offering flexible learning options, including online courses, part-time programs, and executive education, taking advantage of the National Education Policy (NEP).

At AIMT, we have conducted a number of workshops in collaboration with MSME Dte and Business Plan competitions in collaboration with Industry to create awareness programs on various opportunities. We are collaborating with bodies like the Financial Planning Standard Board (FPSB), the Indian Institute of Banking & Finance (IIBF), and other bodies to conduct various certification programs that will enable our students to acquire additional skills while undergoing BBA or MBA programs. 

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Summary of Placements	2022	2023 (Ongoing Placements)
Total no. of Companies (On/Off Campus)	62	68
Total No. of Students enrolled	172	178
Total No. of Students not opted for Placements	05	09
Total No. of Students opted for Placements	172	169
Total No. of Students Placed	148	145
Highest package	12.59L/A	14.25L/A
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- Ranked 58th amongst top B-schools in India
- Ranked 9th pan India amongst private affiliated colleges
- Ranked 20th Best B-School in South India

TIMES OF INDIA 2023

- Ranked 49th pan India amongst top B-schools
- Ranked 13th best B-School in South India

THE WEEK 2022

- Ranked 86th amongst top B-schools in India
- Ranked 25th Best-School in South India
- Metro Ranking 10th in Bengaluru

INDIA TODAY 2022

- Ranked 90th amongst top B-schools in India

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The Future of Artificial Intelligence in Finance in India



Dr. A K Mishra
Senior Professor (Finance & Accounting)
IIM Lucknow

ABSTRACT

Artificial Intelligence (AI) stands as a pivotal technological breakthrough encompassing machine learning (ML) and algorithmic languages. Its widespread relevance spans across multiple domains like automotive, healthcare, gaming, robotics, finance, surveillance, entertainment, space exploration, agriculture, e-commerce, and social media. The primary goal of AI is to craft intelligent and self-governing systems. Our empirical findings delve into AI's applications specifically within the finance sector, including banking, investment firms, and insurance companies. The investigation details the challenges encountered, their implications, and the advantages and disadvantages within financial realms. Additionally, it reveals how AI is poised to revolutionize the financial landscape in the future, accompanied by some insightful recommendations.

INTRODUCTION

Artificial Intelligence (AI), coined by John McCarthy as "the science and engineering of creating intelligent machines," has existed for many years. Artificial Intelligence is referred as the ability for machines to do demonstrations that need knowledge, whether performed by humans or machines (Kurzweil, 1990), employing calculations that can perceive, reason, and act (Kurzweil, 1990). (Winston,

Given the government's aspirations to propel India toward a digital economy, the integration of AI within the finance sector becomes inevitable. Significant changes in the economy, including increased workloads, shifts in consumer preferences, evolving client mindsets, growing populations, competitive pressures, regulatory requirements, and the necessity for robust management and secure financial transactions, have led the financial industry



Fig. 2

¹Source: Ministry of Electronics and Information Technology, India's Trillion Dollar Opportunity

1992). Its immense promise has earned it the moniker of the fourth industrial revolution due to its far-reaching potential and impact. The 2022 PwC Fintech India study reported a remarkable increase in global expenditure on AI applications, rising from \$4 billion in 2015 to over \$15.1 billion at present.

Recent transformative developments in the financial services industry, propelled by initiatives like demonetization and government-backed efforts towards a digital India, have driven a push towards a cashless economy. Due to these advancements, India's digital economy was projected to reach \$250 billion by the conclusion of 2020, doubling from its 2017 size of \$125 billion. Concurrently, with the Indian government's aim for India to achieve a \$5 trillion economy by 2024, there's a corresponding aspiration for the digital economy to hit \$1 trillion by 2025.

to adopt AI-driven solutions to digitize financial services related operations. The substantial utilization of AI in India's financial realm stands as a prerequisite for achieving this goal, marking AI as a significant catalyst transforming the Indian finance industry. Consequently, there is a burgeoning interest among both customers and financial institutions in leveraging AI to enable more efficient, expedited, and seamless processes, aiming to foster productivity and uninterrupted service delivery. According to a study, 83% of Indian Financial Institutions now advocate that AI improves the customer experience and ensure better security.

APPLICATION OF AI IN FINANCE

AI in financial sector can be regarded as a technological advancement that aided in

the making of choices and decisions that required direct human inclusion. The following framework illustrates the fundamental links between key advancements in AI and their applications in banking, all of which rely on substantial volumes of data, considered as the foundational support for AI.

Credit Scoring

Traditional credit scoring methods often involve analyzing credit history, payment behavior, debt-to-income ratio, and other financial factors. However, according to one estimate, the fact that traditional credit scoring uses only loan repayment data leaves 90 per cent creditworthy people out of the credit net (Earnest & Young, 2017).

AI enhances this process by leveraging data analysis, machine learning, and algorithms to assess an individual's creditworthiness based on current income, career opportunities, recent credit history, and earning potential in addition to earlier credit histories. AI thus removes human biases in credit scoring by focusing solely on data tailored to specific lending institutions, allowing for more personalized risk assessments based on the institution's risk tolerance and customer base. Cost Reduction Due to AI's capacity to automate repetitive tasks, labor costs can be decreased while quality is raised. In sectors like financial services, AI-driven predictive maintenance can forecast system failures, enabling proactive maintenance that reduces downtime and costly repairs. On web pages AI-powered chatbots and virtual assistants nowadays handle customer queries which reduces the need for a large customer service team while providing 24/7 support.

Risk Management

AI-driven predictive models forecast future risks based on historical data from various sources, market trends, and other variables. This aids in proactive risk mitigation and decision-making in financial institutions and cybersecurity. AI is used to identify new and evolving threats in real time with reference to credit risk assessment, operational risk management, supply chain risk management, compliance and regulatory adherence.

Quantitative Trading The contribution of AI in the financial markets has been phenomenal. AI has revolutionized quantitative trading by offering advanced analytics, predictive modeling, and rapid data analysis capabilities. Quantitative

trading involves using mathematical models and statistical techniques to make trading decisions. Supervised learning models can accurately forecast the behavior of creditors or customers using the vast amounts of already available data. AI-powered algorithms execute trades based on predefined criteria, reacting to market changes much faster than human traders. This includes high-frequency trading (HFT) strategies that capitalize on small price discrepancies. AI empowered optimized investment portfolios identifies the best mix of assets based on historical performance, risk tolerance, and market conditions. AI models can adapt and learn from changing market conditions, continuously improving their strategies and performance.

Financial Advice

AI has transformed the landscape of financial advice by implementing automated, algorithm-driven financial planning services and portfolio management services with minimal human intervention. AI-powered chatbots assist customers with basic inquiries, account management, and sometimes even provide financial advice based on predefined algorithms. This helps in giving better personalized financial advice based on an individual's financial situation, risk tolerance, and investment goals.

REVIEW OF LITERATURE

Professor John McCarthy of Sandford University, one of the principal architects, developed the term Artificial intelligence in 1955. The US Department of Defense began training computers to function as human-like forces in 1960. (Russell and Norvig, 2003).

Kunwar, M. (2019) examined the influence of AI in modern world, especially in the field of finance. Xie, M (2019) studied the impact of AI in the financial system and suggested strategies for use of AI in financial risk management. Wallen (2019) focused on current and future usage of AI in corporate finance. Mhlanga (2020) investigated how Artificial Intelligence influences digital financial inclusion. They emphasized the significance of elements like chatbots, fraud detection, and cybersecurity in enhancing the quality of financial services. Singh and Pathak (2020b) defined artificial intelligence as the capacity of machines to independently perform tasks without human

intervention. They highlighted its compatibility with the data-rich banking industry, citing applications such as machine learning (ML), Natural Language Processing (NLP), Deep Learning, interactive voice response (IVR), Speech Recognition, image analysis, and more. Birau et al. (2021) emphasized the pivotal role of the financial system in achieving global economic development sustainability. They underscored how financial mechanisms are instrumental in attaining a sustainable level of economic progress. Karbassi Yazdi et al. (2022) argued that the service industry plays a crucial role in sustainable economic development. They emphasized how this sector's reduced reliance on conventional resources allows for innovative business models, unlike traditional sectors. Noreen et al. (2023) proposed that the banking industry could enhance customer service quality and improve performance indicators by employing artificial intelligence techniques. They highlighted AI's potential in revolutionizing service quality and performance assessment within banks.

AI INITIATIVES IN INDIA

Saman et. al. (2018) provides a comprehensive overview of the existing regulatory framework, its history and how it relates to AI in the Indian financial sector. Singh and Pathak (2020a) discussed India's focus on digitalization and emphasized the significance of distribution channels in the buying and selling process of financial tools and assets in emerging economies. They delved into the measures taken by the Reserve Bank of India (RBI) during the COVID-19 pandemic, as well as the role of the Securities Exchange Board of India (SEBI) and the impact of stock price volatility.

India has been actively pursuing initiatives in the field of artificial intelligence (AI) to leverage its potential across various sectors. Empirical findings reveal a predominant belief among respondents in the significance of artificial intelligence, with a strong enthusiasm for its latest advancements. A survey of IT security and IT professionals in India found that 24 per cent of them use some form of machine learning, and most believe that AI will help improve cyber security (FE Bureau, 2018). Authorities in India are gradually addressing the challenges posed by fintech. 2018 Union Budget,

showed a strong interest of Indian Government in investing in AI by doubling its prior funding for the Digital India initiative to \$480 million (or Rs 3,703 crore). This increased allocation is aimed at fostering the growth of digital technologies. The government's commitment involves substantial investments in research, training, and skill development across various domains including AI, big data intelligence, robotics, digital manufacturing, and quantum communications. These endeavors encompass collaborative projects, internal programs, or contributions to the AI Task Force. While many of these efforts extend beyond AI, there are specific and indirect initiatives that significantly impact the banking and finance sector. Some established regulations that cover specific fintech products and services are, like peer-to-peer lending (by RBI), digital payments (also regulated by RBI), automated advisors (by SEBI), insurance-related wearable technology (highlighted in an IRDAI working group report), virtual currency (discussed in a Ministry of Finance committee report), and more. Additionally, the RBI plans to launch a regulatory sandbox tailored for fintech. Notable regulatory advancements responding to the evolving finance landscape in India include the RBI's framework for licensing payments banks and the permission granted to banks to utilize the e-Know Your Customer (e-KYC) process for account openings. The subsequent section examines both categories of initiatives in detail. Some significant government initiatives include:

AI Task Forces and Committees: Several task forces and committees have been formed to provide recommendations and guidelines for the adoption and regulation of AI. These bodies focus on various aspects like ethics, policy formulation, skill development, and industry applications. The AI Task Force set up by the Ministry of Commerce & Industry in 1988 advocated that the use of AI in fintech will help expand the existing efforts of India Stack, which enables and promotes digital payments and paperless transactions. The Ministry of Electronics and Information Technology report on AI (MeitY) recommended setting up of the following committees to suggest a policy framework for AI:

- Platforms and Data on AI
- Leveraging AI for identifying national missions in key sectors
- Mapping technological capabilities, key

policy enablers required across sectors, skilling, reskilling, and research and development

- Cybersecurity, safety, legal, and ethical issues

National AI Strategy: The Indian government has been working on a national AI strategy to harness the potential of AI for economic growth, social development, and governance. This strategy aims to establish India as a global hub for AI research and development.

National AI Portal: The government has launched the National AI Portal to serve as a platform for sharing resources, policies, reports, and developments in AI. This portal aims to facilitate collaboration between government, industry, academia, and research institutions.

Centers of Excellence (CoE): The government has established AI-focused Centers of Excellence to promote research, innovation, and skill development in AI technology. These centers collaborate with industry and academia to drive AI initiatives.

AI in Governance: AI is being integrated into various government departments to enhance efficiency and service delivery. Initiatives like AI-powered chatbots for citizen services, predictive analytics for resource optimization, and fraud detection systems are being implemented.

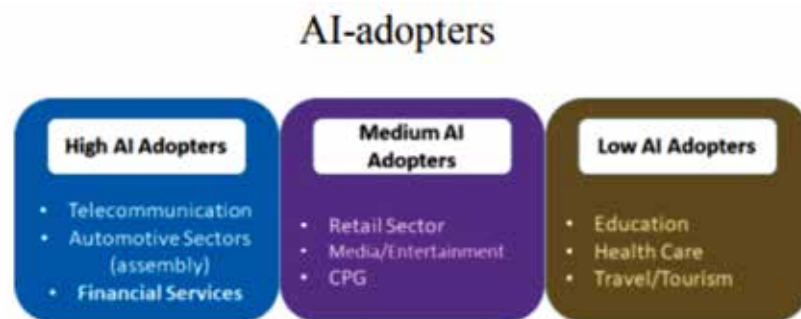
AI for Social Development: There are efforts to leverage AI for social development, including healthcare, agriculture, education, and smart city initiatives. For instance, AI is used for disease prediction, crop yield optimization, personalized learning, and city planning.

Skill Development Programs: Skill development programs focused on AI are being initiated to address the growing demand for AI professionals. These programs aim to train a workforce skilled in AI technologies and applications.

These initiatives underscore India's commitment to harnessing AI for economic growth, societal

development, and governance while also addressing challenges related to ethics, privacy, and skill gaps. The government's focus on fostering collaboration between various stakeholders is crucial for advancing AI capabilities and fostering innovation across different sectors. With the result a new financial sector is slowly emerging in India as depicted in figure 2

Research conducted by Accenture provides a framework for evaluating the economic impact of AI for G20 nations. It also estimated an annual growth rate of India by 1.3% point by 2035. AI has the potential to add ~1 Trillion to India's economy by



2035. AI contribution is significant in value chain to increase the profitability and efficiency in major sectors in India as shown in figure 3

FUTURE & KEY CHALLENGES OF AI IN INDIA

AI has become an important part of the world

AI adaptations in Major sectors in India



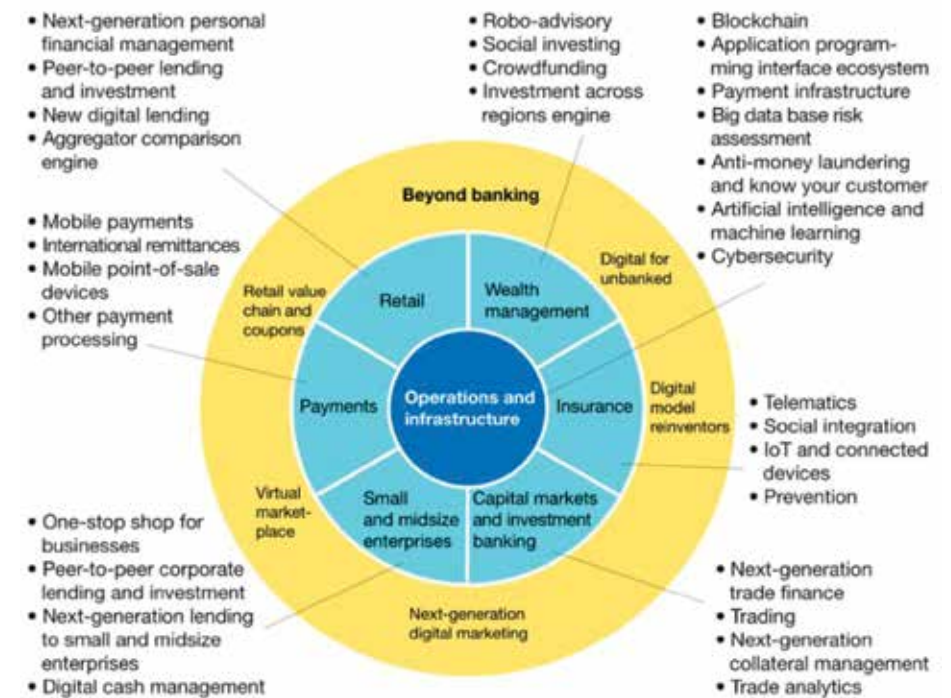
of finance. While the implementation of AI may require initial investment in technology and training, its long-term benefits in terms of cost reduction and efficiency often outweigh the initial costs, making it a valuable investment for many businesses and industries. The pace at which AI is being adopted by BFSI (Banking, Financial Services & Insurance) industries one can confidently conclude that very soon this progressive step would replace human resource as being depicted in the following diagram.

However, it's essential to note that while AI offers numerous advantages, there are numerous challenges and risks, particularly related to data security and governance, model

developed, a significant portion of them remains untested and might not be fully prepared for practical implementation within the sector.

- ❖ Ensuring transparency and fairness in AI-driven credit scoring models remains an ongoing area of research and development.
- ❖ Integrating AI into risk management strategies requires a balance between leveraging its capabilities and understanding its limitations.
- ❖ AI-driven trading also comes with challenges and risks which can create unforeseen market dynamics. These include the potential for overfitting models to historical data, technical

Key fintech trends



McKinsey&Company | Source: Panorama by McKinsey

interpretability, and the potential for algorithmic biases. Developing effective strategies for implementing AI on a large scale in this sector involves addressing several crucial factors:

- ❖ Despite the vast amount of available data, AI is seen as a powerful tool in banking for its immense analytical capabilities. However, numerous risks associated with its application need careful consideration.
- ❖ While numerous AI techniques have been

failures leading to unexpected losses, and regulatory challenges concerning algorithmic trading.

- ❖ Within the finance industry, Big Data and AI play pivotal roles in analyzing financial, social, behavioral, and location-based profiles to inform decision-making. These practices, however, pose inquiries into conventional privacy standards. Section 43A of the IT Act 2000 limits the utilization of financial data

in implementing AI strategies within banking systems. This section mandates the adoption of adequate security measures when handling investors' financial information. Its aim is to safeguard this data against unauthorized access, damage, tampering, and unauthorized use or disclosure. Non-compliance may lead to compensating those affected. As AI applications in the finance sector evolve, considerations such as these will undergo reevaluation.

CONCLUSION

Although AI implementation brings numerous advantages, it also presents several challenges. To address these challenges and foster innovation in AI implementation, financial institutions collaborate with startups and fintech companies. Moreover, the full deployment of AI in banks and financial sectors in India still faces obstacles due to non-compliance with existing laws and security standards. Some of the key suggestions which can be taken ahead include

The primary goal of robotic automation processes is to facilitate and automate repetitive tasks. AI can play a crucial role in infusing intelligence into the automation process within financial operations by harnessing the capabilities between humans and machines. This would help in reducing operational costs and enhance performance, particularly in delivering personalized services.

For successful implementation of AI-based applications and the delivery of value, a substantial volume of high-quality data is necessary for access and analysis to drive decisions. An efficient, low-latency communication channel is essential to swiftly transmit data from its capture point to the analysis point. Ensuring high security for this data is crucial for seamless and secure transfer between applications.

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DEMOCRATISING HAPPINESS

THE WAY TO A PROSPEROUS, HAPPY & SUSTAINABLE INDIA



Prof Rajesh K Pillania

Popularly called *India's Happiness Professor*
Management Development Institute
Gurgaon

We academicians know happiness is the goal towards which all goal points, for homo sapiens.

We academicians know earlier poets and philosophers used to talk about happiness. We academicians also know over the last four decades, there has been a lot of scientific research across multiple disciplines, such as economics, psychology, neurology, management, sociology etc. We academicians also know the tremendous benefits of happiness in various aspects of human lives. We academicians know the

why, how and what of happiness. We academicians know a lot about happiness today! And we academicians know that knowing is not enough!

What is needed today more than ever else is sharing what we know with the common man in a simple, easy-to-understand, and applicable way. We need to democratise the research and knowledge on happiness for the masses.

One such effort in democratising happiness research and knowledge is the India Happiness and World Happiness book series by the Happiness Strategy Foundation. It works in a



simple format. It has three parts. It asks people to submit their happy photos, explain why it is a happy photo and tell what makes them happy. A global jury selects the 100 happiest photos from the submitted photos. This way, it creates interest and awareness about happiness. That becomes the first part of the annual book. It asks experts and leaders to share their insights on happiness in a simple language of up to 300 words, and the second part is. It also creates research-based simple exercises for practising happiness in daily life, and that is the third part. In this way, it generates interest, makes people aware of happiness in their lives, shares insights from experts and provides simple exercises for adding happiness to daily life. It has come up with India Happiness 2022, India Happiness 2023, World Happiness 2021, World Happiness 2022 and World Happiness 2023. The novel idea of democratising happiness has received great support from experts and industry stalwarts. Here are some great quotes from the experts and industry stalwarts participating in the project.

"Another wonderful volume of the India Happiness 2023 book, a must-read by those who care about human wellbeing."

Professor Sir Cary Cooper, CBE,
President of the Institute of Welfare & Chair of
the National Forum for Health
& Wellbeing at Work, UK.

"It gives me great HAPPINESS to write this foreword to India Happiness 2023. The book, including this Foreword, is kept concise so that the reader can browse it quickly and get on to being happy ASAP."

Padma Bhushan Dr M B Athreya, PhD
(Harvard)
Pioneer and Father of
Indian Management Education

"We are born naturally happy, and the closest we can be to that pure natural state is where we find happiness."

Mr Harsh Goneka, Chairman,
RPG Group.

"If youngsters stop comparing themselves to others but focus on what is meaningful to them, find their source of meaning and fulfilment, what makes them unique and live their life accordingly, they would find a greater degree of happiness."

Mr G. V. Prasad,
Co-chairman and Managing Director
Dr Reddy's Laboratories.





MECHATRONICS

BRIDGING GAPS, REVOLUTIONIZING INDUSTRY 4.0

Dr Abhilasha Gaur

Chief Operating Officer

Electronics Sector Skills Council of India (ESSCI)

In the rapidly evolving landscape of technology and automation, the field of mechatronics has gained significant prominence. Combining mechanical engineering, electronics, and computer science, mechatronics designers play a pivotal role in developing and integrating advanced systems that drive innovation across industries. In India, where the demand for skilled professionals in this field is on the rise, Electronic Sector Skills Council of India (ESSCI) has emerged as a crucial player in nurturing talent and shaping successful careers. In this article, we will explore the exciting career prospects in mechatronics design, the skills required to thrive in this field and delve into the significant role played by ESSCI.

The Growing Demand for Mechatronics Designers in India:

The current market size of mechatronics in India is projected to grow significantly in the coming years. According to the Statista Market Forecast, it is projected to grow by 4.63% (2023-2028), resulting in a market volume of US\$ 639.50 million in 2028. This

indicates a substantial growth potential for the mechatronics industry in India. With industries across manufacturing, automotive, aerospace and others increasingly adopting automation solutions, the mechatronics sector has witnessed steady growth aided by government initiatives like 'Make in India'.

Additionally, the growing need for skilled professionals in the field of mechatronics and robotics is expected to further fuel the market growth. With India's vibrant

industrial landscape and the adoption of automation technologies, the demand for skilled mechatronics designers has witnessed a significant upswing.

- **Manufacturing Sector:** Mechatronics designers in the manufacturing sector are instrumental in optimising production processes through the design and implementation of automated systems. They contribute to the development of efficient assembly lines, robotic systems, and smart manufacturing solutions that enhance productivity, quality, and cost-effectiveness.
- **Automotive Industry:** The automotive sector relies heavily on mechatronics designers to develop advanced driver assistance systems (ADAS), autonomous vehicles, and intelligent control systems. These professionals contribute to the evolution of vehicles with features like adaptive cruise control, collision avoidance, and self-parking capabilities.
- **Healthcare and Medical Devices:** Mechatronics designers make significant contributions to the development of cutting-edge medical devices and healthcare technologies. They design and integrate robotic surgical systems, prosthetics, rehabilitation devices, and imaging systems, aiming to enhance patient care and improve treatment outcomes.
- **Aerospace and Aviation:** In the aerospace industry, mechatronics designers contribute to the development of unmanned aerial vehicles (UAVs), spacecraft systems, and control systems for aircraft. Their expertise in integrating mechanical, electrical, and software components ensures the reliability and safety of aerospace systems.
- **Electronics Manufacturing:** Mechatronics has become integral to automation in modern electronics manufacturing. Key areas where mechatronics has made major impact include printed circuit board assembly, semiconductor fabrication, SMT placement machines, robotic arms for material handling, automated visual inspection systems, failure analysis systems and several testing processes. By powering inline metrology, process control solutions, prototyping technologies and other connected factory enablers, mechatronics is driving tremendous efficiency, higher yields, and quality standards across large as well as smaller electronic manufacturing set-ups.

Mechatronics Design: The Intersection of Engineering Disciplines

Mechatronics design involves the integration of mechanical, electrical, and computer engineering principles to create intelligent systems and products. It encompasses diverse applications, including robotics, automation, artificial intelligence, consumer electronics, and automotive systems. Mechatronics designers are involved in the entire product development lifecycle, from conceptualization to prototyping and testing. They collaborate with cross-functional teams, translating user requirements into functional designs that seamlessly blend mechanical and electronic components. They must possess knowledge in mechanical design, electronics, sensors and actuators, embedded systems, control systems, and software development. They should be comfortable working across various engineering disciplines.

Role of Electronics Sector Skills Council of India (ESSCI):

ESSCI's primary objective is to bridge the skill gap in the electronics system design and manufacturing (ESDM) industry, including the field of mechatronics, by fostering industry-academia collaboration and providing training and certification programs. ESSCI has developed 3 courses/ Qualification Packs, Mechatronics Maintenance Specialist and Mechatronics Designer and System Integrator, Robotic Automation Lead for different job roles. These programs encompass various levels, from entry-level technician courses to advanced specialisation programs. They provide participants with the necessary theoretical knowledge and hands-on training to excel in their careers as mechatronics specialist and designers. These certifications serve as a testimony to an individual's competence and proficiency, boosting their employability and career prospects.

ESSCI's placement assistance program is also helping mechatronics engineers find jobs. This program provides mechatronics engineers

with access to a network of employers who are looking for qualified candidates. By providing training and certification programs, ESSCI is helping to ensure that there is a skilled workforce available to meet the growing demand for mechatronics engineers.

Job opportunities for mechatronics professionals in the electronics sector

Mechatronics professionals are highly sought after in the electronics sector due to their unique combination of skills in mechanical engineering, electronics, and computer science. As technology continues to advance, the demand for mechatronics expertise grows across various industries, including the electronic sector. Here are some job opportunities for mechatronics professionals in the electronic industry:

- 1. Robotics Engineer:** Mechatronics professionals can design, develop, and program robotic systems used in manufacturing, healthcare, logistics, and other industries. They work on creating intelligent and automated machines that incorporate sensors, actuators, and control systems.
- 2. Control Systems Engineer:** Mechatronics professionals can work on the design, development, and optimization of control systems used in various applications, such as HVAC systems, industrial processes, and consumer electronics.
- 3. Product Development Engineer:** Mechatronics designers play a vital role in developing innovative consumer products, such as smart appliances, wearable devices, and IoT-enabled gadgets. Their expertise in integrating mechanical and electronic components ensures seamless functionality and user experience.
- 4. Electronics and Instrumentation Engineer:** With their expertise in both mechanical and electronic systems, mechatronics professionals can work on the design and development of instrumentation and electronic devices used in a wide range of industries.
- 5. Research and Development (R&D) Engineer:** Mechatronics experts are often involved in research and development teams, working on innovative technologies,

prototypes, and improving existing products.

