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*Indian students
should disrupt
technologies,
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Dr. Bhimaraya Metri
Director, IIM Nagpur

*Humans have
tendency, zeal to
keep looking for
purpose in life*

Dr. Ram Kumar Kakani
Director, IIM Raipur

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**IIRF
Best B-Schools
2023**

*Youth with jobs
must contribute
to mankind*

Prof. Anil Shastri
Chairman, LBSIM
New Delhi

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NO MORE ACADEMIC STRESS

Come May 2023, when the new academic year kicks off, a drastic change in India's education system will come into play – a change that would help with a more “seamless and inclusive transition” from the pre-school ages to higher classes.

The decades-old 10+2 schooling system will be replaced by a far more progressive 5+3+3+4 structure, according to the new National Education Policy (NEP) 2020.

It does not mean more school years for students. The new structure only brings three years of playschool learning within the realm of formal education, and combines kindergarten with classes 1 and 2.

The first five years – foundational years – will focus on language development and play- or -activity-based education methods for children in pre-school, class 1 and class 2. The next three years – preparatory stage – will continue to concentrate on language development as well as numeracy abilities for kids in classes 3, 4 and 5. The following three years – middle stage – will emphasize on critical learning objectives with focus on experiential learning in the Sciences, Mathematics, Arts, Social Sciences and Humanities for students in classes 6, 7 and 8.

Then come the final four years of school – secondary stage – during which students of classes 9,10, 11 and 12 will be allowed to choose from a range of subject combinations best suited to their talents and interest instead of being forced into the rigid Science, Commerce or Arts streams.

By no means does it mean that the 10th and 12th Board exams will cease to exist. They will continue, albeit, minus the stress and anxiety they cause students and their parents.

“...The existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes,” according to the NEP 2020.

“Board exams will also be made ‘easier’, in the sense that they will test primarily core capacities/ competencies rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort,” the document states.

It goes on to add: “To further eliminate the ‘high stakes’ aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.”

Based on four pillars – Access, Equity, Quality and Accountability – the NEP aims to bring more than 2 crore students into the mainstream and achieve 100% gross enrolment ration (GER) from pre-school to secondary by the end of 2030, turning India into a “global knowledge superpower.”

It is hardly surprising then that all of the esteemed academicians we have interviewed for this issue from across the country – including Prof. Manohar Nayak, Founder and Chairman of Siksha ‘O’ Anusandhan (SOA); Dr. Ram Kumar Kakani, Director of the Indian Institute of Management (IIM), Raipur; Dr. Bhimaraya Metri, Director of IIM, Nagpur; and Sanket Goel, Dean of the Sponsored Research and Consultancy Division at the Birla Institute of Technology and Science (BITS) – sung high praises for the direction in which the NEP 2020 is set to take Indian education.

Happy reading! ■

Rohit Wadhwaney
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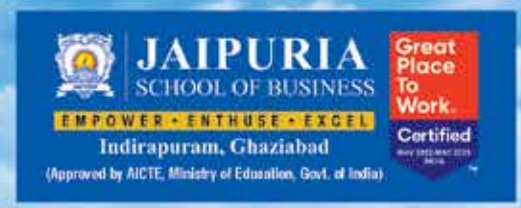
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WITH CAREER AND JOB, YOUTH MUST CONTRIBUTE TO MANKIND

Prof. Anil Shastri

Chairman

Lal Bahadur Shastri Institute of Management
New Delhi

Former Prime Minister of India, Late Lal Bahadur Shastri's son, **Prof. Anil Shastri** shared the indispensableness of being decisive and lucid in life. Introducing MBA in Artificial Intelligence and management programs in E-Business, the Chairman of Lal Bahadur Shastri Institute of Management, New Delhi told **Tanay Kumar** about significance of taking risks in life.



Q Economics, as a core study, has always been important since long and you have been a student of this subject. In the 21st century, what are the different practices that are being taught in economics than what it used to be earlier?

I would say it has become more advanced now than what I studied in my economics honours at St. Stephens College. We studied eight papers in economics like Economic Theory, Economic Organization, Statistics, Finance, Budget, etc. So, we had studied just eight papers while now more than 30 subjects are being taught in economics only. It is mainly because of more practices being adopted around the world. Now, future of many countries depends on how their economy is being taken care of.