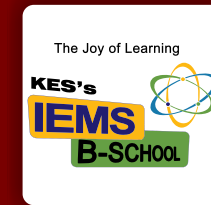
- 6. Product Testing and Quality Control Engineer:** Mechatronics professionals can also work in testing and quality control roles, ensuring that electronic systems and products meet the required standards and specifications.
- 7. Automation Engineer:** Mechatronics experts are well-suited for designing and implementing automated systems in industries like manufacturing, automotive, and aerospace. They work on integrating sensors, programmable logic controllers (PLCs), and other electronic components to streamline processes and increase efficiency.

Remember, the job opportunities for mechatronics professionals in the electronics sector are not limited to these roles. Many other industries and emerging technologies are seeking professionals with mechatronics expertise to tackle complex challenges and drive innovation.

Career Progression and Growth Opportunities:

With the right skill set and industry-relevant training, individuals can embark on a fulfilling journey in this field. Fresh graduates in mechatronics can start their careers as assistant mechatronics designers, working under the guidance of experienced professionals. With experience, mechatronics designers can progress to more advanced roles, taking up responsibilities for designing and developing complex mechatronic systems. They contribute to research and development activities, collaborating with interdisciplinary teams to create innovative solutions. Seasoned professionals in mechatronics design can transition into leadership and managerial roles. They oversee project teams, drive innovation, manage resources, and ensure the successful execution of mechatronic projects.

Conclusion: The field of mechatronics designer in India offers exciting and rewarding career opportunities. As industries increasingly adopt automation and advanced technologies, the demand for skilled mechatronics designers continues to grow.



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CHOOSING BETWEEN SHORT- TERM CERTIFICATIONS VIS-À-VIS FULL- TIME RESIDENTIAL PROGRAMMES

Prof. Ram Kumar Kakani, Director of the Indian Institute of Management Raipur, enlightens on the aspects of surging attraction for many short-term courses in contrast with a full-time regular degree education.

In recent years, there has been a discernible surge among fresh students eager to enhance their resumes with certifications in emerging technologies, modern management practices, and burgeoning sectors such as social media, open-source code, library systems, fintech, and digital transformation. This inclination is understandable in an era where information

is readily accessible, and the temptation to acquire quick certifications to bolster one's own resume is undeniable. It gets further agreed by peer pressure, herd effect and such. Embracing this trend, many students hope these certifications will serve as beacons, guiding them toward coveted career opportunities.

While the enthusiasm for acquiring new skills is commendable, it is imperative for students to recognize the nuanced balance required in their educational pursuits. The quest for quick wins, driven by the allure of certifications, poses a danger of sidelining



the intrinsic value of a comprehensive residential full-time program. Students should appreciate the idea of Arjuna and the fish's eye story from the Mahabharata. Amidst the clamor for certifications, the significance of engaging in regular campus life, participating in focused discussions, and catching up with cohorts on topical issues cannot be overstated. This unique resident life in campus environment not only fosters academic knowledge but also imparts highly complementary life lessons that extend far beyond the confines of the classroom.

The residential program transcends being a mere supplement; it serves as the cornerstone upon which a student's holistic development is built. Extending beyond the realms of academia, it offers what can aptly be termed professional career-related skills. The immersive experience of living and learning within the campus provides an invaluable setting for personal growth. The diverse intellectual community of friends becomes more than classmates; they evolve into collaborators in the intricate journey of self-discovery – as well as build multiple perspectives of life.

The dichotomy between quick short-term certifications and a thorough residential program becomes evident when considering the investment of time. While certifications may promise a rapid acquisition of skills, they often require minimal time and effort, providing a swift checklist of accomplishments. In other words, depth of competency goes missing. On the other hand, the residential program demands a more profound commitment – a commitment

to an atmosphere that nurtures not only intellectual growth but also emotional intelligence, social capital and interpersonal skills.

In the digital age, where online multitasking has become the norm, it is crucial to recognize that the depth of understanding gained within a campus setting cannot be replicated through a flurry of online activities. A potent full-time residential program on a campus with a hostel-like atmosphere is indispensable. It is more than just keeping the computer on and juggling multiple tasks simultaneously. It is about the quality of interactions, discussions, and networks formed within the physical confines of a campus that genuinely prepares individuals for the intricacies of professional life.

Aspiring professionals, especially those eyeing international opportunities, would be wise to heed this advice. The seemingly intangible aspects of a residential program – the late-night conversations, shared experiences in hostels, early morning nature trails across campus with friends, and intellectual debates – are the building blocks for life skills as well as professional success in a globalized cross-cultural arena—the lessons learned within the campus echo beyond graduation, shaping individuals into well-rounded, adaptable professionals.

In essence, while certifications offer a shortcut to showcasing skills, the residential program is the enduring path that molds individuals into leaders capable of navigating the complexities of professional life. Ideally, the fusion of a robust residential program with very selective focused (necessary) certifications is the winning formula, ensuring a comprehensive, well-rounded, and enduring preparation for the challenges that lie ahead.

Digital Sale Trends that will lead in 2024

Gaurav Bhagat



The panorama of digital sales is presently shrouded in unknown territories, with rising tendencies poised to dominate and shape its destiny. Professionals and budding sales professionals and marketers are actively seeking growth possibilities within the realm of digital transformation, navigating the introduction of novel technology. Within this transformative wave, there is a notion that these factors aren't simply changing but redefining the very essence of how we purchase, connect, and experience shopping.

It's a transformative journey that molds individuals and their thoughts, intersects with the workplace, and envisions a future in which buying is seamlessly at our fingertips! As we explore the domains of rising trends, set to revolutionize our industry and actions, we uncover key changes projected to wield significant influence in 2024, especially within the realm of digital sales. Following are some of those trends which we believe will change the game of digital sales in 2024:

- **Easy Checkout**

Say hello to one-click simplicity, and bid farewell to the hassle of multiple steps and complicated checkouts. The mantra in 2024 is all about simplicity, following the principle that less is followed by more! Imagine a world where all it takes is one click to make a purchase. We're diving deep into the era of simple tasks, where speed meets satisfaction.

- **Artificial Intelligence**

Your Shopping bestie: Stepping into the future of shopping with artificial

intelligence at the forefront, acts as your personal marketing assistant. We can all experience the magic as AI algorithms will analyze your preferences, anticipate your desires, and carefully structure a personalized shopping experience just for you.

- **Cryptocurrency trading**

The process of handling money in online transactions is undergoing a major transformation with digital currencies such as Bitcoin and Ethereum. It would be a delight to discover how these cryptocurrencies are reshaping the online trading landscape and altering the way buyers and sellers engage in global markets.

- **Social Media Marketing 2.0**

No longer is social media merely a platform for scrolling; it has transformed into your ultimate shopping destination. Explore the exciting realm of social commerce, where social platforms seamlessly transition into marketplaces, and your cherished influencers act as personalized shopping guides. We will get to witness the gradual blurring of the line between "liking" and "buying," as social media intertwines with the shopping experience.

- **Metaverse Marvels**

The metaverse is a realm where reality converges with the virtual, heralding the future. From virtual pursuits to interactive marketing, a shift in the digital retail landscape is evident for 2024, a year that

will mark a significant fusion of technology and marketing, breaking down borders in the shopping experience like never before.

As we stand at the crossroads of current techniques, gazing into the digital tapestry of tomorrow, the trends of 2024 reveal a future where innovation knows no limits.

Imagine a world where every digital interaction is not just a connection but a transformation — a realm where every click is a step towards a more connected, creative, and convenient life. In the rhythm of technological progress, 2024 formulates a harmonious mix of AI-powered personalization, seamless transactions, and the excitement of immersing ourselves in the Metaverse.

These advancements aren't just digital footprints; they are rhythmic heartbeats in dynamic time. As we bid adieu to today's pixels, let's relish the anticipation of what lies beyond our sight.

So, here's to the entrepreneurs and sales professionals tapping into success, the consumers embracing customized experiences, and the dreamers leading us into an endless Metaverse of possibilities. The canvas of 2024 eagerly awaits the surprises of collaboration — surprises that will color our digital landscape in the hues of tomorrow. As we embark on this journey, let us not only observe trends but actively plan.

Cheers to a year where the digital realm becomes the canvas for our collective aspirations, where every trend becomes a brushstroke creating a masterpiece of development. Here's to 2024 – the year we redefine the possibilities of unlimited digital innovation.

The author is India's leading sales coach, business management consultant and problem solver, who runs multiple companies including the Gaurav Bhagat Academy.



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NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
		[Actual values converted for 1000]								
1	IIM Ahmedabad-Indian Institute of Management, Ahmedabad	139.28	137.28		124.28	133.99	134.42	130.14	135.28	937.24
2	FMS-Faculty of Management Studies, University of Delhi, New Delhi	138.42	136.71		126.85	133.42	132.85	124.71	130.28	933.39
3	IIM Calcutta-Indian Institute of Management, Kolkata	138.71	136.42		122.85	132.56	133.28	130.28	136.85	931.20
4	IIM Bengaluru-Indian Institute of Management, Bengaluru	138.42	134.14		121.14	133.14	131.42	134.56	135.14	925.89
5	IIM Kozhikode-Indian Institute of Management, Kozhikode	137.85	130.56		123.42	133.42	132.99	130.71	134.28	921.88
6	IIM Lucknow-Indian Institute of Management, Lucknow	135.85	128.57		122.85	135.42	132.42	129.99	129.28	915.04
7	IIFT Delhi-Indian Institute of Foreign Trade, New Delhi	135.42	128.99		124.28	130.85	128.71	129.28	130.28	909.70
8	IIM Mumbai- Indian Institute of Management, Mumbai (Formerly, NITIE, Mumbai)	132.28	124.99		123.71	134.14	136.56	126.99	128.85	903.86
9	IIM Indore-Indian Institute of Management, Indore	130.56	126.14		120.57	135.42	137.14	129.56	125.71	900.35
10	IIT Bombay-Shailesh J Mehta School of Management, Indian Institute of Technology Bombay, Mumbai	130.14	124.42		122.42	134.42	135.71	123.14	126.85	895.33
11	IIM Raipur-Indian Institute of Management, Raipur	127.14	122.85		124.28	131.85	130.85	131.42	131.42	889.79
12	IIT Kharagpur-Vinod Gupta School of Management, Indian Institute of Technology, Kharagpur	129.64	122.07		122.28	134.42	131.42	114.28	127.14	884.92
13	IIT Delhi-Dept. of Management Studies, Indian Institute of Technology, New Delhi	127.42	120.14		118.71	135.14	138.71	123.14	120.28	879.45

NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
		[Actual values converted for 1000]								
14	IIM Udaipur-Indian Institute of Management, Udaipur	127.42	124.42		117.42	128.71	135.28	122.85	121.71	875.20
15	IIM Ranchi-Indian Institute of Management, Ranchi	124.85	118.57		119.99	134.85	121.99	119.99	125.71	866.18
16	IIM Rohtak-Indian Institute of Management, Rohtak	123.42	118.85		116.57	134.42	123.57	124.85	125.71	861.72
17	IIT Madras-Department of Management Studies, Indian Institute of Technology Madras, Chennai	124.42	121.57		116.14	131.56	128.99	116.28	121.28	861.40
18	IIT Kharagpur-MHRM Department of Humanities and Social Science, Indian Institute of Technology, Kharagpur	120.28	119.42		118.57	135.42	118.42	126.85	118.42	857.59
19	JBIMS-Jamnalal Bajaj Institute of Management Studies, Mumbai	123.14	114.57		118.28	132.56	122.85	125.71	118.57	852.84
20	UBS-University Business School, Panjab University, Chandigarh	121.14	114.42		115.71	137.14	107.14	129.99	128.57	848.00
21	IIM Nagpur-Indian Institute of Management, Nagpur	119.99	115.71		117.28	131.42	111.42	125.71	124.28	842.56
22	IIT Roorkee-Dept. of Management Studies, Indian Institute of Technology, Roorkee	114.99	118.57		111.42	134.28	111.71	124.28	128.57	834.50
23	IIM Tiruchirappalli-Indian Institute of Management, Tiruchirappalli	117.57	120.14		109.42	129.99	108.42	122.85	115.71	827.53
24	IIM Visakhapatnam-Indian Institute of Management, Visakhapatnam	116.99	121.57		108.42	132.14	95.85	117.14	119.99	822.56
25	SIMSREE Mumbai-Sydenham Institute of Management Studies, Research And Entrepreneurship Education, Mumbai	118.99	116.99		111.14	129.71	97.42	115.57	118.57	819.50

NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (II)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
		[Actual values converted for 1000]								
26	BHU-Institute of Management Studies, Banaras Hindu University, Varanasi	117.99	114.42		108.42	131.85	101.42	114.28	122.85	815.23
27	DBE-DU-Department of Business Economics, University of Delhi, New Delhi	113.57	114.28		107.85	133.14	101.42	123.85	114.28	809.92
28	IIM Kashipur-Indian Institute of Management, Kashipur	109.71	113.99		112.85	131.42	102.85	119.99	115.71	807.44
29	IIT-ISM Dhanbad-Dept. of Management Studies, Indian Institute of Technology, Dhanbad	109.57	116.99		108.99	127.14	101.71	121.42	127.14	804.56
30	IIM Shillong-Indian Institute of Management, Shillong	108.85	110.28		111.28	128.57	101.42	119.71	118.57	794.66
31	IIM Jammu-Indian Institute of Management, Jammu	102.85	110.85		112.14	128.57	102.14	119.71	118.57	787.01
32	IIM Bodh Gaya-Indian Institute of Management, Bodh Gaya	101.42	111.14		101.42	129.28	109.99	122.85	122.85	777.27
33	IIM Amritsar-Indian Institute of Management, Amritsar	100.49	111.64		107.28	125.71	100.00	117.14	117.14	771.53
34	NIT Tiruchirapalli-National Institute of Technology, Tiruchirapalli	102.78	109.07		108.71	122.99	94.28	122.85	114.28	768.98
35	ABV-IIITM Gwalior-Atal Bihari Vajpayee-Indian Institute of Information Technology And Management, Gwalior	117.14	105.71		111.14	107.14	97.14	112.85	111.85	768.98
36	AMU-Faculty of Management Studies & Research, Aligarh Muslim University, Aligarh	102.14	104.49		111.14	125.42	94.28	112.85	121.42	764.95
37	IIM Sambalpur-Indian Institute of Management, Sambalpur	102.85	104.35		109.57	123.57	95.00	114.28	114.28	760.47

NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
38	NTPC School of Business, Noida	101.42	104.21		109.57	124.28	94.85	111.42	111.28	756.59
39	IIM Sirmaur-Indian Institute of Management, Sirmaur	101.99	104.28		105.71	127.14	91.42	111.42	108.57	753.22
40	JMI-Centre for Management Studies, Jamia Millia Islamia, New Delhi	104.28	100.21		107.71	124.28	92.85	107.42	112.85	750.41
41	NIBM-National Institute of Bank Management, Pune	98.57	100.57		105.71	124.28	96.85	113.42	113.71	743.28
42	MANAGE-National Institute of Agricultural Extension Management, Hyderabad	99.28	100.00		105.71	125.71	95.71	102.85	104.28	737.66
43	IIFM Bhopal-Indian Institute of Forest Management, Bhopal	97.14	99.64		105.71	127.14	96.28	102.85	101.42	734.69
44	Faculty of Management Studies, M S University, Vadodara	98.57	100.00		101.99	125.71	98.57	100.85	100.00	730.62
45	School of Maritime Management, Indian Maritime University, Chennai	98.56	98.56		102.85	125.42	95.71	97.42	98.56	726.04



NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (PRIVATE)	State	State Rank	Zone	Zonal Rank		Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (RS)	Industry Income and Integration (II)	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EPIO)	Weighted Index Score (Out of 1000)
							[Actual values converted for 1000]							
1	XLRI-Xavier Labour Relations Institute, Jamshedpur	Jharkhand	1	East	1		132.85	131.71	120.28	131.42	134.14	124.28	127.14	904.32
2	MDI-Management Development Institute, Gurgaon	Haryana	1	North	1		131.85	132.49	119.85	132.85	133.28	121.42	121.42	901.73
3	SPJIMR-S P Jain Institute of Management & Research, Mumbai	Maharashtra	1	West	1		130.85	130.21	119.42	134.14	133.42	122.57	120.99	897.90
4	SIBM-Symbiosis Institute of Business Management, Pune	Maharashtra	2	West	2		131.42	128.57	118.57	133.42	131.85	122.85	122.57	894.07
5	SCMHRD-Symbiosis Centre For Management & Human Resource Development, Pune	Maharashtra	3	West	3		131.42	124.28	118.57	133.85	134.71	124.57	121.14	889.70
6	XIMB-Xavier Institute of Management, XIM University, Bhubaneswar	Odisha	1	East	2		129.14	131.42	117.57	127.14	128.57	123.42	123.99	884.78
7	NMIMS School of Business Management, Mumbai	Maharashtra	4	West	4		131.14	129.56	118.57	124.28	125.71	123.28	124.28	881.90
8	IMI-International Management Institute, New Delhi	Delhi	1	North	2		128.71	126.85	117.28	131.71	127.14	117.71	128.85	880.32
9	MICA, Ahmedabad	Gujarat	1	West	5		128.14	132.85	117.28	125.42	118.42	122.28	122.14	876.89
10	IMT-Institute of Management Technology, Ghaziabad	Uttar Pradesh	1	North	3		129.99	123.85	117.14	127.14	128.57	124.28	122.85	874.00
11	TAPMI-T A Pai Management Institute, Manipal	Karnataka	1	South	1		128.57	126.57	117.14	129.28	114.42	124.57	120.42	870.84
11	Great Lakes Institute of Management, Chennai	Tamil Nadu	1	South	2		127.14	129.99	115.71	127.14	114.85	125.71	122.85	870.54
12	FORE School of Management, New Delhi	Delhi	2	North	4		128.57	122.92	117.14	128.71	113.42	125.99	127.14	866.54
12	Woxsen University (Woxsen School of Business), Hyderabad	Telangana	1	South	3		128.28	129.99	115.71	119.99	115.14	127.71	127.14	866.14
13	GIM-Goa Institute of Management, Goa	Goa	1	West	6		119.99	127.14	117.14	125.71	125.71	128.57	128.85	862.64
14	Dr. D. Y. Patil B-School, Pune	Maharashtra	5	West	7		114.28	129.99	117.14	124.14	125.71	130.56	129.14	856.49



NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (PRIVATE)	State	State Rank	Zone	Zonal Rank		Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (RS)	Industry Income and Integration (II)	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EPIO)	Weighted Index Score (Out of 1000)
							[Actual values converted for 1000]							
15	N. L. Dalmia Institute of Management Studies and Research, Mumbai	Maharashtra	6	West	8		120.85	124.28	117.71	124.28	128.57	118.85	117.14	852.82
15	IBS-ICFAI Business School, Hyderabad	Telangana	2	South	4		119.57	118.57	118.99	127.14	127.14	125.71	128.57	852.44
16	RCBS-Rajagiri Centre For Business Studies, Kochi	Kerala	1	South	5		118.85	120.28	119.99	127.14	114.28	127.14	128.57	849.58
17	NIRMA University, (Institute of Management) Ahmedabad	Gujarat	2	West	9		122.28	122.85	115.71	124.28	122.85	117.71	121.42	848.14
17	IMI- International Management Institute, Bhubaneswar	Odisha	2	East	3		119.99	118.35	118.57	127.14	125.71	120.42	122.85	847.71
18	IMT- Institute of Management Technology, Nagpur	Maharashtra	7	West	10		118.57	120.28	118.57	122.85	122.85	119.99	121.42	841.20
18	K.J. Somaiya Institute of Management, Somaiya Vidyavihar University Mumbai	Maharashtra	7	West	10		117.28	118.57	118.28	124.28	124.28	124.28	123.28	840.72
19	SCIT-Symbiosis Centre For Information Technology, Pune	Maharashtra	8	West	11		118.57	118.57	117.14	119.99	122.85	124.28	124.28	835.76
19	BITS Pilani, Pilani Campus, Department of Management, Pilani	Rajasthan	1	North	5		114.99	120.85	118.57	124.07	122.85	115.71	119.99	835.32
20	GBSRC- Global Business School & Research Centre, Dr. D. Y. Patil Vidyapeeth, Pune	Maharashtra	9	West	12		118.57	119.99	115.14	114.57	125.71	121.42	127.14	829.70
20	LBSIM-Lal Bahadur Shastri Institute of Management, New Delhi	Delhi	3	North	6		115.71	121.42	114.35	115.42	125.71	126.85	127.14	829.30
21	JSSCMS- JSS Centre For Management Studies, JSS Science & Technology University, Mysuru	Karnataka	2	South	6		114.28	121.42	115.71	115.71	117.14	119.99	121.42	820.46
21	IRMA-Institute of Rural Management Anand, Anand	Gujarat	3	West	13		117.14	109.99	114.28	121.42	121.42	128.57	128.57	820.16
22	IMI-International Management Institute, Kolkata	West Bengal	1	East	4		114.28	115.71	112.28	119.99	118.57	124.28	124.28	815.26
22	BIMTECH-Birla Institute of Management Technology, Greater Noida	Uttar Pradesh	2	North	7		118.57	117.14	113.57	115.71	119.99	114.28	114.28	815.06
23	TAXILA Business School, Jaipur	Rajasthan	2	North	8		114.28	112.85	114.28	117.14	120.71	127.14	115.71	810.11



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							[Actual values converted for 1000]							
23	Chitkara Business School, Rajpura-Patiala	Punjab	1	North	9		112.85	114.42	110.49	119.71	125.71	122.85	119.99	809.74
24	LIBA-Loyola Institute of Business Administration, Chennai	Tamil Nadu	2	South	7		113.42	112.85	109.99	120.28	124.28	117.14	117.14	804.36
25	SIOM-Symbiosis Institute of Operations Management, Nashik	Maharashtra	10	West	14		117.14	117.14	111.42	111.42	110.85	112.85	112.85	799.08
26	VITBS- VIT Business School, VIT Vellore	Tamil Nadu	3	South	8		112.85	118.57	112.85	105.71	102.85	124.28	119.99	792.16
27	AMITY Business School, Noida	Uttar Pradesh	3	North	10		111.42	109.71	113.14	112.85	108.57	118.57	117.71	784.78
27	NBS-Narayana Business School, Ahmedabad	Gujarat	4	West	15		111.42	114.28	109.99	114.28	104.85	114.28	114.28	784.54
28	Amrita School of Business, Coimbatore	Tamil Nadu	4	South	9		114.28	112.85	110.42	110.85	109.99	111.42	109.99	783.78
28	SSIM-Siva Sivani Institute of Management, Hyderabad	Telangana	3	South	10		111.99	112.85	111.42	111.42	109.71	112.85	112.85	783.28
29	MYRA School of Business, Mysuru	Karnataka	3	South	11		109.99	114.28	111.42	112.28	105.57	109.85	106.57	778.09
29	MSRIM- M S Ramaiah Institute of Management, Bengaluru	Karnataka	4	South	12		107.14	111.42	112.85	111.42	112.85	115.71	112.85	777.66
30	IIMS-International Institute of Management Studies, Hinjawadi Campus, Pune	Maharashtra	11	West	16		107.14	112.85	111.42	111.42	102.85	110.28	111.42	770.28
31	Jaipuria Institute of Management (JIM), Noida	Uttar Pradesh	4	North	11		108.57	109.99	111.42	109.99	104.28	109.99	102.85	764.76
32	SSBF- Symbiosis School of Banking & Finance, Pune	Maharashtra	12	West	17		106.57	108.57	107.14	109.99	109.99	108.57	109.99	757.40
32	SVKM's Narsee Monjee Institute of Management Studies, Bengaluru	Karnataka	5	South	13		107.14	106.85	107.14	111.42	105.71	111.42	111.42	756.92
33	IMS Ghaziabad-Institute of Management Studies, Ghaziabad	Uttar Pradesh	5	North	12		106.57	110.71	103.14	114.28	89.42	108.85	112.85	751.04
34	Globsyn Business School, Kolkata	West Bengal	2	East	5		105.99	111.07	102.85	111.28	99.85	100.85	109.14	747.37

*Page 6 | T&C: Rank shared by the Institutions having difference of overall score less than 0.5

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NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (PRIVATE)	State	State Rank	Zone	Zonal Rank		Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (RS)	Industry Income and Integration (II)	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EPIO)	Weighted Index Score (Out of 1000)
							[Actual values converted for 1000]							
35	Chandigarh University, (University School of Business), Mohali	Punjab	2	North	13		107.14	105.71	106.28	108.57	100.00	108.57	108.57	745.76
35	BML Munjal University (School of Management), Gurugram	Haryana	2	North	14		105.71	105.71	109.14	110.57	100.00	102.85	102.85	745.74
36	RVIM-RV Institute of Management, Bengaluru	Karnataka	6	South	14		105.42	105.71	106.28	106.42	103.42	111.42	109.99	743.61
36	BVIMR-Bharati Vidyapeeth University/Institute of Management & Research, New Delhi	Delhi	4	North	15		109.99	104.28	106.28	107.21	91.42	109.99	108.57	743.15
37	PSG Institute of Management, Coimbatore	Tamil Nadu	5	South	15		102.85	105.42	104.85	109.99	108.71	109.99	105.71	741.89
37	LPU-Lovely Professional University (Mittal School of Business), Jalandhar	Punjab	3	North	16		104.28	106.42	105.42	102.85	110.57	112.85	109.99	741.44
38	OPJU- O P Jindal University, Raigarh	Chhattisgarh	1	Central	1		104.28	102.85	105.71	105.71	111.71	109.99	108.57	738.70
39	ADAMAS University (School of Business & Economics), Kolkata	West Bengal	3	East	6		102.85	105.64	103.28	108.57	105.99	108.57	109.99	737.59
40	SIMS-Symbiosis Institute of Management Studies, Pune	Maharashtra	13	West	18		102.85	105.71	103.28	107.14	105.99	108.57	108.57	735.60
41	DSU-Dayananda Sagar University (School of Commerce & Management Studies), Bengaluru	Karnataka	7	South	16		105.71	102.85	103.28	105.71	104.42	109.99	109.99	734.53
42	PIMR-Prestige Institute of Management & Research, Indore	Madhya Pradesh	1	Central	2		100.00	107.14	103.28	107.14	102.99	111.42	111.42	733.53
42	SIBM-Symbiosis Institute of Business Management, Hyderabad	Telangana	4	South	17		99.71	107.14	102.49	109.99	101.71	108.71	109.99	733.18
43	JGBS-Jindal Global Business School, Sonipat	Haryana	3	North	17		108.28	109.71	100.57	94.85	100.00	112.85	111.42	732.12
43	JIMS Rohini-Jagan Institute of Management Studies, Rohini, New Delhi	Delhi	5	North	18		108.57	105.71	101.99	97.14	101.71	111.42	105.14	729.64
44	SOIL Institute of Management, Gurugram	Haryana	4	North	19		112.85	104.28	101.99	92.85	101.42	105.71	107.14	727.56
44	IIEBM-Indus Business School, Pune	Maharashtra	14	West	19		105.42	108.57	100.57	95.71	101.42	112.85	111.42	727.28

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NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (PRIVATE)	State	State Rank	Zone	Zonal Rank		Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (RS)	Industry Income and Integration (II)	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EPIO)	Weighted Index Score (Out of 1000)
							[Actual values converted for 1000]							
45	ICFAI University, Dehradun (ICFAI Business School)	Uttarakhand	1	North	20		100.00	114.28	100.57	95.71	100.00	112.85	109.99	725.86
46	MSRUAS-Faculty of Management & Commerce, Ramaiah University of Applied Sciences, Bengaluru	Karnataka	8	South	18		101.42	107.14	100.57	105.71	100.00	104.28	102.85	723.56
46	SDM PG Centre For Management Studies & Research, Mangaluru	Karnataka	8	South	18		100.42	108.35	100.49	104.28	99.71	106.42	104.28	723.11
47	Suryadatta Institute of Management & Mass Communication, Pune	Maharashtra	15	West	20		102.85	97.14	99.71	111.42	99.71	111.42	109.99	721.02
47	KSOM-KIIT School of Management, Bhubaneswar	Odisha	3	East	7		105.42	104.28	99.64	102.14	99.71	104.28	104.28	720.59
48	UPES, Dehradun (School of Business)	Uttarakhand	2	North	21		101.42	104.28	99.64	105.71	98.42	105.14	100.00	716.65
48	ICFAI University, Jaipur (ICFAI Business School)	Rajasthan	3	North	22		100.00	106.42	99.57	107.14	98.28	98.57	100.00	716.32
49	IISWBM-Indian Institute of Social Welfare & Business Management, Kolkata	West Bengal	4	East	8		102.85	105.71	99.57	102.85	98.28	98.57	98.57	714.52
49	Bennett University (School of Management), Greater Noida	Uttar Pradesh	6	North	23		102.71	101.42	99.14	101.14	98.28	111.42	111.42	714.04
50	XIME-Xavier Institute of Management & Entrepreneurship, Bengaluru	Karnataka	9	South	19		102.71	105.49	99.14	96.00	98.00	107.14	108.07	711.31
50	CHRIST University (Institute of Management), Bengaluru	Karnataka	9	South	19		105.71	100.00	98.57	98.57	97.85	108.57	108.57	710.81
51	ARMY Institute of Management, Kolkata	West Bengal	5	East	9		100.00	108.57	98.21	95.71	98.00	107.14	107.14	709.58
51	Brainware University (School of Management & Commerce), Kolkata	West Bengal	5	East	9		101.71	109.99	98.21	99.57	98.00	90.00	96.57	709.09
52	XISS-Xavier Institute of Social Services, Ranchi	Jharkhand	2	East	10		100.00	102.85	98.21	100.28	97.71	102.85	109.99	705.08
52	S. B. Patil Institute of Management, Pune	Maharashtra	16	West	21		101.42	104.28	98.07	98.00	97.42	102.85	102.85	704.62
53	Sangam University, School of Management Studies (SOMS), Bhilwara	Rajasthan	4	North	24		102.85	101.42	97.92	100.28	97.14	98.57	100.00	702.40

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							[Actual values converted for 1000]							
53	Master School of Management, Meerut	Uttar Pradesh	7	North	25		102.85	101.42	97.92	100.00	97.14	98.28	100.00	701.94
54	AIMT-ARMY Institute of Management Technology, Greater Noida	Uttar Pradesh	8	North	26		100.00	102.85	97.92	100.00	96.85	101.42	100.00	700.52
54	IMED-Institute of Management & Entrepreneurship Development, Pune	Maharashtra	17	West	22		101.42	101.71	97.78	101.28	97.00	98.57	95.71	700.16
55	Sri Ramachandra Institute of Higher Education & Research (Faculty of Management Sciences), Chennai	Tamil Nadu	6	South	20		101.14	99.07	97.71	103.14	96.85	91.42	95.71	694.66
55	IBS Mumbai-ICFAI Business School, Mumbai	Maharashtra	18	West	23		100.28	99.00	97.71	100.42	96.71	100.00	98.57	694.21
56	J K Business School, Gurugram	Haryana	5	North	27		97.14	100.00	97.71	100.00	96.85	98.57	100.00	689.83
56	AIMS Institutes, Bengaluru	Karnataka	10	South	21		102.85	95.71	97.71	95.71	96.71	100.28	103.42	689.34
57	ICFAI University, Sikkim	Sikkim	1	North-East	1		100.00	95.71	97.64	97.14	96.71	102.85	100.00	686.26
57	Presidency University (School of Management), Bengaluru	Karnataka	11	South	22		99.28	98.57	97.35	96.28	96.57	98.57	98.57	685.77
58	SIBMT- Suryadatta Institute of Business Management & Technology, Pune	Maharashtra	19	West	24		98.57	98.57	96.28	98.57	91.42	100.00	98.57	683.87
58	GITAM School of Business, Visakhapatnam	Andhra Pradesh	1	South	23		98.57	100.00	96.78	97.14	92.85	91.42	102.85	683.37
59	JIM-Jaipuria Institute of Management, Jaipur	Rajasthan	5	North	28		98.28	95.71	96.85	94.28	94.28	108.57	100.00	680.09
59	VVCE-Vidyavardhaka College of Engineering, Department of Management, Mysuru	Karnataka	12	South	24		98.57	88.57	96.28	109.99	91.42	95.71	97.14	679.87
60	JIM-Jaipuria Institute of Management, Ghaziabad	Uttar Pradesh	9	North	29		98.57	97.14	97.14	95.71	96.57	94.28	94.28	678.39
60	CIMP-Chandragupt Institute of Management, Patna	Bihar	1	East	11		96.57	100.00	97.14	94.28	94.28	96.14	96.28	677.95



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61	ABBS School of Management, Bengaluru	Karnataka	13	South	25		94.42	98.21	96.78	95.85	92.85	105.71	98.57	676.93
62	Prin. L. N. Welingkar Institute of Management Development & Research, Mumbai	Maharashtra	20	West	25		97.28	100.00	96.78	94.42	92.85	88.57	92.14	673.78
63	SCMS Cochin School of Business, Kochi	Kerala	2	South	26		100.00	97.14	96.28	88.57	91.42	100.00	97.14	671.77
64	Avantika University (School of Management), Ujjain	Madhya Pradesh	2	Central	3		95.42	95.71	96.00	95.42	90.00	96.28	95.71	666.99
65	MIT-World Peace University (WPU School of Business), Pune	Maharashtra	21	West	26		97.14	97.14	96.00	87.00	90.00	97.14	94.14	661.96
65	Parul University (Parul Institute of Management and Research), Vadodra	Gujarat	5	West	27		93.42	99.42	94.64	95.07	88.57	88.57	90.00	661.48
66	IMS Ghaziabad University Courses Campus, Ghaziabad	Uttar Pradesh	10	North	30		96.85	97.14	95.35	90.00	88.57	90.28	90.28	659.49
66	Jaipuria Institute of Management, Lucknow	Uttar Pradesh	10	North	30		98.57	97.14	94.85	87.14	88.57	92.85	89.00	658.99
67	SIBM-Symbiosis Institute of Business Management, Bengaluru	Karnataka	14	South	27		98.85	98.71	94.71	84.42	88.57	91.42	89.42	657.98
68	ITM-Institute for Technology and Management, Navi Mumbai	Maharashtra	22	West	28		90.14	100.57	94.64	94.28	88.57	85.71	91.42	655.99
68	PES University, Dept. of Management Studies, Bengaluru	Karnataka	15	South	28		94.42	92.50	93.92	90.14	88.28	109.42	95.00	655.65
69	Sri Sri University (Faculty of Management Studies), Cuttack	Odisha	4	East	12		97.14	93.57	93.92	90.00	88.28	91.42	91.42	653.13
69	GIBS Business School, Bengaluru	Karnataka	16	South	29		94.42	95.71	93.42	85.71	88.28	104.28	95.71	652.67
70	CMR University (CMR Institute of Management Studies), Bengaluru	Karnataka	17	South	30		98.57	95.71	93.42	84.28	88.28	85.71	88.57	648.13
70	Measi Institute of Management, Chennai	Tamil Nadu	7	South	31		98.14	96.71	93.28	83.42	88.28	85.71	88.57	647.73

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NATIONAL RANK* (SURVEY AND PERCEPTIVE BASED)	BUSINESS SCHOOLS (PRIVATE)	State	State Rank	Zone	Zonal Rank		Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (RS)	Industry Income and Integration (II)	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EPIO)	Weighted Index Score (Out of 1000)
							[Actual values converted for 1000]							
71	SDMIMD-SDM Institute For Management Development, Mysuru	Karnataka	18	South	32		85.85	92.78	93.14	95.14	87.14	109.99	97.14	646.82
71	ITM-Institute For Technology & Management, Chennai	Tamil Nadu	8	South	33		97.28	90.00	93.28	85.71	88.14	102.85	91.42	646.60
72	Institute of Excellence in Management Science (IEMS), Hubballi	Karnataka	19	South	34		101.42	88.21	93.07	91.42	85.71	77.14	89.14	644.68
73	BIM-Bharathidasan Institute of Management, Tiruchirappalli	Tamil Nadu	9	South	35		101.42	85.71	93.07	91.42	85.71	77.14	89.14	640.83
73	NEHRU School of Management, NCERC Thrissur	Kerala	4	South	35		96.32	92.83	95.07	91.48	84.72	76.14	90.24	640.23
74	KLE Technological University (School of Management Studies & Research), Hubli	Karnataka	20	South	36		95.71	87.14	93.14	91.42	87.14	84.28	94.28	638.67
75	KIAMS-Kirloskar Institute of Advanced Management Studies, Pune	Maharashtra	23	West	29		97.71	95.71	93.14	78.57	87.14	82.85	82.85	636.13
76	St. Joseph's Institute of Management, Bengaluru	Karnataka	21	South	37		97.14	85.71	93.07	91.42	85.71	77.14	85.71	632.67
76	KV Institute of Management & Information Studies, Kurumbapalayam	Tamil Nadu	10	South	38		98.57	87.71	92.78	85.71	85.71	80.00	85.71	632.15
77	IIMS-International Institute of Management Studies, Chinchwad Campus, Pune	Maharashtra	24	West	30		88.85	90.00	92.50	88.57	85.71	89.14	89.28	627.19
78	FIIB-Fortune Institute of International Business, New Delhi	Delhi	6	North	31		90.00	87.14	92.50	88.57	85.71	90.00	90.00	625.27
78	ISBM-International School of Business & Media, Pune	Maharashtra	25	West	31		86.28	90.57	92.50	85.00	85.71	95.71	98.57	624.86
79	ASM's Institute of Business Management & Research Centre, Pune	Maharashtra	26	West	32		87.14	88.57	92.35	90.00	85.71	85.71	87.14	621.57
79	Vivekanand Education Society's Business School, Mumbai	Maharashtra	26	West	32		88.57	87.14	92.00	91.00	85.71	83.85	85.14	621.12
80	Department of Commerce & Business Management, Faculty of Commerce & Management, Integral University, Lucknow	Uttar Pradesh	11	North	32		90.00	92.85	91.78	81.42	84.28	82.28	82.14	618.43
80	Chandigarh Business School of Administration, Mohali	Punjab	4	North	33		87.71	91.42	91.85	80.00	84.28	94.28	91.42	618.43

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81	G H Rasoni School of Business Management, Nagpur	Maharashtra	27	West	33		92.85	83.92	91.14	86.14	82.85	86.28	91.42	617.77
82	Department of Management Studies, Dayananda Sagar College of Engineering, Bengaluru	Karnataka	22	South	39		92.85	84.28	91.42	85.71	84.57	85.71	84.28	616.81
83	IMS Noida- Institute of Management Studies, Noida	Uttar Pradesh	12	North	34		91.57	97.92	90.42	73.42	82.85	79.42	84.28	616.16
84	Indira School of Business Studies, Pune	Maharashtra	28	West	34		95.28	93.71	88.14	78.57	75.00	80.00	84.28	615.22
85	Indore Management Institute, Indore	Madhya Pradesh	3	Central	4		87.28	91.35	90.28	75.85	82.00	102.85	97.57	614.67
86	IICMSR-Indian Institute of Cost & Management Studies & Research, Pune	Maharashtra	29	West	35		88.57	92.85	90.92	78.57	83.14	88.57	84.28	614.11
87	ITM University (School of Management), Gwalior	Madhya Pradesh	4	Central	5		88.57	92.42	91.07	80.00	82.85	84.28	84.28	613.41
87	M Kumarasamy College of Engineering (Department of Management), Karur	Tamil Nadu	11	South	40		92.85	84.28	91.71	84.28	84.28	82.85	80.00	612.97
88	Justice KS Hegde Institute of Management, NITTE	Karnataka	23	South	41		89.14	98.07	90.50	73.57	82.85	78.14	77.57	610.15
88	Lala Lajpatrai Institute of Management, Mumbai	Maharashtra	30	West	36		93.00	98.21	87.71	74.00	74.28	78.28	77.57	609.32
89	LBSIM Indore- Lal Bahadur Shastri Institute of Technology and Management, Indore	Madhya Pradesh	5	Central	6		94.00	83.21	90.21	82.00	81.42	77.00	91.71	607.84
90	K.S.Rangasamy College of Technology (Department of Management), Namakkal	Tamil Nadu	12	South	42		89.42	97.64	89.42	73.71	75.28	78.28	84.57	606.95
91	AMET Business School, Kanathur	Tamil Nadu	13	South	43		90.14	97.78	88.28	73.57	75.14	77.85	84.28	606.27
92	International School Of Informatics & Management Technical Campus, Jaipur	Rajasthan	6	North	35		87.14	91.42	90.28	77.00	82.85	85.14	85.71	605.56
93	Global Business School, Hubli	Karnataka	24	North	36		86.00	90.00	89.71	84.28	81.71	78.42	81.42	604.73
94	ISME-International School of Management Excellence, Bengaluru	Karnataka	25	South	44		89.14	91.35	91.42	75.71	84.28	76.71	77.71	603.80
95	Alard Institute of Management Sciences, Pune	Maharashtra	31	West	37		88.71	90.21	88.57	73.00	75.28	93.71	99.42	602.90
96	The Oxford College of Business Management, Bengaluru	Karnataka	26	South	45		87.71	87.92	91.64	81.28	84.28	75.42	71.28	600.71

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97	BGS Institute of Technology, Mandaya	Karnataka	27	South	46		88.57	91.42	87.14	79.71	73.71	75.71	75.71	595.55
97	St. Joseph Degree and PG College, Hyderabad	Telangana	5	South	47		85.85	88.57	88.57	74.28	75.71	91.42	95.71	595.31
98	Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur	Uttar Pradesh	13	North	37		86.71	87.35	90.00	80.14	81.42	73.71	74.28	593.21
99	Department of Management, The Oxford College of Engineering, Bengaluru	Karnataka	28	South	48		87.28	88.21	88.28	78.71	75.14	76.57	76.57	590.15
99	Hindustan College of Arts & Science (Department of Management Studies), Coimbatore	Tamil Nadu	14	South	49		85.00	93.07	85.71	73.00	73.71	92.14	78.14	589.67
100	Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore	Madhya Pradesh	6	Central	7		86.57	88.28	87.71	79.14	74.42	77.00	75.71	588.36
101	G H Rasoni College of Engineering, Nagpur	Maharashtra	32	West	38		85.85	86.42	88.14	81.00	74.42	77.28	75.14	587.07
102	Amity University Dept. of Management Studies, Raipur	Chhattisgarh	2	Central	8		85.14	90.00	87.57	72.85	74.28	83.71	80.28	584.95
103	I-Business Institute, Greater Noida	Uttar Pradesh	14	North	38		87.42	86.00	85.71	80.00	72.42	77.42	75.42	583.62
104	Hindusthan College of Engineering & Technology (HICET), Coimbatore	Tamil Nadu	15	South	50		86.57	86.00	88.28	77.28	75.14	75.14	74.42	582.64
105	DKTE Society's Textile & Engineering Institute Ichalkaranji, Kolhapur	Maharashtra	33	West	39		85.14	83.21	87.42	75.14	74.14	89.42	89.42	581.91
106	PCET's Pune Business School, Pune	Maharashtra	34	West	40		84.00	86.78	88.00	72.57	74.42	86.57	84.85	580.89
107	Saintgits Institute of Management, Kottayam	Kerala	3	South	51		84.42	85.28	88.00	74.28	74.42	83.71	84.28	579.98
108	Department of Business Administration and Research, Shri Sant Gajanan Maharaj College of Engineering, Shegaon	Maharashtra	35	West	41		84.42	83.35	87.14	75.57	74.14	88.57	84.57	579.32
109	Jerusalem College Of Engineering, Chennai	Tamil Nadu	16	South	52		86.85	83.50	84.28	73.42	72.14	92.14	88.57	578.71
110	Shri Ram Murti Smarak College Of Engineering And Technology, Bareilly	Uttar Pradesh	15	North	39		86.00	80.92	87.14	74.28	73.85	92.28	84.28	578.03
110	Sasmira's Business School, Mumbai	Maharashtra	36	West	42		87.14	83.92	82.85	74.28	71.85	91.42	87.14	578.03

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RANK*	BUSINESS SCHOOLS UNDER UNIVERSITY (PRIVATE)	STATE	ZONE	ZONE RANK
1	SIBM-Symbiosis Institute of Business Management, Pune	Maharashtra	West	1
2	SCMHRD-Symbiosis Centre For Management & Human Resource Development, Pune	Maharashtra	West	2
3	XIMB-Xavier Institute of Management, XIM University, Bhubaneswar	Odisha	East	1
4	NMIMS School of Business Management, Mumbai	Maharashtra	West	3
5	TAPMI-T A Pai Management Institute, Manipal	Karnataka	South	1
6	Woxsen University (Woxsen School of Business), Hyderabad	Telangana	South	2
7	IBS-ICFAI Business School, Hyderabad	Telangana	South	3
8	NIRMA University, (Institute of Management) Ahmedabad	Gujarat	West	4
9	K.J. Somaiya Institute of Management, Somaiya Vidyavihar University Mumbai	Maharashtra	West	5
10	SCIT-Symbiosis Centre For Information Technology, Pune	Maharashtra	West	6
11	BITS Pilani, Pilani Campus, Department of Management, Pilani	Rajasthan	North	1
12	GBSRC- Global Business School & Research Centre, Dr. D. Y. Patil Vidyapeeth, Pune	Maharashtra	West	7
13	JSSCMS- JSS Centre For Management Studies, JSS Science & Technology University, Mysuru	Karnataka	South	4
14	Chitkara Business School, Rajpura-Patiala	Punjab	North	2
15	SIOM-Symbiosis Institute of Operations Management, Nashik	Maharashtra	West	8
16	VITBS- VIT Business School, VIT Vellore	Tamil Nadu	South	5
17	AMITY Business School, Noida	Uttar Pradesh	North	3
18	Amrita School of Business, Coimbatore	Tamil Nadu	South	6

RANK*	BUSINESS SCHOOLS UNDER UNIVERSITY (PRIVATE)	STATE	ZONE	ZONE RANK
19	SSBF- Symbiosis School of Banking & Finance, Pune	Maharashtra	West	9
20	SVKM's Narsee Monjee Institute of Management Studies, Bengaluru	Karnataka	South	7
21	Chandigarh University, (University School of Business), Mohali	Punjab	North	4
22	BML Munjal University (School of Management), Gurugram	Haryana	North	5
23	BVIMR-Bharati Vidyapeeth University/Institute of Management & Research, New Delhi	Delhi	North	6
24	Manav Rachna International Institute of Research and Studies, Faridabad	Haryana	North	7
25	LPU-Lovely Professional University (Mittal School of Business), Jalandhar	Punjab	North	8
26	OPJU- O P Jindal University, Raigarh	Chhattisgarh	Central	1
27	ADAMAS University (School of Business & Economics), Kolkata	West Bengal	East	2
28	SIMS-Symbiosis Institute of Management Studies, Pune	Maharashtra	West	10
29	DSU-Dayananda Sagar University (School of Commerce & Management Studies), Bengaluru	Karnataka	South	8
30	SIBM-Symbiosis Institute of Business Management, Hyderabad	Telangana	South	9
31	JGBS-Jindal Global Business School, Sonipat	Haryana	North	9
32	ICFAI University, Dehradun (ICFAI Business School)	Uttarakhand	North	10
33	MSRUAS-Faculty of Management & Commerce, Ramaiah University of Applied Sciences, Bengaluru	Karnataka	South	10
34	KSOM-KIIT School of Management, Bhubaneswar	Odisha	East	3
35	UPES, Dehradun (School of Business)	Uttarakhand	North	11
36	ICFAI University, Jaipur (ICFAI Business School)	Rajasthan	North	12



RANK*	BUSINESS SCHOOLS UNDER UNIVERSITY (PRIVATE)	STATE	ZONE	ZONE RANK
37	Bennett University (School of Management), Greater Noida	Uttar Pradesh	North	13
38	CHRIST University (Institute of Management), Bengaluru	Karnataka	South	11
39	Brainware University (School of Management & Commerce), Kolkata	West Bengal	East	4
40	Sangam University, School of Management Studies (SOMS), Bhilwara	Rajasthan	North	14
41	IMED-Institute of Management & Entrepreneurship Development, Pune	Maharashtra	West	11
42	Sri Ramachandra Institute of Higher Education & Research (Faculty of Management Sciences), Chennai	Tamil Nadu	South	12
43	Presidency University (School of Management), Bengaluru	Karnataka	South	13
44	GITAM School of Business, Visakhapatnam	Andhra Pradesh	South	14
45	Avantika University (Department of Management), Ujjain	Madhya Pradesh	Central	2
46	MIT-World Peace University (WPU School of Business), Pune	Maharashtra	West	12
47	Parul University (Parul Institute of Management and Research), Vadodra	Gujarat	West	13
48	SIBM-Symbiosis Institute of Business Management, Bengaluru	Karnataka	South	15
49	PES University, Dept. of Management Studies, Bengaluru	Karnataka	South	16
49	ICFAI University Sikkim	Sikkim	North-East	1
50	Sri Sri University (Faculty of Management Studies), Cuttack	Odisha	East	5
50	CMR University (CMR Institute of Management Studies), Bengaluru	Karnataka	South	17

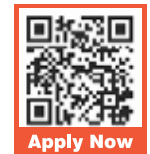


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RANK*	BUSINESS SCHOOLS	STATE	STATE RANK	ZONE	ZONE RANK
1	XLRI-Xavier Labour Relations Institute, Jamshedpur	Jharkhand	1	East	1
2	RCBS-Rajagiri Centre For Business Studies, Kochi	Kerala	1	South	1
3	MDI-Management Development Institute, Gurgaon	Haryana	1	North	1
4	SPJIMR-S P Jain Institute of Management & Research, Mumbai	Maharashtra	1	West	1
5	IBS-ICFAI Business School, Hyderabad	Telangana	1	South	2
6	SIBM-Symbiosis Institute of Business Management, Pune	Maharashtra	2	West	2
6	SCMHRD-Symbiosis Centre For Management & Human Resource Development, Pune	Maharashtra	2	West	2
7	NMIMS School of Business Management, Mumbai	Maharashtra	3	West	3
7	IMI- International Management Institute, Bhubaneswar	Odisha	1	East	2
8	IMT- Institute of Management Technology, Nagpur	Maharashtra	4	West	4
9	BITS Pilani, Pilani Campus, Department of Management, Pilani	Rajasthan	1	North	2
10	K.J. Somaiya Institute of Management, Somaiya Vidyavihar University Mumbai	Maharashtra	5	West	5
11	N. L. Dalmia Institute of Management Studies and Research, Mumbai	Maharashtra	6	West	6
12	XIMB-Xavier Institute of Management, XIM University, Bhubaneswar	Odisha	2	East	3
13	IMI-International Management Institute, New Delhi	Delhi	1	North	3
13	MICA, Ahmedabad	Gujarat	1	West	7

RANK*	BUSINESS SCHOOLS	STATE	STATE RANK	ZONE	ZONE RANK
14	IMT-Institute of Management Technology, Ghaziabad	Uttar Pradesh	1	North	4
14	TAPMI-T A Pai Management Institute, Manipal	Karnataka	1	South	3
15	FORE School of Management, New Delhi	Delhi	2	North	5
16	GIM-Goa Institute of Management, Goa	Goa	1	West	8
17	Great Lakes Institute of Management, Chennai	Tamil Nadu	1	South	4
18	SCIT-Symbiosis Centre For Information Technology, Pune	Maharashtra	7	West	9
19	Woxsen University (Woxsen School of Business), Hyderabad	Telangana	2	South	5
20	NIRMA University, (Institute of Management) Ahmedabad	Gujarat	2	West	10
21	Dr. D. Y. Patil B-School, Pune	Maharashtra	8	West	11
21	JSSCMS- JSS Centre For Management Studies, JSS Science & Technology University, Mysuru	Karnataka	2	South	6
22	GBSRC- Global Business School & Research Centre, Dr. D. Y. Patil Vidyapeeth, Pune	Maharashtra	9	West	12
23	LBSIM-Lal Bahadur Shastri Institute of Management, New Delhi	Delhi	3	North	6
24	IRMA-Institute of Rural Management Anand, Anand	Gujarat	3	West	13
24	BIMTECH-Birla Institute of Management Technology, Greater Noida	Uttar Pradesh	2	North	7
25	TAXILA Business School, Jaipur	Rajasthan	2	North	8



RANK*	BUSINESS SCHOOLS	STATE	STATE RANK	ZONE	ZONE RANK
26	AMITY Business School, Noida	Uttar Pradesh	3	North	9
27	VITBS- VIT Business School, VIT Vellore	Tamil Nadu	2	South	7
27	MSRIM- M S Ramaiah Institute of Management, Bengaluru	Karnataka	3	South	7
28	IMI-International Management Institute, Kolkata	West Bengal	1	East	4
29	SIOM-Symbiosis Institute of Operations Management, Nashik	Maharashtra	10	West	14
29	SSIM-Siva Sivani Institute of Management, Hyderabad	Telangana	3	South	8
30	MYRA School of Business, Mysuru	Karnataka	4	South	9
31	IIMS-International Institute of Management Studies, Hinjawadi Campus, Pune	Maharashtra	11	West	15
32	Jaipuria Institute of Management (JIM), Noida	Uttar Pradesh	4	North	10
33	Chitkara Business School, Rajpura-Patiala	Punjab	1	North	11
34	Amrita School of Business, Coimbatore	Tamil Nadu	3	South	10
35	LIBA-Loyola Institute of Business Administration, Chennai	Tamil Nadu	4	South	11
36	NBS-Narayana Business School, Ahmedabad	Gujarat	4	West	16
37	BML Munjal University (School of Management), Gurugram	Haryana	2	North	12
38	SSBF- Symbiosis School of Banking & Finance, Pune	Maharashtra	12	West	17