Q What pedagogical changes do you see on the horizon in the management discipline?

In the last two years, we have really achieved growth in the infrastructure. We can't acquire more land because the government doesn't allow more than 1 acre but within an acre



of campus, classrooms of LBSIM, Delhi are at par with bests in the world, not only India.

We have evolved our in-campus Learning and Development Centre. We erected our auditorium with a capacity of 400. The former President of India, Shri Ram Nath Kovind had visited our campus and he was really impressed with our auditorium and its facilities in such a small land area.

With a futuristic vision, LBSIM introduced two courses in particular, Management program in Artificial Intelligence and another Management program is in E-Business as we all know that how the AI is changing many business process. Furthermore, we also introduced Business Administration (Weekend classes) program for working people who can study in weekends since there are many who are working but want to study MBA as well, but due to their jobs in weekdays are unable to pursue.

Q We all know about Indian students going abroad and many are settling there. How do you see this plight and many students not relying in Indian colleges?

It's not completely true. Yes there are some students who are opting to study abroad but a very large number of students still prefer to study in Indian colleges. There might be some personal choices of people but a majority of students like to study in India. This year, Delhi University received around 14 lakh applications and around 60,000 of them were able to get admissions. So, these numbers also expresses another aspect.

Last year, the institute completed its 25 years of excellence. What are the other aspirations of the institute?

We have established our campuses in Indore and Bareilly as well. LBSIM established a polytechnic institute in Prayagaraj as well. Furthermore, we have built the girls hostel for every girl student of the institute and by 2024, we'll be able to build hostels for all the boys as well.

We're already among the top 25 business schools of India and our endeavour is to grow more in these rankings and this can only be achieved by academic excellence, and for this excellence we are resolute to evolve.

We've already achieved 100% placement even though the examination is in March next year. On average basis, salary of the placed student is between 12-13 lakh pa while the highest is in 24-25 lpa.

Is there any particular methodology or lesson from your father, late honourable Lal Bahadur Shastri, on "management," that has been helping you, something that is not written in the management books?

I have authored a book named, "Lal Bahadur Shastri – Lessons of Leadership" which was released by His Holiness Dalai Lama. It is a collection of 72 anecdotes which takes one to the life and times of Lal Bahadur Shastri ji. Mr. Pavan Chaudary, Managing Director of Vygon India Ltd., has commented on each anecdote and has tried to relate it with the modern day practices. Mr. Chaudary also said that though Late Lal Bahadur Shastri had not any formal

education in management but he practiced all the modern concept of management.


I can enlist some of them here as well. First, it was the risk taking ability that is expected from today's entrepreneurs. Second I can say he was very decisive person. He would not fickle between yes or no for any decision. He was always sure about his decisions. Due to these two qualities, he always had utmost clarity of thought for life and principles that he followed.

I would tell a real incident of his life which was very tough but one can understand his fortitude, courage, decisiveness and clarity of thought. During freedom struggle, my eldest sister was really sick and Shastri ji was in jail. He requested for a parole to take care of my eldest sister. The jailor said that Shastri ji will only get the parole if he had signed an undertaking that he would not participate in any protests in those days.

He refused to sign that undertaking, even he had only intended for parole to take care of his daughter. After few days, authorities granted him the parole but till that time my eldest sister, who was about just one and half year old, died. So, one has to have clarity and decisiveness in life.

Having a rich legislative and academic experience, what messages and recommendations would you like to give to the youth?










Well, there is always a lot to say on this question but one thing I would recommend to the youth that decide the aims of your life as soon as possible. The reason to say because one gets a good time to achieve those aims soon and thus gets further more time to contribute via lessons and duties.

Further, being a Prime Minister or even being a Managing Director is not a parameter of success alone. Youth must think in a manner to contribute to the humankind and society. It's not necessary that one tries to contribute only via money but by performing own humanistic duties is more than enough to contribute. 



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INDIAN YOUTH SHOULD DISRUPT TECHNOLOGIES, NOT GET DISRUPTED

Dr. Bhimaraya Metri
Director, IIM Nagpur

Emphasizing to capture the technology of the 21st century, **Dr. Bhimaraya Metri**, Director of the Indian Institute of Management, Nagpur shared some practices that heads of the colleges and universities should not do. With the **Education Post's Tanay Kumar**, Dr. Metri hammered over the research in the agriculture and agribusiness in India.