RANK*	BUSINESS SCHOOLS	STATE	STATE RANK	ZONE	ZONE RANK
39	SVKM's Narsee Monjee Institute of Management Studies, Bengaluru	Karnataka	5	South	12
40	Chandigarh University, (University School of Business), Mohali	Punjab	2	North	13
41	RVIM-RV Institute of Management, Bengaluru	Karnataka	6	South	13
42	BVIMR-Bharati Vidyapeeth University/Institute of Management & Research, New Delhi	Delhi	4	North	14
43	OPJU- O P Jindal University, Raigarh	Chhattisgarh	1	Central	1
43	LPU-Lovely Professional University (Mittal School of Business), Jalandhar	Punjab	3	North	15
44	PSG Institute of Management, Coimbatore	Tamil Nadu	5	South	14
45	ADAMAS University (School of Business & Economics), Kolkata	West Bengal	2	East	5
46	SIMS-Symbiosis Institute of Management Studies, Pune	Maharashtra	13	West	18
46	DSU-Dayananda Sagar University (School of Commerce & Management Studies), Bengaluru	Karnataka	7	South	15
47	PIMR-Prestige Institute of Management & Research, Indore	Madhya Pradesh	1	Central	2
48	IMS Ghaziabad-Institute of Management Studies, Ghaziabad	Uttar Pradesh	5	North	16
49	Globsyn Business School, Kolkata	West Bengal	3	East	6
50	SIBM-Symbiosis Institute of Business Management, Hyderabad	Telangana	4	South	16

EMPLOYABILITY RANK*	SCHOOL OF EMINENCE (INDUSTRY PERSPECTIVE)	STATE	STATE RANK	ZONE	ZONE RANK
1	XLRI-Xavier Labour Relations Institute, Jamshedpur	Jharkhand	1	East	1
2	MDI-Management Development Institute, Gurgaon	Haryana	1	North	1
3	SPJIMR-S P Jain Institute of Management & Research, Mumbai	Maharashtra	1	West	1
4	SIBM-Symbiosis Institute of Business Management, Pune	Maharashtra	2	West	2
5	SCMHRD-Symbiosis Centre For Management & Human Resource Development, Pune	Maharashtra	3	West	3
6	XIMB-Xavier Institute of Management, XIM University, Bhubaneswar	Odisha	1	East	2
7	NMIMS School of Business Management, Mumbai	Maharashtra	4	West	4
8	IMI-International Management Institute, New Delhi	Delhi	1	North	2
9	MICA, Ahmedabad	Gujarat	1	West	5
10	IMT-Institute of Management Technology, Ghaziabad	Uttar Pradesh	1	North	3
11	Great Lakes Institute of Management, Chennai	Tamil Nadu	1	South	1
12	FORE School of Management, New Delhi	Delhi	2	North	4
13	TAPMI-T A Pai Management Institute, Manipal	Karnataka	1	South	2
14	Woxsen University (Woxsen School of Business), Hyderabad	Telangana	1	South	3
15	GIM-Goa Institute of Management, Goa	Goa	1	West	6
16	N. L. Dalmia Institute of Management Studies and Research, Mumbai	Maharashtra	5	West	7
17	IBS-ICFAI Business School, Hyderabad	Telangana	2	South	4
18	GBSRC- Global Business School & Research Centre, Dr. D. Y. Patil Vidyapeeth, Pune	Maharashtra	6	West	8
19	NIRMA University, (Institute of Management) Ahmedabad	Gujarat	2	West	9

EMPLOYABILITY RANK*	SCHOOL OF EMINENCE (INDUSTRY PERSPECTIVE)	STATE	STATE RANK	ZONE	ZONE RANK
20	Dr. D. Y. Patil B-School, Pune	Maharashtra	7	West	10
21	IMI- International Management Institute, Bhubaneswar	Odisha	2	East	3
22	IMT- Institute of Management Technology, Nagpur	Maharashtra	8	West	11
23	RCBS-Rajagiri Centre For Business Studies, Kochi	Kerala	1	South	5
24	K.J. Somaiya Institute of Management, Somaiya Vidyavihar University Mumbai	Maharashtra	9	West	12
25	LBSIM-Lal Bahadur Shastri Institute of Management, New Delhi	Delhi	3	North	5
26	SCIT-Symbiosis Centre For Information Technology, Pune	Maharashtra	10	West	13
27	BITS Pilani, Pilani Campus, Department of Management, Pilani	Rajasthan	1	North	6
28	TAXILA Business School, Jaipur	Rajasthan	2	North	7
28	LIBA-Loyola Institute of Business Administration, Chennai	Tamil Nadu	2	South	6
29	JSSCMS- JSS Centre For Management Studies, JSS Science & Technology University, Mysuru	Karnataka	2	South	7
30	Chitkara Business School, Rajpura-Patiala	Punjab	1	North	8
31	VITBS- VIT Business School, VIT Vellore	Tamil Nadu	3	South	8
32	SIOM-Symbiosis Institute of Operations Management, Nashik	Maharashtra	11	West	14
33	BIMTECH-Birla Institute of Management Technology, Greater Noida	Uttar Pradesh	2	North	9
34	IRMA-Institute of Rural Management Anand, Anand	Gujarat	3	West	15
35	NBS-Narayana Business School, Ahmedabad	Gujarat	4	West	16
36	AMITY Business School, Noida	Uttar Pradesh	3	North	10
36	Amrita School of Business, Coimbatore	Tamil Nadu	4	South	9

EMPLOYABILITY RANK*	SCHOOL OF EMINENCE (INDUSTRY PERSPECTIVE)	STATE	STATE RANK	ZONE	ZONE RANK
37	SSIM-Siva Sivani Institute of Management, Hyderabad	Telangana	3	South	10
38	MYRA School of Business, Mysuru	Karnataka	3	South	11
39	MSRIM- M S Ramaiah Institute of Management, Bengaluru	Karnataka	4	South	12
40	IIMS-International Institute of Management Studies, Hinjawadi Campus, Pune	Maharashtra	12	West	17
41	Jaipuria Institute of Management (JIM), Noida	Uttar Pradesh	4	North	11
42	IMS Ghaziabad-Institute of Management Studies, Ghaziabad	Uttar Pradesh	5	North	12
43	Chandigarh University, (University School of Business), Mohali	Punjab	2	North	13
44	SVKM's Narsee Monjee Institute of Management Studies, Bengaluru	Karnataka	5	South	13
45	BML Munjal University (School of Management), Gurugram	Haryana	2	North	14
46	Globsyn Business School, Kolkata	West Bengal	1	East	4
46	RVIM-RV Institute of Management, Bengaluru	Karnataka	6	South	14
47	BVIMR-Bharati Vidyapeeth University/ Institute of Management & Research, New Delhi	Delhi	4	North	15
47	LPU-Lovely Professional University (Mittal School of Business), Jalandhar	Punjab	3	North	15
48	OPJU- O P Jindal University, Raigarh	Chhattisgarh	1	Central	1
48	ADAMAS University (School of Business & Economics), Kolkata	West Bengal	2	East	5
49	DSU-Dayananda Sagar University (School of Commerce & Management Studies), Bengaluru	Karnataka	7	South	15
49	PIMR-Prestige Institute of Management & Research, Indore	Madhya Pradesh	1	Central	2
50	JIMS Rohini-Jagan Institute of Management Studies, Rohini, New Delhi	Delhi	5	North	16
50	SOIL Institute of Management, Gurugram	Haryana	3	North	16

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NATIONAL RANK*	EMERGING BUSINESS SCHOOLS	STATE	STATE RANK	ZONE	ZONE RANK
1	Vijay Patil School Of Management, Navi Mumbai	Maharashtra	1	West	1
2	Pune Business School, Pune	Maharashtra	2	West	2
3	GNIOT Institute Of Management Studies, Greater Noida	Uttar Pradesh	1	North	1
4	School of Management, Mahindra University	Telangana	1	South	1
5	Faculty of Management, Dr. C. V. Raman University	Madhya Pradesh	1	Central	1
6	Maharishi University of Management and Technology, Bilaspur	Chhattisgarh	1	Central	2
7	Darshan University, Rajkot	Gujarat	1	West	3
8	ITM (SLS) Baroda University, Vadodara	Gujarat	2	West	4
9	Dr Mar Theophilus Institute of Management Studies, Navi Mumbai	Maharashtra	3	West	5
10	Gandhinagar Institute of Management (GIM) Gandhinagar University	Gujarat	3	West	6
11	School of Management (SOM) The Appolo University	Andhra Pradesh	1	South	2
12	School of Management, Anjaneya University, Raipur	Chhattisgarh	2	Central	3
13	Monark University, Ahmedabad	Gujarat	4	West	7
14	Rishihood University, Sonipath	Haryana	1	North	2
15	School Of Business Studies - Vidyashilp University, Bengaluru	Karnataka	1	South	3
16	Mansarovar Global University, Bhopal	Madhya Pradesh	2	Central	4
17	Atmiya University, Rajkot	Gujarat	5	West	8
18	Radha Govind University, Ramgarh	Jharkhand	1	East	1
19	Madhyanchal Professional University, Bhopal	Madhya Pradesh	3	Central	5
20	Bharti Vishwavidyalaya, Durg	Chhattisgarh	3	Central	6

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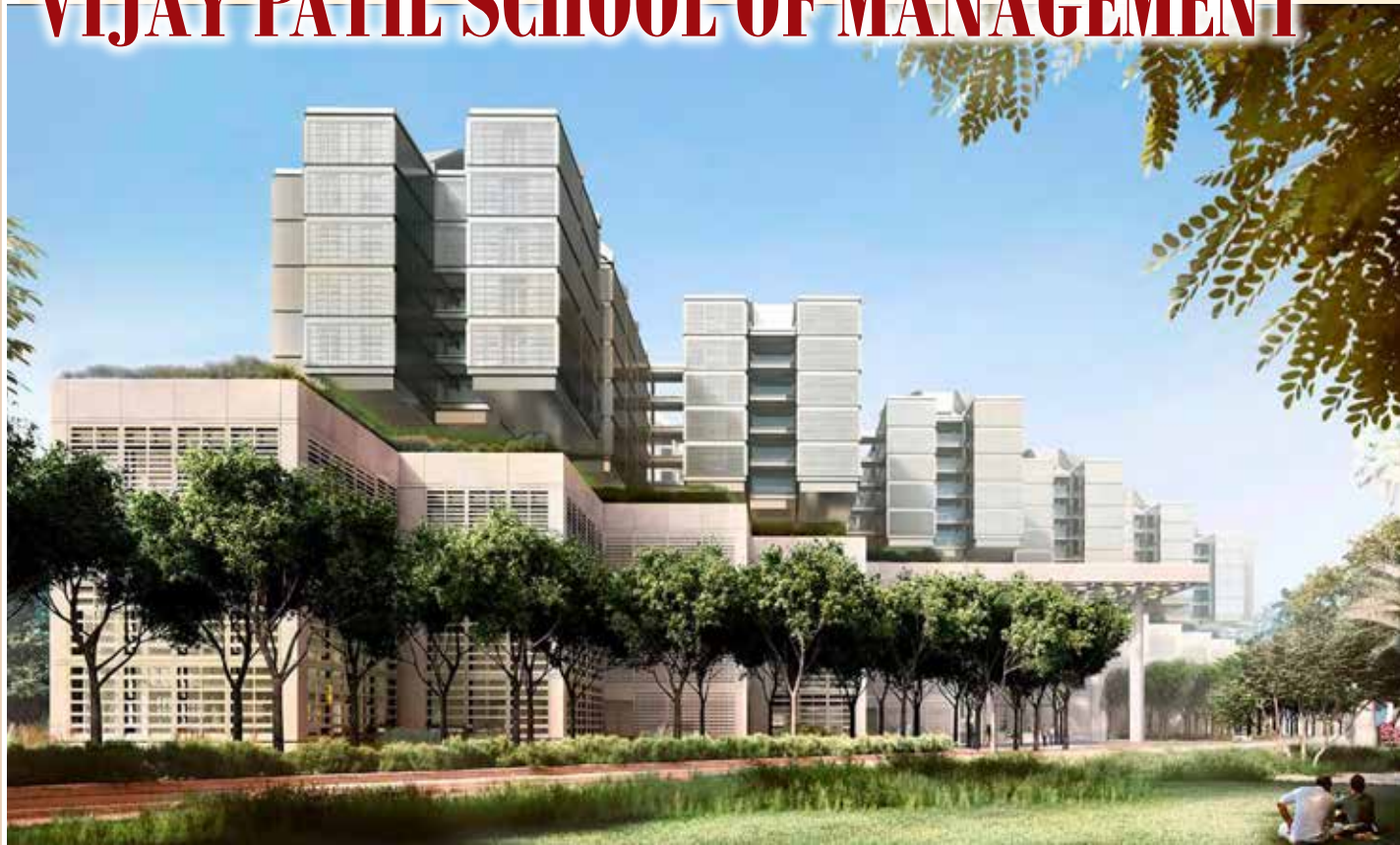
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Legacy of Excellence

The Vijay Patil School of Management is an integral part of the illustrious D Y Patil Deemed-to-be University, renowned for its dedication to providing quality education across various disciplines for more than 40 years. Established by Honourable Chancellor & President Dr. Vijay D Patil, with the vision of nurturing

talent, fostering innovation, and instilling values, the school has consistently strived to set new benchmarks in management education.

Holistic Approach to Learning

What sets this institution apart is its holistic approach to learning. The school's academic programs are designed not just to impart knowledge but to empower students with a blend of theoretical understanding and practical skills. The curriculum is thoughtfully crafted to meet the dynamic needs of the business world, and the emphasis is on nurturing critical thinking, problem-solving, and leadership skills.

Industry Integration

The Vijay Patil School of Management bridges the gap between academia and industry seamlessly. The institution maintains strong connections with the corporate world, allowing students to gain insights through internships, workshops, and guest lectures by industry experts. This hands-on experience is invaluable in preparing students for the real challenges of the business landscape.

Diverse Faculty Expertise

A critical component of the school's success is its diverse and accomplished faculty. The faculty members are not only academically accomplished but also bring extensive industry experience to the classroom. Their guidance and mentorship are instrumental in shaping the students into competent professionals who are ready to take on the corporate world.

Innovation and Research:

The Vijay Patil School of Management places a significant emphasis on research. The institution encourages students and faculty members to engage in cutting-edge research that addresses contemporary business challenges. This dedication to research leads to the development of innovative solutions and contributes to the enhancement of management knowledge.

Global Perspective

In an increasingly globalized world, it's essential for students to have a global perspective. The school offers various international programs and collaborations that expose students to diverse cultures and business practices. This global exposure equips them with the skills and knowledge to excel on the international stage. In an increasingly globalized world, it's essential for students to have a global perspective. The Vijay Patil School of Management goes the extra mile to provide its students with exposure to international standards and practices. One notable initiative that underscores the institution's commitment to global education is its strategic collaboration with esteemed institutions such as Harvard Business School Online and edX.

Through this partnership, the school offers its students the opportunity to enroll in globally acclaimed courses. The tie-up with Harvard Business School Online, a renowned leader in executive education, empowers students to access high-quality courses that are designed and delivered by some of the brightest minds in the business world. This collaboration allows students to gain insights from Harvard faculty and industry experts, enhancing their understanding of global business dynamics.

In addition to Harvard Business School Online, the school has also joined hands with edX, a leading platform for online learning and education. EdX offers a vast array of courses from top universities and institutions worldwide, providing students with a broader perspective on global education trends, practices, and innovation.

The courses offered through these collaborations are designed to supplement the school's curriculum, enabling students to tailor their educational journey to align with their aspirations and global career goals.

Student-Centric Approach:

At the core of the Vijay Patil School of Management is a student-centric philosophy. The institution prioritizes the overall development of each student, ensuring that they not only excel academically but also grow as responsible, ethical, and compassionate individuals. The emphasis on values and ethics distinguishes the school from others and instills a sense of social responsibility in its graduates.

State-of-the-Art Infrastructure:

The Vijay Patil School of Management is housed at the Center of Excellence on the D Y Patil Deemed to be University campus. The Center of Excellence is an architectural marvel, designed and constructed by the esteemed British firm Foster + Partners, which transcends the boundaries of traditional education, offering students an unparalleled platform for holistic development. The Centre of Excellence stands as a testament to environmental stewardship, boasting a LEED Platinum rating – the highest accolade awarded by the US Green Building Council. The school boasts state-of-the-art infrastructure, including modern classrooms, well-equipped libraries, advanced labs, and recreational facilities that provide a comfortable and engaging atmosphere for students.

Dynamic Student Life

Learning is not confined to the classroom at the Vijay Patil School of Management. The institution fosters a vibrant and dynamic student life by encouraging participation in clubs, events, and extracurricular activities. This holistic development approach ensures that students are well-rounded and prepared for the challenges of the real world.

The Vijay Patil School of Management at D Y Patil Deemed to be University, Navi Mumbai, stands as a beacon of excellence in management education. Its commitment to holistic learning, industry integration, global exposure, research, and ethical values sets it apart. With a legacy of excellence and a vision for the future, the school continues to shape the business leaders of tomorrow, empowering them to make a meaningful impact on the world. It is no wonder that the institution is regarded as a preferred destination for those seeking quality education and a bright future in the world of business.

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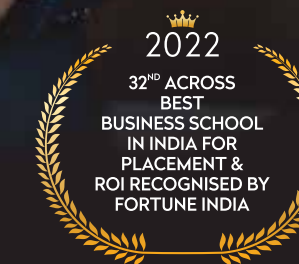


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NARAYANA BUSINESS SCHOOL

PIONEERING THE FUTURE OF MANAGEMENT EDUCATION



Transforming Vision into Reality

In a world where management education is constantly reinventing itself, Narayana Business School (NBS) stands out as a crucible of innovative teaching and practical acumen. Here, the curriculum is a unique blend of time-honored management principles and the latest industry practices, positioning NBS not merely as an educator but as a sculptor shaping the very future of the global business arena.

A Conversation with Dr. Amit Gupta, Founder-Director

In an enlightening discussion, Dr. Amit Gupta, the visionary behind NBS, shares his insights on the dynamic interplay of technology, management, and global business trends. “In a world where change is the only constant, our curriculum is designed to be as agile and diverse as the market it serves,” says Dr. Gupta. His approach is not just about imparting knowledge; it’s about fostering

a mindset of continuous innovation and adaptability.

Achievements and Highlights of Narayana Business School

Exemplary Placement Record:

Consistently achieving high placement rates with 670+ corporate recruiters, NBS has a stellar track record, with the highest package offered surpassing 32 Lakhs.

Diverse Academic Programs:

Offering specialized programs like PGDM with dual specialization, Data Science & Analytics, and Quantitative Finance.

100% Experiential Learning: A pedagogy focused entirely on experiential learning, ensuring students apply theoretical knowledge in real-world scenarios.

Global Alumni Network: A strong network of 9000+ alumni, fostering global connections and opportunities.

Ranked Among Top 10: Recognized as one of the top 10 private MBA colleges in India, NBS is a testament to academic excellence and industry relevance.

Cultural and Academic Diversity:

Embracing diversity with students from over 24 Indian states, enriching the learning experience with varied perspectives.

Innovative Learning Environment:

Personal transformation labs and active student clubs that nurture leadership, communication skills, and personal growth.

Why Data Science And Specialized Postgraduate Programs Are Important In 2024?

In the commercial sector, the demand for data scientists has been consistently growing. According to the 2023 Data Science Report by Imarticus Learning and Analytics Insights, the market for data science education in India is projected to expand from \$204.23 million in 2023 to \$1.39 billion by 2028, experiencing a compound annual growth rate (CAGR) of 57.52%. In comparison, the worldwide market for data science education is expected to grow at a CAGR of 16.43% from 2022 to 2030, reaching a total value of \$378 billion by 2030. Clearly, the entire landscape of Indian Education is changing, and this has inspired NBS to produce industry ready students. In lieu of this, Narayana offers specialized PGDM programs in data science and quantitative finance which directly addresses the post covid corporate sectors and its changing demands. Students graduated with such nurturing and specialized programs are working with industry leaders Pan India.

Fostering a New Era of Management Professionals

At NBS, the focus is not just on what is taught, but how it’s taught. The school’s unique approach to education combines rigorous academic training with real-world applications, ensuring that students are not just ready for their careers but are poised to lead them. “Our aim is to create not just

managers, but visionary leaders who are equipped to navigate the complexities of a global business environment,” asserts Dr. Gupta.

Looking Ahead: NBS’s Vision for the Future

As NBS continues to grow and evolve, its commitment to excellence remains unwavering. “Our journey is ongoing, and our mission is clear – to shape the future of business education and create leaders who will make a difference in the world,” concludes Dr. Gupta. With its innovative programs, exceptional faculty, and a forward-thinking approach, Narayana Business School is indeed a name synonymous with the future of management education.

Side Section

- High Placement Rate: 670+ Recruiters
- Specialized Programs: PGDM, Analytics
- 100% Experiential Learning
- 9000+ Alumni Network
- Top 10 MBA College
- 24+ Indian States Represented
- Innovative Labs & Clubs
- Top 10 Business Schools: MAMR
- Best Education Brands 2023: Economic Times
- Top 10 PGDM Colleges: Higher Education Review
- 3rd Best B-School in Gujarat: Fortune India
- 13th Best B-School West Zone: IIRF
- Promising Global Skill Development: APETA 2022
- Best Business School: Times Education Icon
- India’s Prominent Education Awards 2019: MC Mary Kom
- Best Management Institution Gujarat 2018: World Education Summit & Awards
- Best Management Institution Ahmedabad 2018: India Today & Achievers Awards
- Student’s Choice Award 2017
- Excellence in Student Training Award 2016

The ICFAI University, Jaipur



Located amidst the serene foothills of the Aravali, in the pink city of Jaipur, The ICFAI University, Jaipur has been established under The ICFAI University, Jaipur Act, 2011 (Act No. 26 of 2011) passed by the Legislative Assembly of Rajasthan. The university has been notified under Notification No. F. 2(26) Vidhi/2/2011 dated 22 September 2011. The University is a Member of the Association of Indian Universities (AIU), New Delhi and also the Member of Association of Commonwealth Universities (ACU), London.

Sponsored by The ICFAI Society - a not-for-profit educational society established in 1984, the University offers a world-class education in the most competitive domains of management & commerce, science & technology, legal studies, liberal arts and allied disciplines through various programs at undergraduate, postgraduate and doctoral levels. In addition to these, the University also offers career-oriented diploma programs in contemporary domains.

Hosting students from all parts of the country, coming from varied academic and socio-cultural backgrounds, the University reflects an extraordinary amalgamation of diversity in its richest form. Driven with the core vision of creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and a deep sense of ethics and commitment to the code of

professional conduct, the University is constantly striving to empower young talents, transforming them into future professionals and leaders.

The core philosophy of the institution is manifested in its motto "Meritum Ethicus" which means merit and ethics. This motto encompasses the fundamental values of the institution, as a merit-based, ethical, inclusive and socially responsible institution. The systems, processes and practices are consistently directed towards fostering a culture of inclusion, egalitarianism and overall excellence.

Since its inception, the University has been serving the interests of all stakeholders with utmost sincerity and commitment. Being a student-centric university, student development and overall well-being have been the prime focus of the institution. The University is a socially responsible institution, earnestly valuing the interests and expectations of other stakeholders including the industry, alumni, regulatory bodies and the larger society.

Incessantly striving towards creating the best environment for robust industry-academia collaboration, the University encourages extensive industry interface in all aspects, be it curriculum designing, bringing industry expertise to classrooms through practicing professionals and expert resources for various capacity building programs, industry-mentored live projects and exhaustive internship programs.

The career development and placement cell relentlessly works towards fortifying industry-

academia collaboration and fetching the best employment opportunities for students. Year on year the glorious placement records have been a testament to the University's commitment to contribute to the industry and larger society by raising a cadre of professionally competent and committed workforce. The methodically designed and meticulously implemented training programs, delivered in collaboration with core faculty resources, soft skills trainers, subject matter experts and corporate mentors focus on developing the right set of knowledge, skills, attitudes and essential competencies in the students, with extensive focus on inculcating the relevant technical, behavioral and essential life skills.

The extensive focus on experiential learning methods, systematically coupled with action learning principles, including case study methodology, simulation exercises, gamification, committee assignments, in-basket exercises, workshops, role plays, debates and discussions, reading seminars, multidisciplinary symposia and learning syndicates, hackathons and e-conclaves, field projects, operation workouts and internships are components of the comprehensive learning contrivance, the University has been functioning around. Flexible and tech-enabled learning also plays an important role in the teaching methodology, enabled through a hi-tech learning management system.

Under expert faculty guidance, the students are encouraged to take up value-added certifications from prestigious professional bodies to help them upgrading and upskilling for the careers of tomorrow. These learning opportunities kept the students in the right space and on the right preparation to capitalize on the prospects awaiting them. Various certification programs offered in collaboration with the industry, under the mentorship of corporate experts as lead trainers provide multiple opportunities for students to hone their abilities in specific domains.

The University is constantly active in nurturing the entrepreneurial interests and abilities in the students aspiring to venture into this domain. The continuous engagement of start-up mentors and experts through various activities and events under the aegis of the Institute Innovation and Entrepreneurial Cell is helping the aspirants in a big way.

The student activities at campus promote the culture of engagement, enrichment and empowerment – with a score of vibrant student clubs active in all functional domains, along with co-curricular activities including sports, performing arts, designing and visual arts, community services,

socio-cultural engagements, youth-oriented activities, entrepreneurship and environment protection, all through the year the students are actively engaged in various events. This helps in enabling them towards being accomplished individuals, dynamic team players, competent leaders and responsible citizens.

In alignment with the objectives of NEP, the focus on flexible, boundaryless and multidisciplinary education is remarkably reflected in the curriculum design, instructional approaches and overall academic machinery. The curriculum is continuously reviewed and re-engineered with essential inputs from industry, alumni and policymakers. The Internal Quality Assurance Cell (IQAC) in collaboration with all academic and administrative units in the institution is consistently promoting quality enhancement initiatives for the overall development and well-being of students, academic and administrative staff.

Extensive focus on research and intellectual capital generation, knowledge sharing interventions, faculty development programs, executive/management development programs, student development programs, seminars, workshops, conferences and conclaves has made the University an ideal and conducive ecosystem for fostering knowledge creation and dissemination.

Offering MBA, BBA (Hons), BBA (Business Analytics) and BBA (FinTech), B.Com (Hons) and PhD Programs in management and commerce, the ICFAI Business School (IBS), Jaipur, a constituent of The ICFAI University, Jaipur has emerged as a premier B-School attracting aspirants from all parts of the country.

On the same lines, IcfaiTech School, ICFAI Law School and ICFAI School of Liberal Arts are promoting excellence in the respective disciplines through various programs including MCA, M.Tech, B.Tech, B.Tech (LE), BCA (Hons), BCA (Data Science), BCA (Artificial Intelligence & IoT), BCA (Cyber Security), BCA (FinTech), BCA (Cloud Computing), B.Sc. (Hons.) Mathematics and Physics, B.Sc. (Forensic Science), BPT, LL.M, BBA-LL.B (Hons.), BA-LL.B (Hons.), LL.B, BA (Pol.Sc), BA (Economics), BA (Psychology) and Doctoral Program in multiple domains.

The institution is notably emerging as a synonym for academic and professional excellence, in its philosophies, processes, practices and outcomes, essentially in all aspects.



ICFAI BUSINESS SCHOOL (IBS) HYDERABAD

ICFAI Business School (IBS), Hyderabad (Faculty of Management) is a constituent of the ICFAI Foundation for Higher Education (IFHE), a deemed-to-be University established under section 3 of UGC Act, 1956. Since its establishment in 1995, IBS Hyderabad has grown impressively and achieved widespread recognition from business and industry, academic circles and professional bodies.

IBS, Hyderabad offers high-quality programs in different disciplines of management to a cross-section of students, executives and professionals preparing them to become leaders who can adapt to an ever-changing business environment and be future ready. The school is known for its innovative program design and delivery, personalized

instruction, strong industry interface, research and consultancy.

IBS, Hyderabad is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) the leading accrediting organization for business schools across the world and by SAQS (South Asian Quality Standards). The school was ranked 40 in the country in the National Institutional Ranking Framework (NIRF) rankings released by Ministry of Human Resource Development (MHRD). Its programs are consistently ranked as among the best by renowned publications including the Times B-School survey, Careers 360, CRISIL (a global analytical company providing ratings) and ICRA (International Credit Rating Agency Moody's Investors Service).

BBA, B. Com, MBA, PhD (Full-time & for Working Executives), Executive MBA

Programs Offered

BBA: IBS offers a four-year program where students obtain a broad perspective on the nuances of business management and acquire the skills to lead teams and organizations towards success in a globalized, competitive business environment. Students have the option to pursue four year honors or four year honors with research.

B. Com: is a four-year career-focused, professionally curated program. The program provides flexibility with multiple exit options. After 3 year's students may choose to exit with a B. Com (IT & Analytics UG degree) and after four years a B. Com (Honors) with specialization in Taxation, Corporate Finance, Banking, Insurance, Capital Markets, and Accounting & Auditing.

MBA: is a two-year residential program that prepares students for skills, knowledge and strategic perspectives essential for leadership positions in industry. The emphasis is on an intensive core in general business education, with four major streams and a range of almost 80 electives. The program uses case-based learning, delivered in a state-of-the-art infrastructure that emphasizes acquisition of practical skills and establishing strong industry interface culminating in near 100% placement for its graduates.

Executive MBA: is a two-year program designed specifically for working professionals looking to progress into senior leadership roles and to sharpen the business skills required to lead across organizations. The program offers them the flexibility of acquiring a world class management qualification without having to leave their present jobs/ work assignments.

PhD: is a full-time, campus-based residential program designed for students interested to pursue careers in management teaching and research. The main objectives of the program are to develop management teachers well equipped with the skills required

for imparting education to business school students, to develop bright young academics with research skills and to conduct research on contemporary issues in management.

Academic Networking and Collaborations

IBS, Hyderabad is a member of:

- The Association to Advance Collegiate Schools of Business (AACSB), USA
- Accreditation Council for Business Schools and Programs (ACBSP), USA
- The European Foundation for Management Development (EFMD), Belgium
- Association of Management Development Institutions in South Asia (AMDISA), India
- The Association of Asia Pacific Business Schools (AAPBS), Korea

Teaching Pedagogy

The teaching pedagogy adopted by faculty includes interactive lectures, case studies, role plays, business simulations and games, group exercises, seminars, assignments, internships and live projects.

Case Research Center

Most of the courses at IBS are taught through case studies. IBS, Hyderabad has an in-house Case Research Center that is one of the leading sources of Business cases in the world. Over the last two and half decades the Case Research center has had many achievements. Cases developed by IBS Case Research Center are used by 890 institutions in 90 countries. In addition to winning the most reputed international case writing competitions, IBS cases feature in the bestselling list every year.

Academic Infrastructure

Lecture theatres and classrooms are networked, Wi-Fi enabled and fitted with audio visual tools to enhance the teaching / learning experience.

Faculty Resources

Faculty at IBS, Hyderabad are passionate about teaching in their areas of expertise and are considered experts in their fields. The major departments are: Marketing & Strategy; Finance & Accounting; Operations & IT and HR & Soft Skills. Nearly all faculty have a PhD or the highest degree in their area of specialization. They have experience that combines research with practical business understanding and are committed to providing the best learning experiences. They have won national and international honors and are actively involved in scholarly activities like authoring research papers, books, conference papers and case studies and also in business consulting. Such activities enable them to be up-to-date and contribute to their areas of knowledge, as well as to bring a balanced outlook between theory and practice into their teaching.

ICT and Library resources

N J Yasaswy Memorial Library with a built-up area of 50,500 Sq. ft. and is equipped with latest software packages and large collections of books, CDs, videos, Indian and International journals; magazines and research reports, relating to management and allied subjects. The library also provides access to a range of electronic databases. The campus is equipped with the latest state-of-the-art technology and computer networks with high speed backbone and security. Nine Bloomberg Terminals help to provide latest data, analytics, news and updates on financial markets.

Student Life at Campus

The student community at IBS is truly diverse. Students come from all over the country, social and cultural backgrounds, and all walks of life. They become a part of the IBS community, and get an unparalleled exposure to

different cultures, languages, and ways of living. There are 27 student clubs at IBS Hyderabad, which are managed by the students and cater to all segments of life. Each student body (be it a club, chapter, committee, cell or Society) has the club members who are the primary stakeholders to manage it. Student clubs form a unique combination of Co-curricular and extra-curricular activities, which help in shaping the knowledge and overall personality of a student.

Careers and Placements

IBS has an impeccable track record of achieving excellent placements every year, with top companies visiting the campus to recruit its students. For the Class of 2023, more than 161 leading recruiters have participated in campus placements to recruit 1156 students.

IBS Alumni: A Growing Fraternity

IBS, Hyderabad has a growing alumni base of around 22,000 who are currently pursuing fast track careers with 1000 plus companies in India and abroad. Their success in the corporate arena is an eloquent testimony to their skills, abilities and hard work, as well as to the quality and rigor of business education at IBS. In addition to building the reputation of IBS with their success, the alumni remain in touch with each other and with their alma mater through the IBS Alumni Federation (IBSAF). IBS alumni are pursuing careers in the corporate world in various locations in Asia-Pacific, Australia, USA, Europe and Middle East. IBSAF facilitates networking among alumni by organizing alumni reunions, class-meets and other related activities.

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ICFAI BUSINESS SCHOOL (IBS) DEHRADUN



IBS Dehradun offers comprehensive Programs to instil skills, attitudes and competencies in its graduates so that they develop the ability to undertake problem solving on real time basis and evolve not only as business managers but business leaders going forward. IBS offers various Management Programs with latest pedagogy at UG, PG & Doctoral levels, namely, BBA, BBA (Financial Investment Analysis, FIA), BBA (Travel and Tourism Management, TTM), B.Com (Hons.), and BA (Hons.) Economics, MBA, and Ph.D. IBS Dehradun uses the case method as a very important teaching and evaluation tool. The case based learning is integrated as a dominant tool in the education methodology which reinforces the students' understanding of the concepts and their ability to apply them in real life and practical business situations. The Summer Internships are undertaken in each of the Programs and are Faculty supervised. They enable the students to experience the rigour of business environment and combine the concepts learnt in classroom with the real-life situations in business organizations. IBS consciously encourages industry interaction with a wide cross section of professionals in the industry. Summer Internship Projects, Industry Interaction Programs, Guest Lectures, Seminars etc., organized in association with the industry, offer students an opportunity to exhibit their organizational and communication skills, analytical abilities and awareness of contemporary issues to the business fraternity and the leading recruiters.

The MBA program at IBS Dehradun spans two years and is structured to provide students with a comprehensive understanding of various facets of business management. In the first semester, students delve into fundamental

subjects such as Accounting, Managerial Economics, Financial Management, Organizational Behaviour, and Marketing Management, among others. The second semester introduces advanced topics like Macroeconomics, Human Resource Management, Operations Management, and Legal Environment of Business, among others. The curriculum also emphasizes the importance of Business Communication, Information Systems for Managers, and Business Analytics, preparing students with essential skills for the corporate world. The two semesters culminate in a Summer Internship Program that facilitates hands-on industry experience for the students. Moving into the second year, the focus shifts to courses such as Business Strategy, Business Process Integration, Management Control Systems, and a range of elective courses, allowing students to specialize in areas like Marketing, Finance, Accounts and Financial Services, Human Resource, and Operations. The Program underscores the significance of Soft Skills and Ethical Considerations in Business, preparing students not only with technical expertise but also with the leadership qualities necessary for navigating the complexities of the corporate landscape. The MBA program at IBS serves as a vital stepping stone for aspiring business professionals, imparting strategic thinking, decision-making abilities, and a holistic understanding of business dynamics, thereby grooming individuals for leadership roles in the competitive global business environment. The Undergraduate Programs on offer at IBS include B.Com (Hons.) Program which is a comprehensive program that is focused on developing students' skills for managing business finances. The Program incorporates Core Courses, Generic

Electives, Discipline-Specific Electives, Multi-Disciplinary Courses and Skill Enhancement Courses for a well-rounded education in Commerce. The core courses cover fundamental subjects including Environmental Studies, Financial Accounting, Business Communication, Business Law, Human Resource Management, Fundamentals of Financial Management, Management Principles & Applications, Income-Tax Law & Practice, Auditing & Corporate Governance, and Cost Accounting, establishing a strong foundation in business and finance. The elective courses on offer include, among others, Corporate Accounting, Banking and Insurance, Computerized Accounting System, and Business Tax Procedures & Management. A unique feature is the Summer Internship Program that is scheduled at the end of the second year, providing valuable corporate exposure and practical experience, enhancing students' employability upon graduation. Overall, the Program aims to produce adept managers ready to handle financial challenges in the corporate world, offering a flexible curriculum tailored to individual career goals and ensuring graduates are well-prepared for diverse opportunities in various industries. The B.Com (Hons.) Program aligns with corporate needs, emphasizing practical skills and insights into real-world business environments.

IBS also offers a BA (Hons.) Program in Economics. This Program provides students with a solid foundation in Economics. It covers various aspects of the discipline, ensuring a well-rounded understanding of the complex dynamics of the subject. The inclusion of a Summer Internship is crucial as it allows students to apply their academic knowledge in real-world corporate settings, gaining practical experience that enhances their employability. The Program serves as a testament to the students' dedication and proficiency in the field of Economics, opening doors to various career opportunities and further academic pursuits. It's not just a degree; it's a key to a future filled with possibilities in the dynamic field of Economics.

IBS offers three BBA Programs that are designed to enhance the skills and competencies of talented and ambitious young aspirants in the field of business – BBA, BBA (FIA) and, the newly introduced, BBA (TTM). The BBA (FIA) Program is meticulously crafted to enhance the skills of ambitious aspirants in the field of financial and investment analysis. The curricula of both BBA and BBA (FIA) Programs covers fundamental subjects like Environmental Science, Statistics for Business Decisions, Business Communication, Managerial Economics, and Macroeconomics. The specific core subjects in the BBA Program include Organizational Behaviour, Principles of Marketing, Human Resource Management, and Business Policy & Strategy, and in the BBA (FIA) Program, these include Income Tax, Corporate Finance, Investment Analysis and Portfolio Management, and Financial Econometrics. The curricula of both the Programs encapsulates two Summer Internships that provide hands-on corporate

exposure, enriching practical experiences. In the BBA Program, the students can opt for specializations such as Finance, Marketing, Human Resource, and Management of Global Business. In both the Programs, the students' perspectives are broadened by selecting from a variety of Generic Elective/Interdisciplinary Courses as well as through Skill Enhancement Courses such as IT Tools for Business, Personality Development & Communication Skills, Entrepreneurship Development, and Business Ethics and Corporate Governance.

The BBA (TTM) Program would be introduced from the coming 2024 Admission Batch and is tailored towards imparting a profound understanding of the global tourism industry, covering essential subjects like Introduction to Hospitality, Global Tourism Geography, Indian Heritage and Culture, Travel Agency & Tour Operations, Tourism Resources, and Sustainable Tourism. A unique feature involves two strategically positioned Summer Internships, providing practical exposure and applying theoretical knowledge to real-world scenarios. Aspiring professionals explore various industry facets, gaining expertise in travel planning, hospitality, and destination management. The curriculum balances theoretical foundations with practical applications with an emphasis on Soft Skills crucial in service-oriented roles. The Program also addresses contemporary industry issues, fostering leadership in sustainable tourism and technology integration, empowering students with a blend of knowledge and experience. The BBA (TTM) Program cultivates leaders for the ever-evolving global tourism landscape.

IBS Dehradun stands out as a premier Institution offering a diverse range of well-structured and industry-relevant programs, catering to the evolving needs of the business world. From the comprehensive MBA Program that hones leadership skills in the emerging business landscape with challenges such as accelerated digital transformation, inflation and supply chain security, sustainability, immersive customer experience and the talent challenge, to the specialized B.Com (Hons.) Program emphasizing financial management, and the BBA and BBA (FIA) Programs with their strategic internships, IBS ensures a holistic education. Furthermore, the BBA (TTM) Program demonstrates IBS Dehradun's commitment to providing students with a global perspective and practical exposure in a burgeoning industry. With a strong emphasis on experiential learning, strategic internships, and a dynamic curriculum, IBS Dehradun not only imparts knowledge but also nurtures skills that are essential for success in today's competitive business environment. As students embark on their academic journeys at IBS Dehradun, they can expect to be well-prepared and empowered to make a significant impact in their chosen fields. It is a testament to the institution's dedication to producing well-rounded professionals ready to thrive in the dynamic and ever-changing landscape of Business and Management.



JSS SCIENCE AND TECHNOLOGY UNIVERSITY, MYSURU



Academic excellence in professionally-oriented programs in Science, Technology, Engineering & Mathematics (STEM) and Management

Established in 1963, Sri Jayachamarajendra College of Engineering (SJCE), Mysuru, is widely recognized as SJCE. The visionary behind its inception was Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji, the 23rd pontiff of Suttur Sri Veerasimhasana Mahasamstana Math, Suttur Srikshetra. Nestled in the western part of Mysore, SJCE spans an impressive 102 acres, featuring distinctive buildings that stand as iconic landmarks. Celebrating six decades of excellence in technical education, SJCE takes pride in its status as a constituent college of JSS Science and Technology University.

JSS Science and Technology University (JSS STU), established in 2016 in Mysuru, Karnataka, stands as a pivotal institution within the esteemed JSS Mahavidyapeetha, a renowned educational foundation in India. Rooted in the illustrious legacy of SJCE, JSS STU is steadfast in its commitment to delivering education in Science, Technology, Engineering and Management. The university actively

pursues its mission to tackle substantial challenges through scientific research and technological innovations.

Recognized for academic excellence in programs geared towards professional development, JSS STU balances its prowess with a robust offering of extra-curricular activities, making it an attractive choice for students nationwide seeking careers in science, engineering and management. The institution strategically aligns its educational offerings with global industry demands, ensuring its graduates are well-prepared for the challenges of the professional landscape.

Distinguished by its dedication to holistic development, JSS STU serves as a guiding light for students aspiring to a comprehensive educational experience. The institution places a significant emphasis on national and international collaborations between academia and industry, forming the foundation for advancing academic pursuits and nurturing a skilled workforce. JSS STU has been a trailblazer in cultivating such partnerships, contributing significantly to the creation of a dynamic and mutually beneficial ecosystem.

JSS Centre for Management Studies (JSS CMS)



Enriching Management education through experiential, collaborative and social learning.

JSS Centre for Management Studies (JSS CMS), established in 1998 in Mysuru, Karnataka, has emerged as a prominent institution in the field of Management Education. It has introduced four MBA programs, namely MBA (General Management), MBA (Financial Management), MBA (Retail Management), and MBA (Digital Marketing), along with certification programs in Digital Marketing. JSS CMS is driven by a mission to instil leadership qualities in students, fostering trust and confidence in various situations and conditions.

JSS CMS is recognized for its commitment to research, actively promoting and supporting research initiatives at various levels. The institution's robust placement programs attract premier companies, and students undergo rigorous training to be industry-ready, aligning with the evolving needs of the market, industry, and society. JSS CMS stands as a dynamic hub for management education, contributing to the holistic development of its students and preparing them for successful careers in diverse sectors.

SJCE-Science & Technology Entrepreneurs Park (SJCE-STEP)





entrepreneurial endeavours across various domains.

Operating a business incubator, STEP provides comprehensive support, guiding technology-based entrepreneurs from the initial stages to scaling their ventures. It serves as a platform where researchers can transform their innovative ideas into profitable and sustainable businesses, contributing to the vibrant entrepreneurial landscape in the region.



Established in 1985 with funding from the Indian government's Department of Science and Technology, SJCE-STEP has played a pivotal role in fostering entrepreneurship over the past three decades. Throughout its existence, STEP has undergone significant evolution, nurturing entrepreneurs, and facilitating the growth of over 300 businesses. Positioned as a catalyst for entrepreneurship in the Mysuru region, SJCE-STEP is dedicated to promoting

HIGHLIGHTS

- State-of-the-art facilities
- Spectacular 102 acres green campus
- Internship, Training and Placement support
- Industry-oriented Research
- Soft Skills training
- Student clubs to encourage students to engage in technical and extracurricular activities.

- JSS Multimedia Resource Centre to create a Digital Information Platform for all the stakeholders.
- Research and innovation council
- Space and opportunities for students to flourish in sports and games.
- 275+ Dynamic faculty
- 25,000+ Alumni strength
- Robust Placement

PLACEMENTS

No. of Companies : 400+
Highest Package : Rs.50+ LPA

B.E. PROGRAMS

- Biotechnology
- Civil Engineering
- Computer Science and Business Systems
- Computer Science and Engineering

- Construction Technology and Management
- Electronics and Communication Engineering
- Electrical and Electronics Engineering
- Electronics and Instrumentation Engineering
- Environmental Engineering
- Industrial and Production Engineering
- Information Science and Engineering
- Mechanical Engineering
- Polymer Science and Technology
- Bachelor of Computer Applications (BCA)

MASTERS PROGRAMS

M.Tech Programs

- Industrial Electronics
- Industrial Structures
- Network and Internet Engineering
- Automotive Electronics
- Environmental Engineering
- Maintenance Engineering
- Computer Engineering
- Software Engineering
- Biomedical Signal Processing & Instrumentation
- Energy System & Management
- Polymer Science & Technology
- Biotechnology
- Data Science
- Infrastructure Engineering and Management
- Material Science and Engineering

MBA Programmes

- MBA (General Management)
- MBA (Corporate Finance)
- MBA (Retail Management)
- MBA (Digital Marketing)

Certification Courses in Digital Marketing
Master of Computer Applications (MCA)

MSc. Programmes:

- MSc. in Chemistry
- MSc. in Mathematics
- MSc. in Analytical Chemistry
- MSc. in Biotechnology
- MSc. in Physics
- MSc. in Polymer Science
- MSc. in Automated Manufacturing
- MSc. in Computer Science (Cyber Security)
- MSc. in Electronic and Digital Media
- MSc. in Film Making

Ph.D. Programs in all Branches

M.Sc. Tech (By Research)



ALL COURSES ARE APPROVED BY STATUTORY BODIES

PREMIER RECRUITERS



JSS SCIENCE AND TECHNOLOGY UNIVERSITY

JSS Technical Institutions' Campus, Mysuru 570006, Karnataka, India

For Admissions Contact

Mobile: +91 98867 79078, Phone: 0821 2548293 / 4257125 / 2548304

E-mail : admissions@jssstuniv.in • Website: https://jssstuniv.in



SURYADATTA

GROOMING NEXTGEN BILLIONAIRES FOR THE NATION SINCE 1999

SEF's Suryadatta Group of Institutes (SGI) is a unique educational conglomerate based in Pune, India. Founded in 1999, to develop self-motivated leaders for the challenging and vibrant global economy. SGI has a vision to be a premier World Class Centre of Excellence that nurtures industry-ready professionals, blending

the best of Indian sensibilities with a Western outlook. The flagship institutes of SGI are accredited by NAAC. Suryadatta offers a wide range of academic programs from basic schooling, junior college, Diploma, UG, PG programmes and doctoral research programmes across multiple disciplines.



Prof. (Dr.) Sanjay B Chordiya
Founder President & Chairman
Suryadatta Group of Institutes, Pune

SIMMC PGDM

Suryadatta Institute of Management & Mass Communication PGDM offers AICTE approved Two Years Full Time Post Graduate Management Program (PGDM) with Management Development Program and Corporate Development Program.

Post Graduate Diploma in Management (PGDM) program is meant for those aspiring students who are interested in developing their overall skills set, are serious about Quality Education & want to gain practical exposure to industry, learn through modern digital tools such as online programs and MOOCs, value holistic development through CSR & NGO projects.

Considering the requirement of the Blue Chip Indian companies & Global Corporates, various Value added certifications that develop not only Domain Knowledge but also enhance Industry institute interface, Holistic Wellbeing, Health & Fitness, Life Skills, Foreign Language are offered for all-around development & employability enhancement of students leading to Placements & sustainable career growth in the corporate world.

SIMMC & SIBMT : MBA & MCA

Suryadatta Institute Of Management & Mass Communication (SIMMC) & Suryadatta Institute of Business Management & Technology (SIBMT) are Affiliated to Savitribai Phule Pune University and approved by AICTE & Govt. of Maharashtra, recognized by Ministry of HRD, Govt. of India.

SIMMC & SIBMT offer 2 years' full time MBA (Choice Based Credit System (CBCS) & Outcome Based Education Pattern) with Major & Minor options. & 2 years full Time MCA program.

Suryadatta breaking records - SGI has 8 world records to its credit which include the "24 hr Silent Wreathon" and "Unfold the Blindfold" endorsed by Limca book of records, the 25 hours Patriotic songs singing "Kavyathon", 1100 Tulsi plantation, 8000 kg Puneri Maha Misal, Kalaarogyam Yogathon, Taalaarogyam Yogathon, Navratri colours of India and many more to come.

Keeping Pace with Changing Pedagogy:

SGI takes learning beyond the classroom through rigorous academic inputs, blended learning

with MOOCs, Knowledge Management series, Live Projects, Competitions, Expos, Projects, Assignments, Summer Internship Programs, National Seminars, Guest lectures, Industry visits, Global immersion programmes as well as Personality Development, Business Communication and grooming sessions to ensure academic, professional and personal growth leading to holistic development and delivery of a transformative learning experience relevant for the futuristic workplace and society.

Holistic Well being : Shaping a Good Human being

One of the major philosophies at SGI is "A healthy mind and a healthy body". Besides academics, students are given different kinds of training including Yoga, Meditation, Health and fitness. Students are also given guidance for social entrepreneurship. Visits to NGOs are conducted and students are encouraged to give their contribution to society voluntarily. Suryadatta, through a series of lectures and activities inculcates Value based education in the students. A series of Motivational lectures are conducted regularly.

Suryadatta National Awards: Saluting the stalwarts

Suryadatta is perhaps the only institution where more than 500+ leading distinguished national and international personalities have visited and inspired students and staff. Every year, on the occasion of its foundation day, Suryadatta hosts Suryadatta National Awards. Eminent personalities from different walks of Life are recognised during the award function.

Edu Socio Connect

The Edu-Socio Connect Initiative, inspired by blessings of Late Ratanbai and Bansilalji Chordiya, offers voluntary skill-based modules, awareness programs, free of cost to the needy, deserving, economically deprived strata of the society, farmers, members of the Armed forces, public servants, loyal employees of the organization and to divyang children.



Commendable Placement record since inception:

The institute provides career opportunities to the aspiring students in leading National and International multinational companies across high growth sectors such as BFSI, e-commerce, Retailing, IT, ITES, Hospitality in India & abroad. SGI has signed MOUs with several corporate for industry connect and placements. The entire placement effort is student driven under leadership of the Dean Corporate Relations. More than 950+ recruiters have sourced their talent requirement from SGI.

Regular visits by alumni working on top positions globally to share their success stories help students to get industry ready leading to an excellent track record of placing students during and after programme completion.

Suryadatta's Voluntary Institutions, Startups & Paid Internship Ventures

50+ voluntary Institutions and Startups and 50+ paid internships with present and upcoming ventures offer earn while you learn opportunity as per the convenience of the students to facilitate practical exposure.