A post-graduate student from the engineering stream usually enters engineering research and then engineering academics in the future. How have you turned up to become a learned scholar in "management"?

Besides graduation and post graduation, I completed my PhD as well in civil engineering. After graduation, I worked in the Industrial Development Corporation of Maharashtra and then moved into the profession of teaching. When I was a research scholar at the IIT Mumbai, a professor from IIM Lucknow had arrived for our viva-voice. My Professor at the IIT Mumbai told him I can be very good at teaching management and he must consider me for this role.

Further, I used to teach Quality Planning for M.Tech. students at IIT Mumbai and my research guide used to observe my way of teaching. I used to conduct and manage various seminars and symposia at IIT Mumbai. And, I got an opportunity to work for a World Bank project and from there somehow I started teaching management subject.

From IMI Delhi to L&T Institute of Management and many other eminent institutions, you have headed many other private institutions. How “managing” a public institution differs from a private one?

Every institution adopts its own strategy to position itself. Different management is required in all five kinds of sector: government, private, corporate, public and international. The biggest difference or way of working one can see that in private institution, numbers of authority layers (hierarchy) are lesser than the government or public one. Then, that institution will have to depend on other organization to promote.

I was the director of IIM Tiruchirappalli as well and my appointment was done by the Appointment Committee of the Cabinet of India, which is headed by the Prime Minister. And here at the IIM Nagpur, my appointment was done by the Indian Institute of Management Act 2017 and IIMs have been given higher autonomy. Now, I have to manage with the IIM Board, while at the IIM Tiruchirappalli, I had to manage with the contemporary Ministry of Human Resource Development. On the other hand, in a private institute, such type of management only exists with the institution's board or committee.

So, the governance structure affects the leadership and management at a big level and once one understands the structure, she/he starts to strategize along with that.

Professors and academicians teach in institutions which are headed by a Vice Chancellor. You yourself have trained Vice Chancellors. So, according to you, what should VCs and the administration of the institutions NOT do while managing an institute?

Before answering to this question, I would say first that Vice Chancellors should work to align the institution with the industries' requirements as it is really required for India's future.

Now coming to the question, first, heads of the institutes should work for the long-term vision in their



short-term tenure. We all know that most of the heads are appointed for more or lesser than five years. So, first they should not state something which would be beyond their tenure, for example, “In the coming 20 years, the institute would become this or that.” I hardly believe that they really would be the head of the institute for 20 years. So, they should not make some unrealistic claims.

Second, they should not be content or satisfied with the ongoing courses. What I mean is that, keep looking at what updates are running in the global education