Suryadatta Differentiators :

- **Institute Interface Industry:** Industry 4.0 ready students

- **Credible Placement history** since inception & Developing Lifelong Skills
- **Promoting Startup Culture:** Innovation and Incubation Centre
- **Professional Development:** Nurturing global human capital
- **Global Focus:** For Global careers
- **Future ready education:** Creating cutting edge professionals
- **International and national Academic Collaborations:** Learn from the best in the world
- **International Environment:** experience of cross cultures
- **Entrepreneurship Cell:** Contributing to economic & social development
- **Doctoral Research Centre:** Strong conceptual foundations
- **State-of-the-art** creative campus
- **Lush Green & Cybernated campus:** Nurturing eco & digital friendly citizens
- **Silence zone:** Meditation & thinking lab
- **Holistic Well being:** Shaping a Good Human being
- **Unity in Diversity:** Celebrating flying colors of India
- Education loans through Nationwide Tie-Ups with nationalized banks.
- Boys & Girls Hostels
- **Pan India Global Presence :** SGI has 80,000+ students and alumni from all parts of the Country



SURYADATTA
INSTITUTES OF MANAGEMENT

Estd. 1999 | Suryadatta Education Foundation's

Affiliated to Savitribai Phule Pune University (SPPU), Approved by AICTE, Govt. of Maharashtra and Recognized by Ministry of Education, Govt. of India
Recognition of college under section of 2 (f) & 12 (B) of the UGC Act, 1956

Ranked SIMMC in **Platinum Category** for 6 Consecutive Years by AICTE - CII Industry Linked Technical Institutes 2021

SIMMC SIBMT
NAAC
ACCREDITED

• 500+ Distinguished Personalities of National Repute, & 1000+ Corporates have visited our campus • 50+MOUs signed with Industries

• Featured in the Forbes India Magazine for the last 3 consecutive years. Ref. December 2022 • SIMMC - NAAC Accredited

DUAL SPECIALIZATION (OPTIONAL)
AICTE Approved 2 Years Full Time

PGDM + MDP + CDP

Corporate Development Program

Students can choose any one of the following specialization

- 1) Marketing (with open electives in Finance)
- 2) Finance (with open electives in Marketing)
- 3) Human Resource (with open electives in Marketing)
- 4) Operations & Smart Manufacturing (with open electives in Marketing)
- 5) Business Analytics (with Open Electives in Marketing)
- 6) International Business (with Open Electives in Marketing)
- 7) Agri Business Management (with Open Electives in Marketing)
- 8) Supply Chain & E-commerce (with open electives in Marketing)
- 9) Pharma & Health Care (with open electives in Marketing)



Shaping Holistic Billionaires for Global Market Place

Savitribai Phule Pune University (SPPU) Affiliated

MBA

MBA (Choice Based Credit & Grading System & Outcome Based Education)

Major Specializations* (any one mandatory)

- Marketing
- Finance
- Human Resource
- Operations & Supply Chain
- Business Analytics

Minor Specializations* (any one optional)

- Rural & Agri -Business
- Tourism & Hospitality
- Pharma & Health Care
- International Business
- Marketing
- Finance
- Human Resource
- Business Analytics
- Operations and Supply Chain

AICTE Approved PGDM with MDP + CDP & GBLP (optional) & highlights

- MDP (Management Development Program) of 1 week residential program at top institutions
- 7 Value added certifications through CDP (Corporate Development Program)
- Certification courses from renowned institutions such as IIMBx / MSBVEE
- Opportunity to pursue dual degree from YCMOU / SPPU
- Collaborative programs from International Universities – Thailand / Malaysia / Scotland
- 1 Week Outdoor leadership program at Goa / Hyderabad / Indore
- 1 week residential spiritual program at Isha Foundation / Art of Living / Sun to Health / Brahmakumaris
- Global Immersion program of 2 weeks – 1 week in India & 1 week in anyone country – Dubai / Singapore / Malaysia / Thailand / Vietnam @Charges at actual
- Global Immersion program for 10 days in UK / Europe / Australia / USA / Canada @Charges at actual
- Branded laptop
- Follow your Passion Program (FYPP) – Crash course related to your passion by Industry experts

Exclusive program dedicated to your passion such as art forms (acting, singing, dancing), motivation speaking, content creation, Digital Influencer, standup comedy, writer, blogger, etc. by Industry experts.

Placement Highlights

- 239+ Companies Visit every year
- ₹4.8 lakhs p.a. Average CTC*
- ₹18 lakhs p.a. Highest CTC* (Last Academic Year)
- ₹21 lakhs p.a. Highest CTC till date*

(Optional) Outdoor Leadership & Holistic Development Program

1 Week Outdoor Program @ Goa / Hyderabad / Indore (Charges at actual)

(Optional) CDP (Corporate Development Program)

7 Value Added Certifications through CDP (Corporate Development Program)

Optional: *Major + Minor SpecializationS
Student can also opt for Single specialization (from major only)

SIMMC & SIBMT Also Offers

Savitribai Phule Pune University (SPPU) Affiliated & AICTE Approved **MCA**

14 Professional Certifications

Life skills for Holistic Development

1 National Study Tour

1 Study Tour Abroad

Emphasis on Start-up Innovation & Entrepreneurship



MANOJ KUMAR
Management Trainee
HDFC BANK



SHIVANI KALE
Analyst
HCL



MADHURA BHAGWAT
Sr. Sales Executive
Bajaj Allianz Life Insurance

HIGHLIGHTS

- ▶ Life skills for Holistic Development
- ▶ Blended Learning Ecosystem
- ▶ Emphasis on Start-up Innovation & Entrepreneurship
- ▶ Learn through Practical Exposure & Paid Internship
- ▶ Career Counselling & Mentorship

Curriculum Aligned with National Priority initiatives viz.

- ✓ Atmanirbhar Bharat ✓ Skill India
- ✓ Digital India ✓ Make In India
- ✓ Startup India ✓ Fit India

For Counseling - Call / Whatsapp : 8956943821, 8956932418, 9763266829

Career Guidance : SMS your Name Course & City : 9881490036

Send your Documents admission@suryadatta.edu.in

Campus & Corporate Office : Survey No. 342, Bavdhan, Pune - 411 021, Maharashtra, INDIA

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RE-ENVISIONING B-SCHOOLS IN INDIA: CUES FORM NEP 2020

Today's B-Schools are re-envisioning and regain the confidence of the corporate houses in terms of providing industry-ready professionals who can match the expectations of all the stakeholders. The National Education Policy 2020 (NEP 2020) provides a great opportunity to all the B-schools, College of Management is pioneer in initiating holistic approach education from 2007. Dr Sunita Karad Dean & Director confidently stated that NEP 2020 has already set the tone for a facelift quality management Education. B-schools which has adopted multi-disciplinary approach set up academic departments which can directly or indirectly supplement quality management education. NEP 2020 categorically mentions the phasing out of single-discipline higher education institutions. Hence it is possible that the stand-alone B-schools in the current form may not exist in the next few years. The message from the NEP 2020 is loud and clear.

Team of College of Management is mostly implemented holistic approach of education and the Industry readiness form the beginning and the inception of the MIT ADT University.

NEP 2020 presents optimism in terms of the rising youth population in the country and concomitant employment opportunities for them provided the academic institutions are willing to change almost everything that characterises higher education in the country today. We the team of MIT College of Management has taken the leadership role in galvanising management education by adopting a multi-disciplinary approach in restructuring the MBA curricula and accommodating more liberal arts electives like photography/ creative writing/ Research Writing/ Creative Art / Performing Art, big data, machine learning, artificial intelligence/ Media Management / Branding and PR management / Filming and Short Script Writing/ Agri Food Processing Etc. Along with MBA curriculum multidisciplinary subjects helps them in galvanising management education.

At MITCOM we follow the New age pedagogy as per the NEP 2020 document, move towards the less content, and more



Dr. Sunita M. Karad was accompanied joined by Hon'ble Dr. Somnath S. Chairman of ISRO, Bangalore, who also serves as the Secretary of the Department of Space in New Delhi. He graced the 5th Convocation Ceremony 2022 as the esteemed Chief Guest.

towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in novel and changing fields. Teaching Pedagogy includes education more experiential, holistic, integrated, inquiry-driven discovery-oriented learner-centred, discussion-based, flexible, & enjoyable. Which enables transformation in the pedagogical practices in B-schools. The university have their own publication.

Inclusive environment at MITCOM ensures that, holistic approach of education will ensure the leadership qualities Business Ethics manners and etiquette, Corporate Social Responsibility and Sustainability and Corporate Strategy at High Level.

Team of College of Management has included UG/ PG level computer Application, business administration, Law & commerce, and education. The team is fully prepared for the NEP envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality Management education and to transform it to next level.

Mandatory research Credits, ensures that focus is on building knowledge, allow students to benefit knowledge and wisdom. A necessary precondition is to have practical knowledge and experience of the subject.

The creation of knowledge is a very important aspect of the education system, and it is necessary to look at it independently without tying it up to dissemination of knowledge at the same time.

For the NEP to be truly effective, it needs to take into consideration that education needs to be seen from three different perspectives - for earning opportunities, for growing knowledge and finally, for being able to disseminate knowledge.

At College of management separate team of domain experts identify the value added courses and the training them to reach the standard level certification see that the practical exposure is available to the students.



Two year full Time, AICTE Approved POST GRADUATE DIPLOMA IN MANAGEMENT (PGDM) IDEA TO EXECUTION

International Package 70.00 LPA | Domestic Package 27.61 LPA
Excellent Group Placement Track Record



Scan to more details

SKILL AUGMENTATION CERTIFICATIONS

- Power BI
- Digital & Social Media Marketing
- Design Thinking & Entrepreneur
- Leadership and Decision Making
- Foreign Language (French/German)
- Blockchain
- Yellow Belt Six Sigma
- Marketing Analytics
- Business Analytics
- HR Analytics
- HR Compliances
- Financial Modeling
- Elective Based Certifications*
- Artificial Intelligence for Managers

EXPERIENCE THE DIFFERENCE WITH PGDM@GIMS

- Self Directed Learning
- Industry Exposure
- Blend of Theory and Experiential Learning
- Vibrant Campus
- Live Projects
- Summer Internship Programmes
- Contemporary Specialised Papers
- Dual Specialization

International Immersion Programme 2023



APPROVALS & ACCREDITATIONS



ADMISSIONS OPEN : PGDM | MBA | MBA (Health Care & Hospital Management) | MBA (Business Analytics)



DECODING THE FUTURE OF NEW AGE WORKFORCE DR. D. Y. PATIL VIDYAPEETH GLOBAL BUSINESS SCHOOL & RESEARCH CENTRE (GBSRC)



W

hile the world gets older, India is getting younger. India's growth in the next 25 years will be determined by the sustenance of the digital revolution we are witnessing today. It is reflected in the industry also with Gen Z and Millennials accounting for the majority of the workforce. This new-age workforce wants culture, learning and growth in addition to the company's brand.

Key drivers for continuing in an organization are Job Satisfaction, Good Working Environment, Financial Benefits, Career Growth and Non-Financial benefits like Learning and Development. Also, the expectations of new-age corporate world are new and equally challenging and each industry is responding differently to the post-pandemic new normal. Training, modern management practices and new-age inputs to fresh graduates can help these new degree holders to overcome the challenges of the new normal. Industry today needs a heterogeneous workforce ready to face the challenges of the new era.

ABOUT DR. D. Y. PATIL VIDYAPEETH, PUNE (DEEMED TO BE UNIVERSITY)

- **Dr. D. Y. Patil Vidyapeeth, Pune (Deemed-to-be University)** was established under Section 3 of the UGC Act, which has 13 Constituent Units in the field of Medicine, Dentistry, Nursing, Physiotherapy, Optometry, Biotechnology, Management, Ayurved, Homeopathy, Design, Allied Health Sciences, Liberal Arts, Science & Technology and Online Learning Centre
- All the programs offered by these Constituent Units are duly recognized by the respective Councils such as



- Dr. D. Y. Patil Vidyapeeth, Pune has been accredited (3rd Cycle) by NAAC with a CGPA of 3.64 on a four-point scale at 'A++' grade, also an ISO 9001:2015, ISO 14001:2015 and Green Education Campus certified University.
- **NIRF 2023 Ranking**: 3rd in Dental Category, 15th in the Medical Category, and 46th in the University Category in India.
- Under the Swachh Campus Ranking 2019 of Higher Educational Institutions, the University has achieved the 9th rank amongst the Cleanest Higher Educational Institutions in the Country in the category of 'Residential Universities - UGC'

About Global Business School and Research Centre:

Global Business School & Research Centre (GBSRC) situated at Pune is the flagship institute of Dr. D Y Patil Vidyapeeth, Pune, established in 2006. In a span of 17 years, the Institute has carved a name for itself amongst the prominent business schools.

We at GBSRC take special effort to inculcate new skills into future managers. Students are trained not only in management skills but also in new skills required to face the challenges of digital era. This includes a course in Digital Marketing, Advance Excel etc. At GBSRC we invite eminent speakers from all over India to share expertise in respective domains which help our students to become Leaders of Digital era.

Programs on offer: BBA (Hons), B Com (Hons) MBA, Ph.D.

State-Of-The-Art Infrastructure:

- ♦ Lush Green Campus
- ♦ Spacious, Smart Class Room with modern communication amenities
- ♦ High speed network and Wi-Fi connectivity
- ♦ Air conditioned Seminar Hall
- ♦ Well stocked Library with spacious Reading Hall
- ♦ Hostel with all essential facilities

Teaching-Learning process at GBSRC:

- ★ Case based pedagogy for critical thinking and problem solving skills
- ★ Class-room sessions for creating foundation in management concepts
- ★ Summer Internship Projects
- ★ Study tours, Guest lectures, Workshops, Seminars and Conferences to create awareness about recent trends in the corporate world
- ★ Events to develop skills essential in management
- ★ Live projects according to individual competency and skills



★ Value addition courses: edX platform where students can avail online certification courses from globally renowned universities like Harvard University, University of Columbia and many more.

Special Emphasis:

- ◆ Emphasis on consistent practical exposure and training and skill development
- ◆ Sessions on communication skills and overall personality development
- ◆ Development of positive approach and attitude
- ◆ Mock sessions on how to crack Group Discussions and Personal Interview
- ◆ Student driven corporate relations and placements to increase engagement of corporates.

GBSRC has its own research & innovation center which focuses on continuous learning and development of its students and faculty members. Along with research, the institute has its own journal to ensure communication reaches to all.

Placements:

The Training & Placement Cell consisting of the Director, Head- Placement ,Placement officers and student representatives .GBSRC stands committed to ensure that every individual aspirations are met and students get well placed through campus placements. Students are

trained on Management skills like communication, critical thinking ability, leadership and team skills, personal grooming, overall personality development, corporate etiquettes and social sensitivity, disaster management, crisis management, etc to meet Industry requirements.

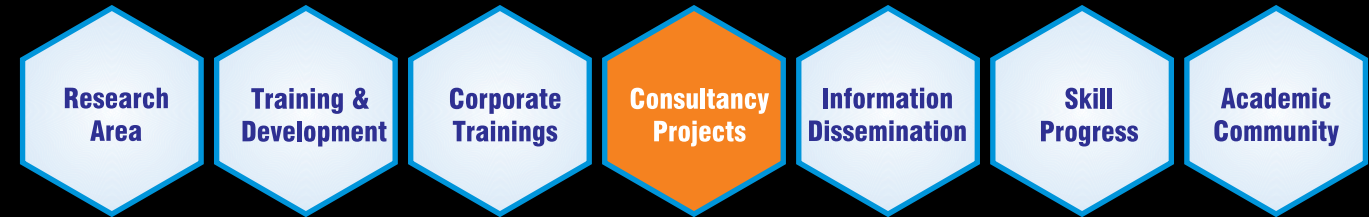
A committed team of experts train our students through intensive classroom demonstrations, mock group discussions & personal interviews. As result of these efforts our students are placed at MNCs of repute.

Placement Highlights :

- ◆ Highest Package : Rs. 21 L
- ◆ Average Package : Rs. 7 L
- ◆ About 80 % Students are place every year
- ◆ Sectorial Placement: Companies from various sectors visit GBSRC for placement
 - Agriculture
 - Consultancy
 - Financial Services / NBFCs
 - FMCG
 - IT/ Service Sector
 - Logistic
 - Manufacturing
 - Pharma & Healthcare



FEDERATION FOR WORLD ACADEMICS



JOIN US FOR

- HR Conclaves • Certificate Programs • Round Table
- Guest Lectures • Memberships • Seminars • Projects

GOVERNING COUNCIL (2022 - 2024)



Dr. Irfan A. Rizvi Professor, IMI New Delhi | **Prof. Simrit Kaur** Principal, SRCC University of Delhi | **Prof. Madhu Vij** Former Professor, FMS University of Delhi | **Prof. Ashish Joshi** Dean and Professor The University of Memphis | **Prof. Goutam Dutta** Former Professor IIM, Ahmedabad | **Prof. R. K. Shivpuri** Director, Intl. Relations Mody University, Laxmangarh



Harjeet Khanduja Sr. Vice-President, HR Reliance Jio | **Dr. S.M. Mohamed Ismail** Former Vice Chancellor of SEUSL & Member of Parliament (National List), Sri Lanka (2018-2020) | **Dr. Sapna Popli** Professor IMT Ghaziabad | **Prof. Jayantha Lal Ratnasekera** Vice Chancellor Uva Wellassa University | **Shiv S. Sharma** Founder, Education Post (Secretary, FWA)

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 info@fwainternational.org

IIEBM – Indus Business School

“BATTLE READY FOR THE CORPORATE BATTLEFIELD”



Colonel Marwaha, an alumnus of the National Defence Academy & 47th Course of the Indian Military Academy was the youngest lot to participate in the 1971 Bangladesh War and are fondly referred to as “Born to Battle” Course.

As Founder President, he carried forward the culture of graduating students of IIEBM “**Battle ready for the Corporate Battlefield**”, same way as they were baptized for Bangladesh War.

It has been over two decades since inception of IIEBM and this philosophy remains the corner stone of our Institute.

Presently IIEBM is ably and passionately led by Dr. Jai Singh, Trustee who is known for his commitment & dedication for upholding the illustrious vision, legacy & values of the Founding Fathers.

Dr. Poonam Nikam – Dean IIEBM

spearheads the institute with her able Leadership and focus on Academic Excellence.

BEING CORPORATE BATTLEFIELD READY!!

Like in the Battlefield where soldiers do not have the privilege to choose their opponent, terrain *of the battlefield*, geographic location or kind of weapons being used for combat neither do Management students have a choice to choose who they would be competing with in the selection process of companies on completion of their Post Graduate Management studies or competition they may face while working in organizations or their chosen professions.

The Corporate landscape is immensely dynamic and changing at a very fast pace. Management students need to keep themselves abreast with the latest technologies & skill sets in addition to domain knowledge.

Srushti Shah (PGDM 2022-24)

Our institute has a tie-up for SAP Global Certification from SAP University Alliance which enabled me to pursue SAP – FICO & get a PPO from **Deloitte** on completion of my Summer Internship.

Shruti Arolkar (PGDM 2022-24) PepsiCo

Health & fitness is the basic culture at IIEBM. Participating in Sports Events, Outdoor Management Training, Marathons (NDA Marathon) helped me understand the importance of teamwork, comradery, leadership & cultivating a Winning Attitude.

Sanskriti Khode (PGDM 2022-24)

Specialization specific Summer Internship resulted in me getting selected with Ernst & Young.

Sudisha Mazumdar (PGDM 2022-24) Colgate Palmolive

The rigorous Academic Training, Personality Enrichment Program (PEP) & most importantly a Disciplined environment helped me shape up as an all rounded personality.

Ahsan Ahmed (PGDM 2022-24) Nestle India

IIEBM is an Institute run with the Armed Forces VALUES, ETHOS & DISCIPLINE in addition to contemporary Academic inputs & industry relevant certifications.

Souvick Mondal (PGDM 2022-24) Kansai Nerolac Paints

Few qualities which are engrained in every student when they join IIEBM are the CORE VALUES - Positive Attitude, Self-discipline, Perseverance, Intelligence, Reliability, Ethical conduct and most importantly Nationalism.



"Domain Knowledge, commitment, integrity and a winning attitude will be your arsenal to be victorious in the corporate battlefield"

Col. Vinod Marwaha
Founder President & Managing Trustee

CRADLE OF CORPORATE LEADERSHIP:

IIEBM is an Institute which has been focused on imparting Management Education for the past 20 plus years which has resulted in the Industry recognizing us for training some of the finest Management students.

ACADEMIC EXCELLENCE: Higher emphasis on Practical Skills which include real-world Case Studies, hands-on Projects & Internships.

INNOVATIVE TEACHING

METHODOLOGIES: We incorporate innovative teaching methodologies such as interactive learning, Seminars, Workshops & Industry-Oriented Projects to foster critical thinking, analytical skills & leadership qualities.

KEY FACTS :

- ◆ Established in the year 2000.
- ◆ Parent Educational Trusts in the field of Education since 1951.
- ◆ PGDM Program (AICTE Approved) with dual specialization in Entrepreneurship & Marketing / Finance / HR / Business Analytics / SCM / ERP (SAP).
- ◆ Specialization specific mandatory certifications mapped with PGDM Credits for employability enhancement

EMPHASIS ON TECHNOLOGY & BUSINESS ANALYTICS: Recognizing the increasing importance of technology & data-driven decision-making in the Business World we have integrated courses on technology, digital innovation & Business Analytics into curriculum ensuring that students are equipped with the necessary skills to navigate the digital age.

FOCUS ON LEADERSHIP & SOFT SKILLS: We prioritize on development of leadership and communication skills, critical thinking and problem-solving abilities for holistic personal & professional development.

STRONG ALUMNI NETWORK & PLACEMENTS: IIEBM has a vast & active Alumni network that plays a vital role in mentoring & guiding current students, as well as providing ample job opportunities.



CUTTING-EDGE FACILITIES & TECHNOLOGY: We have state-of-the-art facilities such as advanced libraries with OPAC facility, technology-enabled classrooms and modern research labs with access to the latest technology & resources.

ENTREPRENEURIAL SUPPORT & INCUBATION: A strong emphasis on Entrepreneurship & support for start-ups through IIC under MoE's Innovation Cell, Mentorship Programs & funding opportunities.

CORPORATE ENGAGEMENT

- ❖ Highest Package: 30 L
- ❖ Average Package: 7.5 L
- ❖ 25% - 30% students receive PPOs
- ❖ 300+ Recruiters on campus
- ❖ 600+ Corporate speakers
- ❖ 100+ CXO's on campus



INDUSTRY INTERFACE & CORPORATE PARTNERSHIPS: We have established strong connections with various industries which facilitates Guest Lectures, Industry Visits, Internships & Placements for students.

GLOBAL EXPOSURE & DIVERSITY: At IIEBM, we provide opportunities for International exposure through Global Study Programs, Exchange Programs, collaborations with International Universities & MNC's like CRISIL, KPMG, Harvard Business School Online, CISI – UK, IBM etc. for Certification in latest technology.





The ICFAI University, Jaipur





#NewAgeLeadership

MBA

IBS HIGHLIGHTS

- ▶ Qualified and competent faculty from both industry and academia.
- ▶ Placements with prestigious recruiters across diverse sectors, including consistent international placements.
- ▶ Extensive 14-weeks Summer Internship Program and series of Live Projects.
- ▶ Competency Development Programs across multiple domains, offered in collaboration with leading professional bodies.
- ▶ Student Clubs actively promoting holistic development through extensive scholastic and co-curricular interventions.
- ▶ Global Immersion Programs encouraging broader exposure and development opportunities.
- ▶ Institute Innovation and Entrepreneurship Cell, promoting entrepreneurial talents

IBS App



Call : 9468573177 / 8107401245 Website : www.iujaipur.edu.in/mba.html

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[i /ibsjaipurofficial](https://www.instagram.com/ibsjaipurofficial)
[in /icfai-business-school-jaipur](https://www.linkedin.com/company/icfai-business-school-jaipur)
[yt /@IBSjaipurofficial](https://www.youtube.com/@IBSjaipurofficial)



Pioneering professional education for over 35 years

SHAPING GLOBAL LEADERS

IMS GHAZIABAD'S PLACEMENT AND PEDAGOGICAL STRATEGIES



In the contemporary landscape of management education, IMS Ghaziabad has carved out a distinct niche for itself as a pioneer in the field. Recognized for its innovative pedagogy and state-of-the-art learning tools, the institution has established a formidable reputation for excellence—especially in the domain of placements, where it has consistently set stellar records.

Placement Prowess: The IMS Edge

The success narrative at IMS Ghaziabad is a fruit of the rigorous

Corporate Resource Center (CRC) activities, which maintain a symbiotic relationship between the student body and the corporate sphere. IMS Ghaziabad's placement success is unparalleled, demonstrating its strong industry connect and commitment to equipping students with the tools necessary to thrive in dynamic and competitive marketplaces. This has been reflected in the remarkable achievement of the institute's PGDM 2021-23 batch, where the highest international salary offered was an impressive CTC of Rs. 28.00 LPA, and the highest domestic salary stood at Rs. 20.00 LPA. Furthermore, with a medium salary of Rs. 8.25 LPA and

The impressive placement statistics are further accentuated by a significant leap in the median salary, rising from 8.5 Lakh in the previous year to an impressive 10 Lakh this year. This increase is not just a number; it's a reflection of the value and skills that IMS Ghaziabad instills in its students, making them not only desirable but also valuable assets in the competitive job market of the 21st century.

Leading corporations like Deloitte, Bosch India, Lattice, Colgate, TATA AIG, Wipro, Hindware, Mahindra Finance, Varun Beverages (Pepsico), Kyocera, NobrokerHood, Mondelez International, DHL, and Cinopolis have already recruited from this talented pool of young professionals. This diverse array of companies, cutting across various industries, signifies the versatile and comprehensive education that students at IMS Ghaziabad receive, equipping them to thrive in multiple sectors. The institute's placement success story is not just a feather in its cap, but a beacon of inspiration, showcasing the zenith of excellence that is attainable in management education today.

Empowering Future Leaders: The PULL Program at IMS Ghaziabad

IMS Ghaziabad's Professional Upskilling & Lifelong Learning (PULL) program epitomizes our commitment to continuous learning and skill development. This innovative initiative is tailored to equip future professionals for the dynamic business world, focusing on essential skills and competencies necessary for workplace success. PULL adopts a holistic, experiential learning approach, systematically structured across trimesters. It encompasses modules targeting critical areas like advanced communication, data literacy using IT tools (Advanced MS Excel, Power BI, Tableau, Python), behavioral and attitudinal skills, aptitude and

the active participation of 180 companies, the record of 100% placements speaks volumes about the institute's placement endeavours.

IMS Ghaziabad's Placement Cell has once again set a remarkable with its PGDM 2022-24 batch. Demonstrating exceptional foresight and strategic planning, the institute has achieved the remarkable feat of securing placements for 30% of its students well ahead of the typical schedule followed by most PGDM colleges. This early placement success not only highlights the institute's proactive approach but also reflects the high level of trust and confidence the corporate world places in IMS Ghaziabad's graduates.

Versant training, psychometric testing, and specialized workshops in key domains.

Beyond traditional pedagogies, PULL integrates practical activities, case studies, and role-playing to deepen conceptual understanding and application. It includes intensive, company-specific preparation such as group discussions, mock interviews, and technical round training. Additionally, the program features interactive workshops and seminars with industry experts and alumni, fostering informed reading and critical analysis through initiatives like “Words Uncovered”. Committed to shaping versatile, lifelong learners, IMS Ghaziabad’s PULL ensures students are adept at navigating diverse business challenges with confidence and acumen.

Progressive Pedagogy: Education with a Vision

The educational philosophy at IMS Ghaziabad is anchored around a progressive pedagogy that emphasizes a comprehensive curriculum focused on producing thinkers, innovators, and leaders. The curriculum is designed to be dynamic, ensuring that it remains pertinent to the constantly evolving business landscape. The institute ensures that the academic journey for the students is interspersed with insights into the world economy and business strategies from international dignitaries and veteran industry professionals. At the fulcrum of IMS Ghaziabad’s progressive approach lies the astute incorporation of technology that dramatically elevates the learning paradigm. CESIM simulations stand as a testament to the institute’s pledge to avant-garde and pragmatic learning. Offering students a virtual playground that mirrors real-world business intricacies, these simulations allow them to enact management theories strategically, honing their decision-making and analytical abilities. This engaging approach effectively narrows the chasm between theoretical instruction and practical application, while readying students for the multifaceted business sphere.

IMS Ghaziabad’s embrace of technological innovation is a clear indication of its foresight and alignment with the evolving educational milieu. This tech-forward philosophy is emblematic

of the institute’s commitment to crafting a bespoke, future-ready educational experience, thereby setting new standards for learning in the digital age.

Experiential & Action Learning: Bridging Academia and Industry

At the core of IMS Ghaziabad’s approach is the infusion of experiential learning methodologies. The Summer Training Programme, in particular, is a testament to this, facilitating carefully chosen industry projects that are relevant and challenging. Through a careful blend of academic learning and hands-on training, the institute ensures the holistic development of its students. Such real-world experiences empower students to understand and navigate the business world with confidence and proficiency.

Ethical Grounding: The Foundation of Responsible Leadership

The institute’s focus isn’t limited to academics and placements alone but extends to instilling values like ethics and social responsibility in its students. By encouraging a culture of integrity and accountability, IMS Ghaziabad is not only characterized by its high placement rates but is also known for producing responsible leaders who are committed to ethical business practices.

In conclusion, IMS Ghaziabad stands as a beacon of excellence in modern management education, distinguished by its comprehensive curriculum, exceptional placement records, and visionary educational practices. The institution has distinguished itself as a centre for academic excellence that develops students into industry-ready professionals, equipped with the knowledge, skills, and ethical foundations necessary to excel in the competitive business world. With such an approach, IMS Ghaziabad not only enhances the employability of its graduates but also contributes to the broader narrative of educational and professional advancement, making it a preferred destination for aspiring management mavens.

CREATING INDUSTRY-READY PROFESSIONALS THROUGH QUALITY EDUCATION



Pimpri Chinchwad University

Since its establishment in 1990, the Pimpri Chinchwad Education Trust (PCET) has emerged as a trusted name in the field of education, providing a comprehensive range of high-quality programs from kindergarten to Ph.D. Renowned for its exceptional placements, ground breaking research endeavours, and academic excellence, PCET has garnered a strong reputation in these domains.

PCET offers an extensive array of professional courses that encompass diverse disciplines such as Diploma, B.E, B.Tech, B.Voc, B.Architecture, MBA, PGDM, MCA, M.Tech, Ph.D, Junior College, Senior College, CBSE School and a Self- Financed State Private University etc.

PCET’s Central Placement Cell:

The Central Placement Cell at PCET plays a pivotal role in facilitating remarkable career prospects for students. Notable achievements include two students securing job offers from Uber with an impressive CTC of 61 Lacs. Every year, around 1,000 companies actively participate in campus placements across PCET institutes, conducting approximately 80-100 pool campus and off-campus recruitment drives.

Pimpri Chinchwad University (PCU):

In addition to its commitment to quality education, PCET has expanded its reach by establishing Pimpri Chinchwad University (PCU) as a self-financing state private university. Located at the PMRDA region of Pune, PCU aims to offer education across nine different schools like Engineering & Technology, Design, Media & Communication, Sciences, Liberal Arts, Management and Pharmacy.

International Collaborations:

PCET actively engages in international collaborations, having entered into Memorandums of Understanding (MoUs) with prestigious universities in the USA, Europe, Africa, and Asia. These partnerships facilitate student exchange programs and foster teaching and learning collaborations, promoting a global perspective and enhancing the educational experience.

All institutions under PCET, are known for their strong industry-institute partnerships, disciplined academic environment, excellent academic results, and notable research and innovation outcomes.

AVANTIKA SCHOOL OF MANAGEMENT

THE PINNACLE B-SCHOOL OF INNOVATION AND DISTINCTION



Our commitment to societal impact is reflected in our social outreach initiatives. Students have ample opportunities to engage in research projects, contributing to advancements in their respective fields. Our programs offer diverse specializations catering to the ever-evolving demands of the business world. From marketing and finance to HR and business analytics, students can tailor their education to align with their career aspirations.

At our Management School internships form a crucial part of our curriculum, providing students with valuable industry exposure. We prioritize skills development and value education. Our students graduate not only with degrees but also with a robust set of soft skills, preparing them for leadership roles in the global arena. Avantika's top-notch placement records reflect our commitment to produce industry-ready professionals. Leading companies actively seek our graduates, a testament to the practical skills and knowledge they acquire during their academic journey.

Through a blend of innovative teaching methods, industry connections, and a commitment to holistic development, we pave the way for our students to become leaders and change-makers in the global landscape.

We therefore invite all aspiring students to explore Avantika-School of Management for a rewarding career.

a participative culture among management, faculty, students & industry, which makes us competitive for accelerated growth & adopting best in the academia.

Avantika's state-of-the-art infrastructure provides a conducive environment for learning. Nestled in a lush green campus, our institutions provide a serene and inspiring backdrop for learning. From modern classrooms to well-equipped computer labs, we ensure students have access to the latest technology. We believe in learning by doing. Our programs incorporate case-based and project-based learning methodologies. This hands-on approach cultivates critical thinking and problem-solving skills. Our classrooms feature a flipped learning environment. Block model of teaching optimizes learning by allowing students to delve deeply into specific subjects.

Nurturing a spirit of innovation and entrepreneurship, our programs provide the framework for aspiring leaders to turn ideas into reality. Incubation support, industry connect, and a focus on research empower students to become pioneers in their fields.

Fortunately to bridge this shortage of competent professionals, large pool of young talents in India is on its way to explore the new vistas of knowledge; especially in the field of Business Management. Avantika School of Management, Ujjain, is one of the prominent Management Business Schools of India which runs MBA, BBA, and B.Com programs with a very distinct teaching pedagogy.

At Avantika School of Management The conceptual learning and research go hand in hand to ensure overall development of the students. We achieve this by facilitating creativity, social reach and industry interaction with global perspective. The career oriented certificate programs in different domains are also added to strengthen the learning methodology. We have

T

he recent global economic upheaval is leading to a total paradigm shift. The challenge is -how to align businesses strategically to make it more feasible & robust; which is leading to the development of new competitive business models. In fact, there is a tremendous shortage of competent professionals in the areas of strategic business management to support and drive organizations in this changing paradigm in all verticals.



RV Institute of Management®

Crafting Educational Excellence in Management

In today's complex VUCA business world, management schools are expected to equip individuals with great attitude, crucial skillsets and knowledge. They are expected to impart effective leadership, problem solving, strategic planning, preparing students to navigate challenges and contribute to the success of organizations, inducing innovation and economic growth. India has hundreds of management schools, claiming to be providing high-paying jobs and high quality education. In this mushroomed, confusing and competitive arena, **RV Institute of Management** has created a niche for itself. Managed by the RSST and led by the present **Director, Dr Purushottam Bung**, it has earned the credits for its educational excellence. He says, *"The one who believes he can achieve actually does"*.

Nestled in the heart of Bangalore, it shines as a symbol of educational excellence. Part of the esteemed Rashtreeya Sikshana Samithi Trust (RSST) established in 1940, RVIM has earned its reputation as a premier autonomous institution offering a two-year full-time MBA program.

RV Group of Institutions is one of the fastest-growing educational groups in Karnataka and boasts a diverse portfolio of 27 plus Institutions. These Institutions collectively nurture over 20,000 plus students hailing from across India and even abroad,

providing them with a platform to pursue their educational dreams.

RVIM's rich legacy since 1999, adheres to its motto, *"We prepare our students for life."* It achieves this by imparting holistic high-quality management education. The institute's faculty, comprising dedicated professionals with industry experience, ensures that students receive contemporary and industry-relevant knowledge.

The institution's state-of-the-art infrastructure, exceptional student focus, and reliable placement support set it apart. It has cultivated domestic and international ties with industries and institutions, which translate into outstanding placement records for its graduates.

What makes it truly exceptional is its commitment to producing well-rounded professionals equipped for the demands of Industry 4.0. In line with this vision, it offers a plethora of Diploma programs, Certification courses, value-added courses, domain-specific skills training, liberal arts programs, immersion experiences, internships, and live projects. These initiatives aim to instill critical thinking, problem-solving abilities, global perspectives, creativity, and a lifelong learning ethos among students.

Its well-rounded approach extends beyond the classroom and the campus,

encouraging students to engage in outbound training, soft skill development workshops, industrial visits, and interactions with industry experts. The institution prides itself on nurturing not just business leaders but also problem solvers, innovators,



entrepreneurs, and collaborators with a strong ethical foundation.

Nurturing Well-Rounded Professionals

With a forward-looking approach aligned with the National Education Policy (NEP) 2020, RVIM is

committed to creating a learning environment that is innovative, personalized, transdisciplinary, and flexible. Graduates from RVIM are not just managers; they are well-rounded business professionals poised to thrive in the dynamic landscape of Industry 4.0.

Looking ahead, Dr Bung envisions it becoming an institution of unparalleled excellence in the next decade. Key priorities include expanding program offerings, increasing student intake, forging international collaborations, attracting global students, and introducing innovative courses in line with the National Education Policy

The Most Dynamic MBA and PGDM Colleges in India, 2023-24

(NEP). It aspires to be known not only for its teaching but also for its research, consultancy, training and community engagement.

An Institute of Excellence

RVIM stands as an autonomous institution of excellence. It is an institution that attracts students from diverse backgrounds, including different regions of India and international students. To achieve this goal, it has been granted complete autonomy by the University Grants Commission (UGC) for ten years. This autonomy enables it to craft its curriculum and academic calendar independently. It has also actively

participated in educational fairs to promote its brand not only in India but also on the global stage.

Rigorous Training and Transformation

At RVIM, students undergo rigorous training and transformational processes from day one. It offers a wide range of value-added courses aligned with industry demands, including; business analytics, cloud computing, IoT, digital marketing, blockchain, AI, and more. Moreover, students receive training every Saturday (full day) to enable and ensure their transformation in various areas, such as basic communication skills, soft skills, interpersonal skills, IT proficiency, pre-placement skills, employability skills, aptitude enhancement, health and wellness, and more.

The Best Director on Board

Dr Purushottam Bung, the current Director of RVIM boasts a diverse career spanning over 29 plus years in

RVIM has been accredited by NAAC with A+ grade and rated 'DIAMOND' by QS- I Gauge.



both academia and industry. His journey began as an electronic engineer, but the allure of entrepreneurship later led him down a different path. Later in life, he transitioned to academia, driven by a deep-seated passion and keen interest in the field. He is a huge part of the institute's success.

A firm believer in the adage "*Aim big and Achieve big*," he aspires to carve his niche in the realm of management education. His vision encompasses earning recognition as an academic leader who embodies the roles of a good teacher, researcher, consultant, and trainer/mentor.

His contributions to the academic world extend to his prolific publications. He has authored over 28 articles in renowned journals and authored two books, cementing his standing in the academic community.

His achievements have not gone unnoticed, with the Bangalore Management Association (BMA) honouring him as the '*Best Academic Leader of the Year - 2022*' for his remarkable contributions to management education. Furthermore, he holds esteemed fellowships with the World Academy of Productivity Sciences (WAPS), Canada and the Institute of Productivity (IOP), UK.

Hybrid Work Model and Participative Leadership

Dr Bung contends that a hybrid model outperforms a purely collegial one in educational institutions. In the traditional collegial approach, teachers assumed responsibility for both administrative and academic functions. At RVIM it is believed to proceed in a more effective approach where managers handle administrative tasks, while teachers focus on curriculum design, teaching, research, and

consultancy. He emphasizes the importance of employing managers for administrative roles and teachers for academic endeavours.

Here faculty members serve as the bedrock of education, following the principle of participative leadership, where every voice matters. According to dr. Bung, recognizing that faculty members are the foundation pillars of an educational institution, the freedom to express their visions, ideas, and perspectives is essential for an Institution to grow and thrive. Granting autonomy and liberty to educators is a hallmark of a truly outstanding institution. According to Dr. Bung, '**Leader is nothing more than the First among equals**'.

Notable Accomplishments

RVIM has earned well-deserved recognition for its excellence. The institution's dedication to providing

highest quality education has resulted in prestigious accolades and acknowledgments. It proudly holds an *A+* grade accreditation from the National Assessment and Accreditation Council (NAAC), signifying the institution's outstanding academic quality and performance (Less than 1% of Institutions in India fall under this category).

Furthermore, it has achieved a remarkable '*DIAMOND*' rating from QS-I Gauge, a globally renowned

international accreditation agency. This achievement reflects its exceptional standards and its ability to meet and exceed stringent international benchmarks set for educational institutions. The '*DIAMOND*' rating signifies not only the institution's academic prowess but also its commitment to holistic development, innovation, and global competitiveness.

These notable accomplishments serve as a testament to its relentless pursuit

of educational excellence. They reinforce its standing as a distinguished institution dedicated to providing students with a world-class education that aligns with international standards. It continues to set a high bar for academic quality and institutional performance, further solidifying its reputation as a leader in the field of management education.

Focus on Niche Areas


RVIM aims to focus on niche areas such as entrepreneurship and Family Enterprise Management, Business Analytics, and Healthcare Management. Dr Bung is committed to building expertise in these specialized domains and allied areas, positioning the institution as a recognized authority in these fields.

Dr. Purushottam Bung
Director, R V Institute of Management



The one who believes he can achieve, he does.



RV Institute of Management is steering towards a future of academic distinction, innovation, and inclusivity. Dr Bung's extensive experience, dedication, and strategic vision have propelled it on a trajectory of continuous growth and success in the ever-evolving landscape of management education. 

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OP Jindal University has been established under the aegis of the Jindal Education and Welfare Society with the defined objective of putting Chhattisgarh on the Global Education Map. Other education initiatives of the society include OP Jindal Global University, Sonapat, Haryana, Jindal Institute of Power Technology, Tamnar, Raigarh, and many schools and community colleges spread across the country.

As one of the major steel producers in India with a turnover of more than \$5.5 billion, JSPL has revolutionized the process of steel making in India. The continual thriving for excellence, supreme quality, and innovative approach have enabled the company to become a trailblazer in the steel industry. JSPL used its profits and resources for the betterment of society through the CSR initiatives of the JSPL Foundation. Corporate Social Responsibility initiatives of JSPL have touched over 10 lakh lives and continue to work on building a visionary India.

The Foundation addresses some of India's most pressing development challenges in the fields of Healthcare & Nutrition, Skill Development & Education, Sanitation & Hygiene, Women Empowerment, promoting Art & Culture, and Sports.

In tandem with the 'FICCI Vision 2030 for Higher Education in India', OPJU believes to impart higher education with global relevance and competitiveness, which aims not only to be the best in the world but

also the best for the world. Our university is surrounded by approximately 100 industries because we feel that sustainable excellent higher education in engineering sectors cannot be possible without industry connection from the very early stage of B. Tech. All students undergo 02 months of full-time Industrial Training at JSPL, JPL, and other companies in OPJU. University promotes long-term (6-12 months) Industry internships. More than 70 % long term Internships come with a Pre-Placement Offer. Overall, 82% of students have been placed, even during this Covid 19 upsurge.

Another pivotal aspect of OP Jindal University is providing higher education in an affordable capacity, mostly in the tribal belt of India (Chhattisgarh, Orissa, Jharkhand, Bihar). The university offers multi-layered



scholarships to meritorious students; so that financial matters should not be a hindrance to higher education.

In OPJU we aim to ignite and educate young minds so that they contribute to the nation's development. OP Jindal University, known as the University of Steel Technology and Management, is the only University in India catering to the need of the Steel and Power Industries. Within a very short span of our journey, we received national and international recognition. OPJU has received the Best University of CG award by the Hon'ble Chief Minister of Chhattisgarh along with Best Industry Connect (Featured in AICTE CII 2020) to name a few.

OPJU is a multidisciplinary university of choice to develop future leaders beyond boundaries. We create and support the next generation of ambitious innovators and entrepreneurs and encourage them to translate ideas into start-ups. The OPJU is spread across a residential campus of 34 acres and with over 300,000 square feet of academic space, student residences to house more than 1000 students, and extensive facilities for students, staff, and faculty; University offers UG, PG, and Ph. D programs across all its schools, like

School of Engineering (SOE): Offers Diploma, B.Tech, M.Tech, Ph.D. in, Mining Engineering, Metallurgical & Materials Engineering, Mechanical Engineering, Civil Engineering, Electrical Engineering, Computer Science & Engineering

School of Management (SOM): Offers MBA, Executive MBA, BBA, BA Economics (H), Bcom (H), and Ph.D. in Marketing, Finance, HR and Operations, and Family Business. We have a "Student Exchange Program" with Jindal Global University (JGU)

School of Science (SOS): Offers BSc (Hons), MSc, and Ph.D. in Physics, Chemistry, Mathematics, Biotechnology, Data Science and Analytics & Humanities.

One of our unique initiatives is the Centre of Sustainable Technology and Product Development (CSTPD): Conducting research on reducing carbon footprint and thereby promoting green steelmaking.



We are crafting the vision of our Hon'ble Chairman Mr. Naveen Jindal with respect and vigor by developing state-of-art laboratories with modern equipment and the latest software. We are also recruiting competent faculty with international exposure, establishing multiple centers of excellence, adopting 'doing by doing' teaching pedagogy, designing industry and research-linked curriculum, harnessing national international collaborations and tie-ups, promoting research, and focusing on the career development of the students through training & compulsory industry internships.

In addition to that, we encourage our students to participate in sports and games to lops the students holistically. We want to channel young minds towards constructive direction through sports. Sports can boost alertness, discipline, team spirit, mental ability, confidence, and concentration in the students for a better tomorrow.

Higher education institutions can offer a strong potential for contributing to development. Throughout the history of humankind, institutions of higher learning have played an important role in society by educating the people and serving the communities. The work done by OPJU and the achievements demonstrate the sincerity and strength of OP Jindal University and at the same time, the University is aware that it has to do a lot more. The University is committed and reaffirms to delivering the best to society and it will be able to achieve the highest level of teaching and research in Technology, Management, and Science and recognition in community services.

TAPMI

CREATING NEW PATHWAYS IN POST-GRADUATE MANAGEMENT EDUCATION!



TAPMI is committed to creating a vibrant student-centred learning environment to nurture talented and ethical business leaders for the 21st century. Our programs offer not only foundational courses, but also state-of-the-art courses in management and related disciplines. Our programs are unique, as we provide both the theoretical underpinnings as well as the practice of management, and most importantly, we continually innovate our curriculum. TAPMI has always focused on experiential learning, and this is reflected in our investment in world-class simulations, case studies, platforms like Bloomberg and Reuters terminals, to name a few. Other key initiatives include MOOC Course Integration, our international immersion module, extended industry interface and leadership development initiatives. We aim to develop leaders with tenacity, courage, hope, and vision. We want program participants to broaden their horizons, experiment, make mistakes and learn from them. With this important objective in mind, we offer unique approaches such as design thinking as part of the academic process,

which encourages flexibility, creativity, collaboration, and social responsibility.

The pedagogical approach followed at TAPMI encourages analytical thinking and creativity. TAPMI's rigorous and experiential curriculum provides diverse opportunities (such as student clubs, committees, Young Leaders Program (YLP)) for active involvement and growth of students. For the YLP program, candidates are selected based on their academic performance, communication skills, critical thinking, self-assessment, and evaluation. Students selected for this component can work as an executive assistant with a CXO level functionary of renowned companies. By valuing and encouraging diversity, we ensure that a student graduating from TAPMI should be able to handle the complex challenges in managing people and organisations.

We introduce our students to the social enterprise and sustainable development domains through a course called Society Environment Values and Attitudes (SEVA).

T A Pai Management Institute (TAPMI) is a premier Business School located in the international university town of Manipal (Karnataka). As a constituent unit of the Manipal Academy of Higher Education (MAHE), an institution of eminence deemed to be university, TAPMI is consistently ranked among the top B-Schools in India. It is amongst a select group of institutions in India to achieve the coveted double crown by being accredited by the Association to Advance Collegiate School of Business (AACSB) as well as the Association of MBAs (AMBA). TAPMI's programs include Master of Business Administration (MBA), MBA-Banking & Financial Services, MBA-Human Resource Management, MBA-Marketing, and MBA- International Business.



Dr. Rajeev Kumra
Director, TAPMI





Students spend between 75-100 hours on the ground co-creating solutions to management issues faced by small and micro-entrepreneurs, NGOs, and as well as local government bodies, primarily connected to economic empowerment. In addition, TAPMI is an advanced signatory of UNPRME and has introduced sustainability aspects in the course curricula, research, student, and industry engagement following the six principles of PRME – Purpose, Values, Method, Research, Partnership, and Dialogue.

At TAPMI, excellent placements are a logical conclusion of our enriched academic processes. Therefore, we have redesigned our MBA Programs with flexible learning at its core, to ensure increased industry alignment. This includes – regular industry inputs via advisory panels, a dynamic basket of electives (sectoral/contemporary concepts) based on industry inputs, increased co-teaching and delivery of courses in the second year and extended internships. The institute has over 300 companies visiting for recruiting students and for internships.



If you believe in learning beyond the classroom, wish to work with talented individuals and high achievers, then TAPMI's MBA programs are a fantastic option. Admissions to any of the 5 MBA programs at TAPMI, are based upon high scores in nationally and internationally recognised tests such as the Common Aptitude Test (CAT)/ Xavier Aptitude Test (XAT)/ Graduate Management Admission Test (GMAT) or NMAT by GMAC™. Application forms for TAPMI admissions are available in October each year and shortlisted candidates are interviewed during February & March, for the batch starting in June. Apart from high test scores and consistently good academic record, preference is given to candidates with work experience, entrepreneurial spirit, academic and gender diversity, achievements in sports and social activities, leadership potential, integrity & values. Because such qualities and



potential are not reflected entirely in any single entrance examination scores, we do not eliminate candidates solely based upon a specific cut-off score; rather we consider the overall profile of the applicant. Once a candidate joins any of our programs, the institute provides excellent facilities and opportunities for learning and all-round development for the student to be transformed into a future manager and dynamic leader. Our focus on the holistic development of students enables them to shape excellent careers, a fact which has been duly recognized by recruiters and companies worldwide. This approach has also ensured that almost one-fifth of our alumni are already working in CXO roles in some of the most reputed companies in India and abroad.

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Globsyn Business School's Technological Evolution

A TWO-DECADE ODYSSEY



In the ever-evolving landscape of education, Globsyn Business School (GBS) has emerged as a pioneer in seamlessly integrating technology with management education. With a rich history spanning over two decades, GBS has strategically incorporated technology into every facet of its operations, setting a benchmark for other institutions. This article explores the transformative journey of GBS, highlighting key technological innovations that have shaped the institution and enhanced the educational experiences of its students.

The Evolution of Technology at GBS

From its inception, GBS has recognized the power of technology in redefining the educational landscape. The institution's commitment to technological integration is evident through its dedicated in-house technology team, which has played a pivotal role in shaping various innovative platforms. These platforms have not only streamlined administrative processes but have also revolutionized the learning experience for students.

eGlobsyn : A Comprehensive Learning Management System

One of the cornerstones of GBS's technological integration is the 'eGlobsyn' platform, a robust Online Learning Management System (LMS) enriched with web 2.0 applications and cloud computing. This system provides students and faculty with a centralized hub for study materials, presentations, faculty notes, and other knowledge-driven components. Additionally, 'eGlobsyn' incorporates assessment tools, enabling students to track their own learning progress through online quizzes and tests.

eLibrary : A Digital Repository for Knowledge Enrichment

Integrated into the eGlobsyn LMS, the eLibrary stands as a digital repository housing over 500 books and 100+ videos added weekly. This vast resource pool is readily available for students and faculty, fostering a culture of continuous learning and research within the B-School.



GBS Direct : Revolutionizing Admissions through AI

In 2013, GBS introduced 'GBS Direct,' India's first fully online admission system. Over the years, this system has evolved into an AI-based technology platform, simplifying the admission process for prospective students. This tech-driven approach reflects GBS's commitment to leveraging innovation to enhance accessibility and convenience for students seeking admission to the B-School.

Outcome-Based Education Platform: Leveraging Cloud Technology

GBS utilizes a dedicated cloud-based LMS to automate outcome-based education for its students. This platform aligns learning objectives with desired outcomes, ensuring a holistic and personalized educational experience for each student.

Hybrid Learning Model : Bridging Physical and Online Education

GBS has pioneered a Hybrid Learning Model that seamlessly blends physical and online modes of education. This learner-centric approach

empowers students to choose between remote learning and traditional classroom experiences, providing flexibility without compromising on educational quality.

Secure Certification Platform with Blockchain Technology

In 2018, GBS made waves by adopting Blockchain Technology for its Secure Certification Platform. This innovative move has streamlined the documentation and verification process for academic credentials, ensuring the integrity of diplomas issued by the B-School. Students can now share tamper-proof credentials with employers and educational institutions, setting a new standard for authenticity in academic documentation.

GBS Online : A Global Learning Platform

GBS Online, established during the early days of the pandemic, emerged as a global platform for digital learning. Offering courses in Management, Vocational, and Foreign Languages, this asynchronous platform has empowered over 40,000 learners worldwide, transcending the boundaries of physical classrooms.



Inside Globsyn : Streamlining HR and Admin Functions

‘Inside Globsyn’ is an employee-friendly portal equipped with tools to automate HR and administrative functions within the B-School. This platform reflects GBS’s commitment to efficiency not only in academic operations but also in the overall functioning of the institution.

CRP Portal : Facilitating Placements and Corporate Interactions

The CRP Portal stands as a dedicated platform managing placements and corporate interactions at GBS. Offering thousands of job opportunities across diverse domains, this portal has become instrumental in helping GBS students secure career placements in industries ranging from Financial Services to IT/ITES.

Chatbot : Access to Knowledge on the Go

GBS utilizes chatbots across various operational functions to provide students and employees with byte-sized knowledge and information on the go. This innovative use of AI-driven chatbots aligns with GBS’s commitment

to technological agility and responsiveness to the evolving needs of its stakeholders.

Technological Agility and Resilience: Embracing Emerging Technologies

Looking towards the future, GBS remains committed to staying at the forefront of technological advancements. The institution is actively exploring the incorporation of Augmented Reality, Virtual Reality, and other emerging technologies to make its pedagogy more immersive and self-paced.

Globsyn Business School’s journey over the last two decades stands as a testament to its commitment to technological innovation in management education. The institution’s strategic adoption of technology has not only enhanced operational efficiency but has also transformed the learning experiences of its students. From pioneering online admissions to embracing Blockchain for secure certifications, GBS continues to set industry standards for leveraging technology in education. As the B-School looks ahead, its dedication to technological agility and resilience ensures that it remains a trailblazer in shaping the future of management education.



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Dr. PSV Balaji Rao
 Professor & Head
 Department of Business Administration
 Vidyavardhaka College of Engineering, Mysuru

THE DIGITAL TRANSFORMATION AMONG INSTITUTIONS
 NOT ONLY EXTENDS THE REACH OF MANAGEMENT
 EDUCATION BUT ALSO FACILITATES CONTINUOUS
 LEARNING AND SKILL DEVELOPMENT

India's robust startup ecosystem has also contributed to the optimism in management education. As entrepreneurship gains prominence, business schools are adapting to the evolving needs of the industry, promoting a culture of innovation and risk-taking.