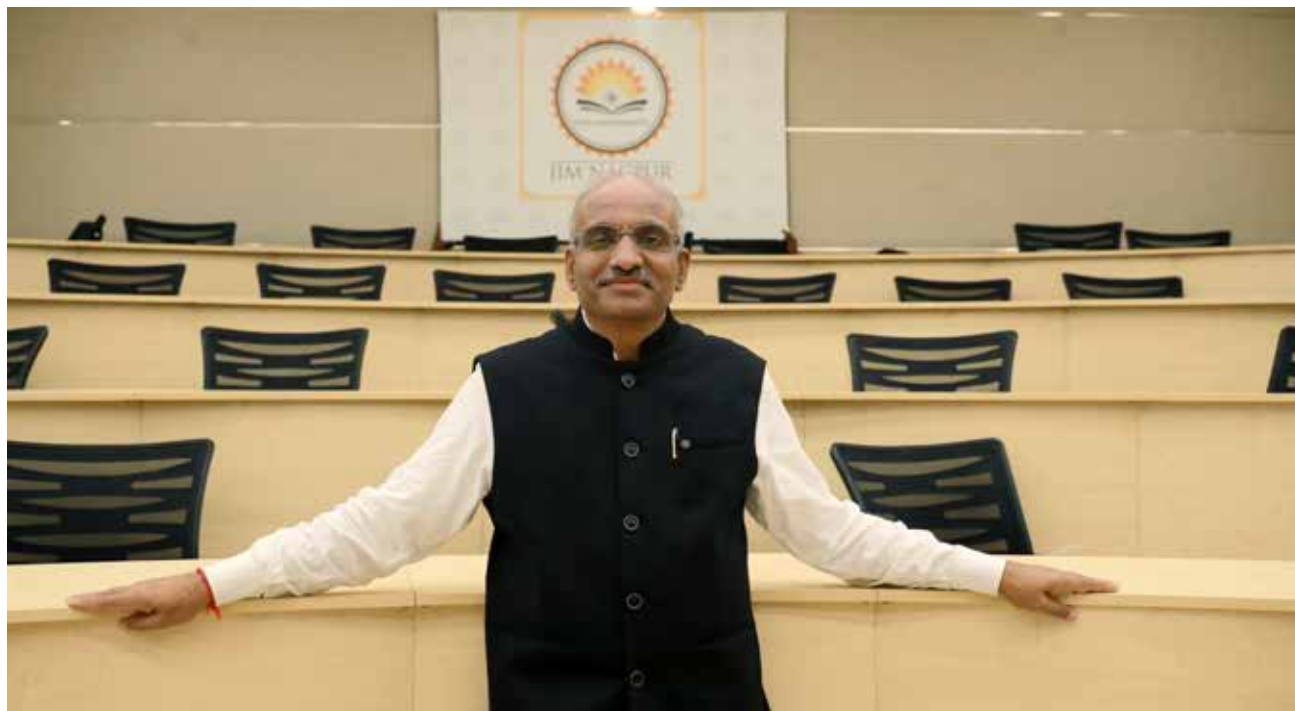
and courses. Don't be content that the course at your institute is complete in itself.

Third, it is better not to give some irrational political statements in your institutes. Quality of the academics should not be distracted by the internal politics of the institution and even the outer world politics as well.

To say on fourth, institutions' heads should not downgrade the quality of the institutes if they cannot enhance it. What I mean by this principle is that every institution knows what would mar their brand and what

would enhance it. So, if the heads of the colleges are not able to enhance the brand, at least they should not downgrade it.

And the last but not the least, I would say please don't become the head of the institute just for the status quo. They must not cease taking good decisions just because their tenure should go in comfort. Experiments have given great results to the world, so the heads must do the thorough research and should imply some innovative and futuristic decisions within their institutions.



Supply chain management, project management are some branches of management study. Why should a non-MBA student also study some core management electives?

It's crystal clear in the New Education Policy – "Multidisciplinary, Trans- disciplinary and Inter-disciplinary." Management itself, in its core education, is a kind of multidisciplinary study. Management of industries differs from one another. Example – in automobile engineering, fuel efficiency of a bus plays a crucial role but simultaneously the engineer has to think about 'number of passengers' as well because beyond a certain number of passengers, overloaded bus will adverse the fuel efficiency. So, that is how one has to study some core management principles as well.

In June, you were sharing your thoughts with a newspaper on farmers and their co-operative system. How do you see the future and challenges of Agri-Business for management students?

I come from a farmer family of Ankali village at Sangali district of Maharashtra and thus I firmly state that agriculture must really receive attention in

the 21st century. I take pride in mentioning here that IIM Nagpur has signed a Memorandum of Understanding with Maharashtra Agribusiness Network (MAGNET).

I would emphasize that we have to and really have to focus on agriculture like Israel has done. Answering to your question, I really believe that research and innovations in agriculture-cum-agribusinesses must receive big encouragement. Maharashtra and Gujarat are the good examples of productive co-operative agriculture and we must foster these practices in other states as well. Maharashtra is one of the least internally migrated states in India.

With your erudition in technology and management both, what messages and recommendation would you like to give to the readers?

I would recommend that capture and synchronize yourself with the latest technology and its practices. We should disrupt the technology and its practices rather than getting disrupted. Second, I would say that always stay grounded, stay humble and stay connected to your routes wherever you are. Understand the importance of villages and their role in your everyday lives. Last but not the least, I would say, we should focus on co-operation rather than competition in the current world.