Management education in India has undergone significant transformations over the years, reflecting the evolving needs of

the business landscape. The present scenario sees a proliferation of business schools offering diverse specializations, adapting to the globalized nature of industries. With an emphasis on case studies, internships, and industry collaborations, management education has become more application oriented. This change aligns with the demands of a competitive corporate world, where practical skills and real-world problem-solving are highly valued.



For the institutions offering management education, one of the challenges is the need for curriculum adaptation to keep pace with the rapidly changing business environment. The integration of emerging technologies, globalization, and environmental sustainability is crucial. Additionally, fostering a culture of critical thinking, problem-solving, and innovation should be prioritized.

Amidst these challenges for institutions, there are significant opportunities for growth. The advent of digital learning platforms allows for more accessible and flexible education delivery, reaching a broader audience. Collaborations with industry leaders can bridge the gap between academia and practical insights, preparing students for real-world challenges.

Furthermore, there is an opportunity to redefine success metrics beyond traditional job placements to include entrepreneurial ventures and social impact initiatives. By instilling a sense of social responsibility and ethical leadership, management education can contribute to shaping responsible and forward-thinking business leaders.

The MBA program serves as a catalyst for producing business leaders capable of steering organizations through complexities, driving innovation, and contributing to the nation's economic growth. The dynamic and versatile nature of the MBA program positions graduates as invaluable assets and highly sought after across industries. Armed with strategic thinking, leadership, and analytical skills, MBA professionals find opportunities in hr, finance, marketing, consulting, IT, and healthcare apart from Entrepreneurship.

The digital transformation among institutions not only extends the reach of management education but also facilitates continuous learning and skill development. The use of data analytics and artificial intelligence has personalized, learning experience catering to individual needs and preferences. Virtual classrooms, webinars, and collaborative online projects have replaced conventional teaching methods, fostering a more interactive and dynamic learning environment.

Strategic thinking, leadership, and analytical abilities are crucial for effective decision-making. Strong communication and interpersonal skills foster collaboration and effective management. Financial acumen, technological literacy, and a global mindset are essential in today's interconnected business environment. Adaptability, emotional intelligence, and ethical decision-making ensure resilience and integrity. Management programs should focus on these multifaceted skills to equip MBA graduates to excel in diverse roles, contributing meaningfully to organizational growth.

Looking ahead, the future of management education is poised for further innovation. The integration of technology, such as artificial intelligence and data analytics, is likely to become more prominent. Additionally, there will be a growing emphasis on sustainability, ethics, and social responsibility in business management curricula. The ongoing evolution reflects a continuous effort to produce globally competitive and socially responsible business leaders, ensuring that management education remains relevant in a rapidly changing world.



ELEVATING LEGACIES

PIMPRI CHINCHWAD UNIVERSITY - FORGING A TRAILBLAZING FUTURE

Born in 2023 from the rich heritage and legacy of the esteemed Pimpri Chinchwad Education Trust (PCET), Pimpri Chinchwad University (PCU) stands tall as a testament to the enduring commitment of over three decades in the education sector. As an extension of PCET's visionary journey since its establishment in 1990, PCU embodies the spirit of innovation, excellence, and forward-thinking ideals, making it a deserving contender for the Emerging University 2023 award.

An Academic Apex:

Within the corridors of PCU resides an unwavering dedication to academic prowess. Anchored by a faculty of eminent scholars, PCU pioneers a novel approach to education through project-based learning, transcending conventional teaching methodologies. Here, knowledge doesn't just circulate; it's nurtured through immersive experiences that foster critical thinking and practical application.

Fostering Futures:

At the core of PCU's success lies its centralized placement cell, a testament to the institution's commitment to empowering its students. With a stellar track record in placements, PCU diligently bridges the gap between academia and industry, sculpting well-rounded individuals primed for success in their chosen fields.

Innovative Pedagogy:

PCU's distinctive edge lies in its harmonious blend of innovation and pedagogy. The institution prides itself on cultivating an environment that celebrates experimentation, creativity, and adaptability, enriching the learning experience beyond conventional boundaries.

Global Footprints:

PCU thrives on its vibrant international outlook, fostering global collaborations through robust industry-academia partnerships and an array of international exchange programs. The institution's tech-enabled campus, benchmarked against global standards, serves as a cradle for nurturing future leaders equipped to navigate the complexities of an interconnected world.

Milestones and Collaborations:

PCU's journey is embellished with significant milestones, including 450+ patents and strategic alliances with 34+ esteemed international universities. These accomplishments symbolize PCU's commitment to innovation and global connectivity, cementing its place as a beacon of academic distinction.

In essence, PCU, born from the legacy of PCET, isn't merely an institution; it's a burgeoning ecosystem that empowers individuals to surpass limitations, innovate tirelessly, and emerge as the torchbearers of tomorrow. It encapsulates the essence of a visionary journey—a testimony to resilience, innovation, and an unwavering dedication to excellence.

Highlights at PCET, Pune

- 33+ Years in Quality Education
- 61 Lacs P.A Highest Salary
- 1,000+ Faculty
- 1,000+ Recruiters On Campus Every Year
- 14500+ Students on Campus Every Year
- 29,200+ Placements
- 4 Campuses
- 50,200+ Alumni
- 11 Educational Institutes
- 450+ Patents

Profile :

The Pimpri Chinchwad University (PCU) is a prestigious private institution situated in Pune, Maharashtra. Established in accordance with the Govt. of Maharashtra Act No. V, 2023, the university is dedicated to promoting and advancing higher education across a broad range of disciplines. These include the School of Engineering, School of Management, School of Design, School of Science, School of Humanities & Liberal Arts, and School of Pharmacy.

PCU prides itself on creating an environment that encourages creativity and the exchange of ideas. The university aims to provide students with the necessary skills and knowledge to pursue successful careers in their chosen fields of study. The institution's vision is to mentor and empower the community towards ethical and global citizenship through functional research, innovation, and academic excellence."

Located in close proximity to several industrial areas, such as General Motors, JCB, Mercedes, Tata Motors, Infosys, Wipro, Bajaj, and others, PCU maintains a strong connection with industry. This connection facilitates student internships and study tours, ensuring that students receive practical exposure to real-world scenarios.

The PCU Placement Cell is managed by the PCET Centralised Placements Cell, which helps students secure excellent job opportunities upon graduation.

School and Programs at PCU

School of Engineering & Technology

- B. Tech - Computer Science & Engineering
- B. Tech - CSE (AI & ML)
- B. Tech - CSE (AI & Data Science)
- BCA (Bachelor of Computer Applications)
- MCA (Master of Computer Applications)

School of Design B. Des Product Design

- B. Des Visual Communication
- B. Des Fashion & Apparel Design
- B. Des Interior & Space Design
- B. Des Interaction Design
- B. Des Animation & Game Design
- PG Diploma in Adv. Automotive Dig. Modelling
- PG Diploma in EV Technology

School of Management

- MBA (General)
- MBA (International)
- o International Study Tour
- o SAP Certification

Specialization (Dual)

- Fintech
- Business Analytics
- Digital Mktg. & Media Mgmt.
- Investment Banking
- Human Resource Management
- Entrepreneurship & Venture Development
- Agribusiness Management
- Pharma Management

16 Additional Certifications

BBA (Bachelor of Business Administration)

Specializations

- Finance
- Marketing
- Digital Mktg. & Media Mgmt.
- Human Resource Management
- Supply Chain Mgmt. & Logistics

School of Sciences

- B.Sc - Clinical Psychology
- B.Sc Nutrition & Dietetics
- B.Sc - Computer Science (Cyber Security)

School of Humanities & Liberal Arts

- Bachelor of Arts (BA) Liberal Arts, English, Economics
- Bachelor of Arts in Media & Communication Studies
- BA. LL.B
- LL.B (Subject to approval from bar council of India)

School of Pharmacy

- B. Pharm
- D. Pharm

Doctor of Philosophy

IEMS - Institute of Excellence in Management Science, Hubballi



CA. Dr. N A Charantimath
Chairman-KES & IEMS

Kaizen Eduplus Society (KES) is a Brainchild of a Group of Committed Academicians, Infrastructure developers, Banking sector professionals, Businessmen, Agriculturists, and Horticulturists Under the Leadership of Dr. N.A. Charantimath as its Chairman. Their Experience Aims to contribute towards High-Quality Education and Develop society at Large.

Dr. N.A.Charantimath is an Eminent academician and research scholar nearly 40 years of experience in the field of corporate finance, accountancy, auditing, corporate law, taxation, advisory services, and the education sector. The thrust area of the Chairman includes among other subjects, excellent quality of higher education in finance and management disciplines. KES initiated the institute of Excellence in Management Science popularly known as IEMS B-School at Hubballi, Karnataka in 2006.

IEMS B-School aims at providing aspiring management studies and a distinctive combination of academic excellence and professional relevance during the full-time MBA Colleges course which is approved by All India Council for Technical Education (AICTE) Govt. of

India, New Dehli, and Govt. of Karnataka and Affiliated to the Karnataka University, Dharwad.

Leadership and Expertise:

Dr. N.A.Charantimath being an entrepreneur, Rotarian, Chartered Accountant is known more for his contribution for education. Being an educationist is awarded a doctoral degree in the field of Micro finance from Karnataka University for his thesis in the field of Economics. He is also holding the bachelor degree in law from Karnataka University Dharwad. He is a serial edupreneur, started many educational institutions and also on advisory role for many universities and institutions. He wrote 11 books in the field of commerce, economics and management.

He started this Kaizen Eduplus Society in the year 2006 in the Tarihal Industrial Area Hubballi with the vision to cater the needs of rural and urban youths. Being located in an industrial area the institute has better collaborations and shared responsibilities in knowledge sharing with the industry needs. Yearly the trust is donating around

15 lakh worth scholarships to the economically weaker families for continuing their wards education. The single parent children, farmer children (died /Suicide due to non payment of farmer loan) were helped by financial assistance, scholarships to the NSS/NCC/Sports/ University Blue/ Meritorious Students etc students were supported with scholarships.

Unique Offerings and Distinctiveness:

IEMS Institute is the first Institute in Karnataka to offer the Best MBA colleges in Hubballi / Dharwad. Being an esteemed Institute, our educational and research team is focused to provide the best education at Hubballi at every nook and corner of the globe for students in diverse fields like Finance, Marketing, Human Resources, and even management.

What Can You Expect From IEMS?

- We provide daily food/breakfast/ tea to every student
- We provide the blazer and dress set to each student
- Free transportation in Hubballi/Dharwad city
- News paper/ Language lab mobile application free to each student
- We have the right curriculum and the right faculty for every specialization.
- Our MBA college also offers customized PGDBM courses for working professionals.
- We have a WiFi campus and a technology-enabled campus.
- Soft skills training is provided by industry experts.
- Regular invited talks/ Industry visits/ knowledge sharing sessions
- Internshala/ training programs/ field visits/ funded project
- Online/offline journal publication
- Regular seminar/ conference/ workshops on related themes
- Active Entrepreneurship Development Cell
- MoU's with reputed organizations.
- IEMS Online journal Publication in <https://iemsjmr.com> (Half Yearly)

Industry Relevance and Professional Development:

The institute is even though affiliated to the university and following the university laid curriculum, but also

serving the needs of the industry by adding additional programs to cater the needs based on the changing demands. The advanced XL course for finance stream, Digital Marketing course for Marketing stream and Payroll course for HR streams were regularly conducted. The seven MoU's with the reputed organizations were helping in internships/ workshops/seminars and placements.

The MoU's were signed with Proficient Minds,Belagavi, Shakti Financial Services,Dharwad, Atal Incubation Centre – Jyothy Institute of Technology Foundation (AIC-JITF), Bangalore, Shriram Insurance Services,Hyderabad, Veterans India New Delhi, Bank of Baroda, Hubballi,and may more

Student Success and Alumni Impact:

The students after graduating from the institute are serving the industries in a better way and some of them have created their own business enterprises, some are running their family business in a updated way with changing needs of customer and technology.Few of them have joined academic institutions.

Our alumni are presently reached the highest designation of managers in the private organizations, government organizations. Academicians are received the doctoral degree and some are perusing the same.

Few of our alumni are in social service, who were made notable contribution to the society.

The has its own career development cell to cater the needs of customized requirements of an individuals. The placement and training department identifies the requirements and accordingly the programs will be designed on semester basis. The student clubs like HR Club, Finance Club, Marketing Club, Cultural Club, Entrepreneurship Development Cell helping the students to learn the organizing skills in every specialization of their study.

The industry visits/academic visits are helping to get the recent updates in the industries. The certification courses from NISM,NIFM, NPTEL/SWAYAM are also boosting the knowledge domains of an individual.



ALARD UNIVERSITY PUNE

www.alarduniversity.com



ABOUT FOUNDER & CHANCELLOR

Dr. L.R. Yadav

(B.Sc, BE, ME, PGDM, MBA, Ph.D)
Chairman, Alard Group of Institutes

The Alard University Pune was established, under the dynamic leadership of Dr. L.R. Yadav with an objective to provide quality management education fulfilling the needs of the corporate world in the 21st century. Our Chancellor has spent 30 years of his corporate life in manufacturing, supplying and installation of heavy engineering plants in different sectors. With his vision, our university is marching towards change of model of higher education pattern to 70% industry and 30% university campus.

Quality Education and Professionalism

The primary objective of the Alard University Pune is to provide high-quality education that prepares students for successful careers. This commitment is reflected in the careful selection of experienced professors who serve as mentors, guiding aspiring students towards academic excellence. The University has become a sought-after destination for students not only from Maharashtra but also from various states of India.

Future Outlook:

The Alard University Pune envisions a future where it's graduates emerge as leaders and contributors to the society. By consistently providing quality education and fostering a global perspective, the institute is dedicated to training the next generation of world leaders. The Alard legacy is poised to endure, leaving an everlasting impact on the educational landscape and the professionals it nurtures.

In the realm of education, our journey has been nothing short of transformative, marked by a relentless pursuit of excellence and an unwavering commitment to shaping future leaders. Today, I am delighted to share the vision behind our latest endeavor, Alard University, a testament to our commitment to global education standards and a beacon of innovation in the heart of India. The basic approaches of AUP to imbibe with its vision are:

- ◆ A global outlook
- ◆ Inter-disciplinary learning for tomorrow's challenges
- ◆ Innovation as a driving force
- ◆ Holistic development for global citizen

6th INDUSTRY ACADEMIA INTEGRATION CONCLAVE 2023

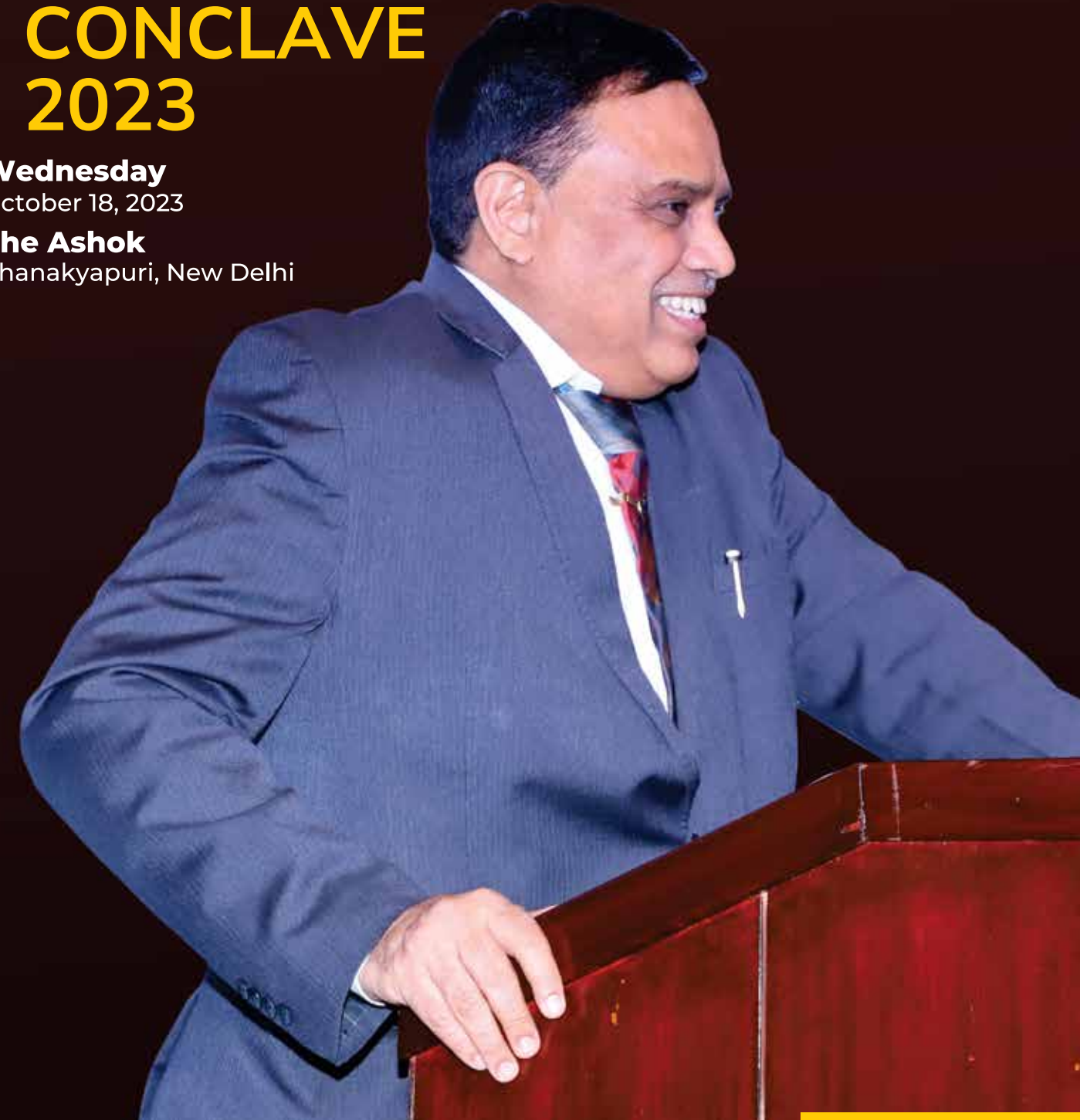


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CHIEF GUEST

Prof. T.G. Sitharam
Chairman, AICTE



Prof. T. G. Sitharam
Chairman of AICTE



Prof. Bharat Bhasker
Director, IIM Ahmedabad



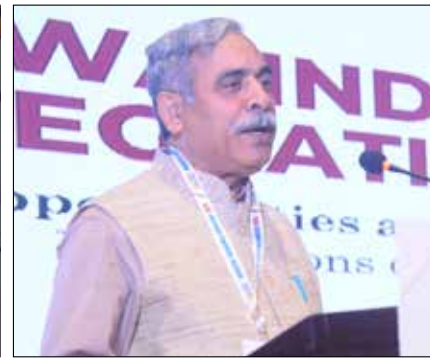
Dr. Irfan A. Rizvi
President FWA & Professor IMI, New Delhi



Prof. Rajeev Ahuja
Director, IIT Ropar



Dr. Deependra Kumar Jha
Chief Academic Officer, Larsen & Toubro-LT



Prof. Shailendra Singh
Professor-Human Resource Management,
IIM Lucknow



Felicitation to the Distinguished Guests of Inaugural Session of the Industry Academia Integration Conclave 2023



Felicitation to the Distinguished Guests of Inaugural Session of the Industry Academia Integration Conclave 2023



Prof. Madhu Vij
Former Professor of Finance, Faculty of
Management Studies, University of Delhi
(Moderator)



Saswati Sinha
Head of Human Resources (India & MEA),
Evalueserve India (Moderator)



Puja Kapoor
Global Senior Director, OLX Group



Sahil Nayar
Sr. Associate Director, KPMG



Madhu Menon
National Head-Talent Acquisition,
Deloitte India



Amol Dani
Co-Founder & CEO, Accredia



Adarsh Nigam
Partner Stanton Chase



Prof. Keshav Sharma
Vice Chancellor, ICAFI University,
Himachal Pradesh



Prof. Lalnundanga
Registrar, Mizoram University



Prof. Venu Gopal Rao K S
Director, IBS Hyderabad



Prof. M Krishnan
Vice Chancellor,
Central University of Tamil Nadu



Dr. Ram Karan Singh,
Vice Chancellor, ICAFI University,
Dehradun



Dr. Taruna Gautam
Vice Chancellor, IILM University,
Greater Noida



Felicitation to the Distinguished Guests of Industry Academia Integration Conclave 2023



Felicitation to the Distinguished Guests of Industry Academia Integration Conclave 2023



Felicitation to Prof. Madhu Viji,
Board Member of FWA

Dr. Kushal Jain
Psychiatrist, Centre for Behavioral Science

Rashmi Pandey,
Assistant Professor, Clinical Psychology,
Amity University



Noora Sinha
Counsellor, Shiv Nadar School

Vishal Sharma
Director, Childrenplus

Dr. Netra Neelam
Director, SCMHRD, Pune



Felicitation to the Distinguished Guests of Industry Academia Integration Conclave 2023



Felicitation to Vishal Shama,
Director, Childrenplus

Glimpses of FWA Industry Academia Integration Conclave 2023



Glimpses of FWA Industry Academia Integration Conclave 2023



Dr. Netra Neelam
Director, SCMHRD, Pune



Indian Institute of Management, Ahmedabad
for Management Education MENTOR 2023



Indian Institute of Management, Lucknow
for Management Education MENTOR 2023



BITS Pilani for Outstanding Deemed University
for Engineering & Research 2023



Symbiosis Centre for Management & Human Resource
Development (SCMHRD), Pune for Management
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for Leading Technical Institute for Research,
Innovation & Internationalization)



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towards Sustainability



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for Outstanding Private University for Medical
Science & Research



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Global Outlook



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Adamas University, Kolkata
for Promising Private University for Academic
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Suryadatta Group of Institutes, Pune
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Siva Sivani Institute of Management, Hyderabad
for Excellent Campus for Corporate Readiness



ICFAI University, Dehradun
for Promising Private University for Research Innovation



IMS Ghaziabad (University Courses Campus), Ghaziabad
for Innovative Curriculum in Masters in
International Business



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IILM University, Greater Noida
for Promising Private University for Industry Interface



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Bennett University, Greater Noida
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for Employability



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for Exemplary Work In Education



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for Excellent B-School for Placement



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for Excellent B-School for Employability



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for Excellent Campus for Industry Interface



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for Excellent Campus in North India for Industry Centric
Education & Placements



Madhu Menon, National Head-Talent Acquisition, Deloitte
India for Distinguished Leader for Implementation
of Global HR Technology



Puja Kapoor, Global Senior Director, OLX Group
for Distinguished Leader for Global HR Diversity
& Inclusion



Amol Dani, Co-Founder & CEO, Accredia for Global Leader for Higher Education & New-Age Skills Development



Saswati Sinha, Head of Human Resources (India & MEA), Evalueserve India for Distinguished Leader for Global HR Diversity & Inclusion



Dr. Taruna Gautam, Vice-Chancellor, IILM University, Greater Noida for Exemplary Contribution in Higher Education



Srinivas Shinde, Chief Marketing Officer, Dayananda Sagar University, Bengaluru for Diversified leader for Inspiring a forward-thinking workplace culture



Srikanth Pothuri for Dynamic leadership in Career Counselling & Marketing



CA (Dr.) Rakesh Chharia, Management Trustee, IMS Ghaziabad for Diversified leader in creating higher Education Excellence



Anirban Banerjee, Chief Marketing Officer, Siva Sivani Institute of Management, Hyderabad for Most Diversified leader for Marketing & Branding



Mr. Santosh Dev Thakur Motivational Speaker for Outstanding Career Coach of the year 2023

MATHEMATICS CHALLENGE

CMT - SERIES PROBLEMS - by GANIT MATH (गणित मठ)

CMT-2020/ 49 :

For, $a > 0, b < 0, c > 0, d < 0$, if

$$a^6 = 2702 - \frac{1}{2702 - \frac{1}{2702 - \dots \infty}} ;$$

$$b^8 = 37634 - \frac{1}{37634 - \frac{1}{37634 - \dots \infty}} ;$$

$$c^4 = 47 - \frac{1}{47 - \frac{1}{47 - \dots \infty}} ; \quad d^8 = 2207 - \frac{1}{2207 - \frac{1}{2207 - \dots \infty}} ;$$

and ,

$$\frac{(c^5 a^{10} - d^5 b^{10}) - (d^5 a^{10} - b^{10} c^5) + 2(c^5 - d^5)}{(c^{10} a^5 - d^{10} b^5) - (c^{10} b^5 - d^{10} a^5) - 2(b^5 - a^5)} = 6 - \frac{n}{m} ;$$

(m and n are co-prime natural numbers)

then ,

$$\frac{(m^2 + 9n^2) - (6n - 1)}{(m^2 - 9n^2) + (6n - 1)} = ?$$

ANSWERS:

$$CMT-2020/48 : \frac{1}{51}$$

Answers will be published in the next issue . You can ask any queries and send your solution to Email : ganitmath.india@gmail.com , M: +91 8826337312, 9711733366, Website : www.ganitmath.in
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संस्थापक - गणित मठ

It's imperative that the seeds of speed and accuracy be sown at a young age, to unravel the magic of success in every exam, on every page.

I highly recommend all the young learners to solve Mental Maths Workbook (by Ganit Math Publications)

- Saanvi Puri

Qualified:

1. JSTSE, NTSE
2. KVPY SA, KVPY SX (AIR- 198)
3. JEE MAIN(PERCENTILE:99.42)
4. CBSE X: 98.6%, CBSE XII: 99.25% (PCMB)
5. NEET UG 2022 AIR- 368 (690/720)
6. NEET Physics: 180/180; CBSE X, XII Maths- 100/100
7. JEE ADV. AIR 3354

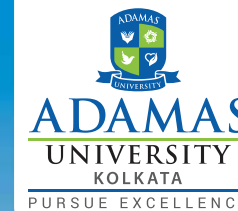


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- | | |
|---|---|
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30+ Years of Legacy since 1992



5000+ Alumni across the Globe



98.74% Students Placed (Batch 2021-23)



350+ Eminent Corporate Partners



19+ Years Average Experience of Full-time Faculty



50+ Elective Courses offered

Rankings

A+++

Best B- Schools (All India) Business India

19th

Top Eminent B- Schools of Super Excellence Category Competition Success Review (CSR)

24th

Top Private Standalone Institutions (All India) OUTLOOK

Programs Offered

PGDM

Triple Specialization (TPS) 33rd Batch

PGDM

Business Analytics (BA) 5th Batch

PGDM

Banking, Insurance & Financial Services (BIFS) 18th Batch

Placement Highlights



98.74% students placed



130+ recruiters on campus



INR 7.44 LPA Average CTC



Recognitions



Top Eminent B-School of Super Excellence 2022 Competition Success Review



Best Education Brands 2022 The Economic Times



Best B- School for Industry & Academia Collaboration (Pvt. Category) 2022 Asia Pacific Education & Technology Awards (APETA)