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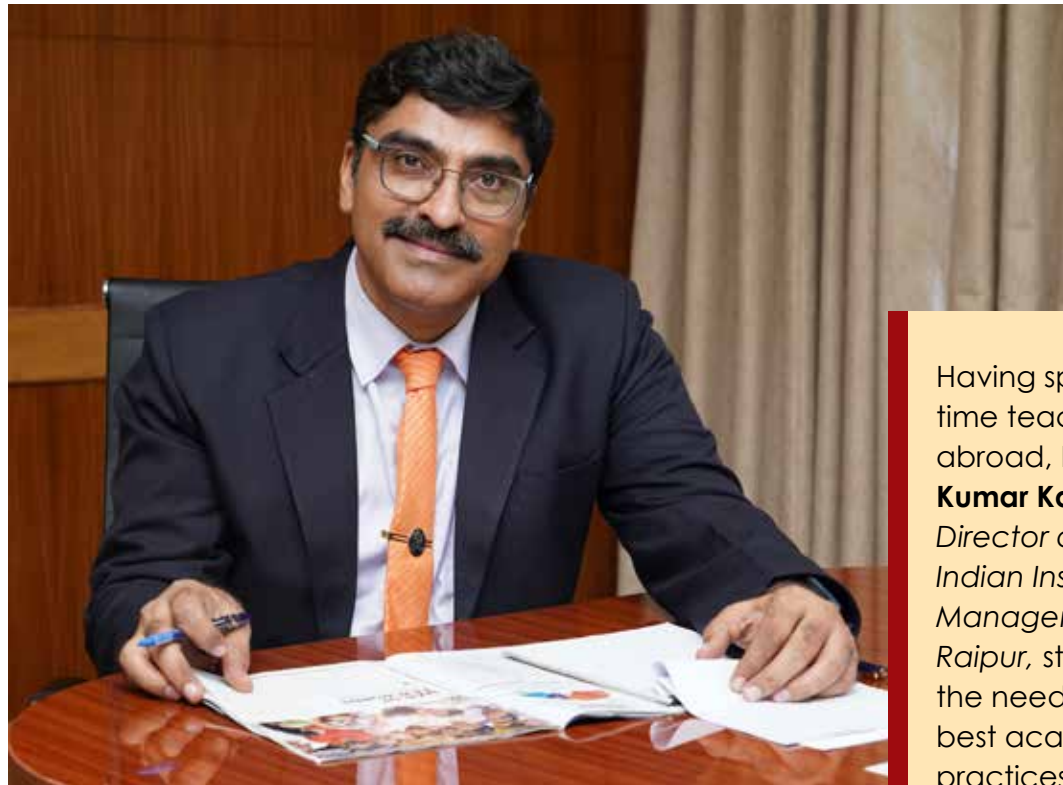
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Dr. Ram Kumar Kakani
Director, IIM Raipur

Having spent some time teaching abroad, **Dr. Ram Kumar Kakani**, Director of the Indian Institute of Management in Raipur, stresses on the need to adopt best academic practices from different countries. In a chat with **Education Post's Tanay Kumar**, Dr. Kakani also talks about Applied Econometrics, a branch of economics that can make a great career option.

BREAKING THE WHEEL OF HEARSAY



From a graduate in Chemical Engineering to an employee of the Steel Authority of India Ltd (SAIL) to a professor at an academy that trains Indian administration officers, it's been quite a journey. Tell us about it.

Humans have this tendency or zeal to keep looking for a purpose in life. At least, in my case, it surely was the case. During my PhD at IIM Kolkata, I used to take some classes and before I knew it, I got involved in the teaching profession. I really enjoy teaching, interacting with youth, creating redolent puzzles for students.

In 2010, some of my IAS friends suggested that I teach at the Lal Bahadur Shastri National Academy of Administration (LBSNAA) in Mussoorie. They thought that I can really contribute to an institution like LBSNAA and said I should give it a try even if it is for a short while.

In 2012, I started teaching at LBSNAA and, to tell you the truth, the maximum amount of learning for me happened at this academy. Then again, I was still searching for purpose. I felt that I must give back to students what I learnt at this academy. Thus, I returned to academics.

What I really want to do is to create a space of academic excellence which has a social impact in a state like Chhattisgarh, so that more and more students can contribute to the country.



In collaboration with an American organization, the Center for Creative Leadership, you had played a critical role in designing the Leadership Module for IPS and IAS at LBSNAA. Please tell us that how you designed this module.

In one meeting at LBSNAA, the Joint Secretary of the Department of Personnel and Training asked whether we could induct and begin a Leadership Module here. His emphasis for this venture came from a conclusion that around 600 officials from India are trained abroad every year for leadership skills.

I am really thankful for the support I got during the creation of this module at LBSNAA from people like Mr. Padamvir Singh, who was then the director of the academy, and Dr. Sanjeev Chopra, who is currently the Principal Secretary of the

Government of Odisha. Both of them gave full freedom to me to infuse the best practices to create this module.

We had visited the top 20 leadership academies of the world, including Malaysia, Singapore, South Korea and Germany. We requested them if we could sit down together to create a module on leadership. So, the bigger part of the module was surely from the Centre for Creative Leadership based in the United States and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in Germany, but we used knowledge gained from several countries to infuse the best practices.

You have taught in Denmark, Nigeria, UAE and Singapore. All of these countries must have different pedagogies and education systems. What is that one system or one method that India should learn from each of these four countries?

I would start with Denmark. They love their focus towards discussion, debates and sessions on research. One example would explain it better, that every Friday, there is a Luncheon Seminar in which they discuss ideas. Every scholar comes with his/her lunchbox and another explains or gives a presentation on any issue or subject and all of them hold discussions during lunch. Another phenomenal thing is their honesty and integrity. I really admire this quality Denmark. Nigeria really focuses on quality training and higher education, especially the teaching to working experience. Scholars from countries in North Africa fly to Abuja just to attend a research session of two to four hours along with Nigerians.

If I talk about the UAE, things run on a tight schedule. Everything is somehow pre-planned and pre-structured.

And there is definitely a lot to learn from Singapore. The best of intellectuals the world has to offer are in Singapore, including many from southern India. Singapore has created an ecosystem that encourages innovations, not only in academics but even in common discussions as well.

Any management or leadership practice of any other country you came cross which could be infused in India?

I found some in German leadership programs. In Germany, some experiential programs or some classes last merely 15-30 minutes. But after this short exercise on any topic, they discuss a lot on the participants' experiences during the exercise.

Sometimes a teacher or trainer gives a topic, tells the student to take a walk in the woods, contemplate and share the answers or feedback.

Germany has a program – TCI which stands for Theme Centred Interaction. There will be a group of people and they will discuss a particular theme and those interactions do a world of good to the students because more personal experiences are explained.

In 2010, you published a paper on Applied Econometrics. Please tell us about this branch of economics.

This study is somehow related to modifying a certain theory or explaining why a certain thing is happening. Let me give you one example. There is a paper which essentially used 40 years of data, which indicates that small and mid-cap stocks in the Indian stock market are bound to fall when it is Amavasya on Friday. But the same doesn't happen in any other country.

So, the question arises that before this paper was published, did stock market experts know this peculiarity was being applied in the Indian economy? In short, this study is something that uses real data to verify economic models in different markets.

Most students in the management stream come from urban areas, while a majority of rural Indian youth hardly opt for core MBA and other management courses. How could this gap be filled so that rural youth also start considering STEM and management courses?

The only way to do that is to give someone an opportunity to visit management study centres and gain some experience. People call it exposure, but I call it breaking the wheel of hearsays. For example, when I was in Bokaro, people used to tell us not to go Jamshedpur because it is very expensive. These hearsays somehow stopped many people from visiting Jamshedpur.




During my PhD at IIM Kolkata, I used to take some classes and before I knew it, I got involved in the teaching profession. I really enjoy teaching, interacting with youth, creating redolent puzzles for students.



So, I would be more in favor of opening any important education center in a city like Mahasamund of Chhattisgarh than Greater Noida or Pune. It will somehow encourage the youth from rural areas to break the wheel of hearsays and experience the world.

What should a student keep in mind before opting for courses such as Finance, Economics, Management and Strategy, since each one is so different from the other.

I would say, first try to be familiar with the jargons and widely used terms of these studies. For example, if you want to study finance, you must really be aware of the commonly used terms in finance. Furthermore, students should not get carried away by an overload of information. They will have to focus on authentic, standard and optimum sources of the information. 



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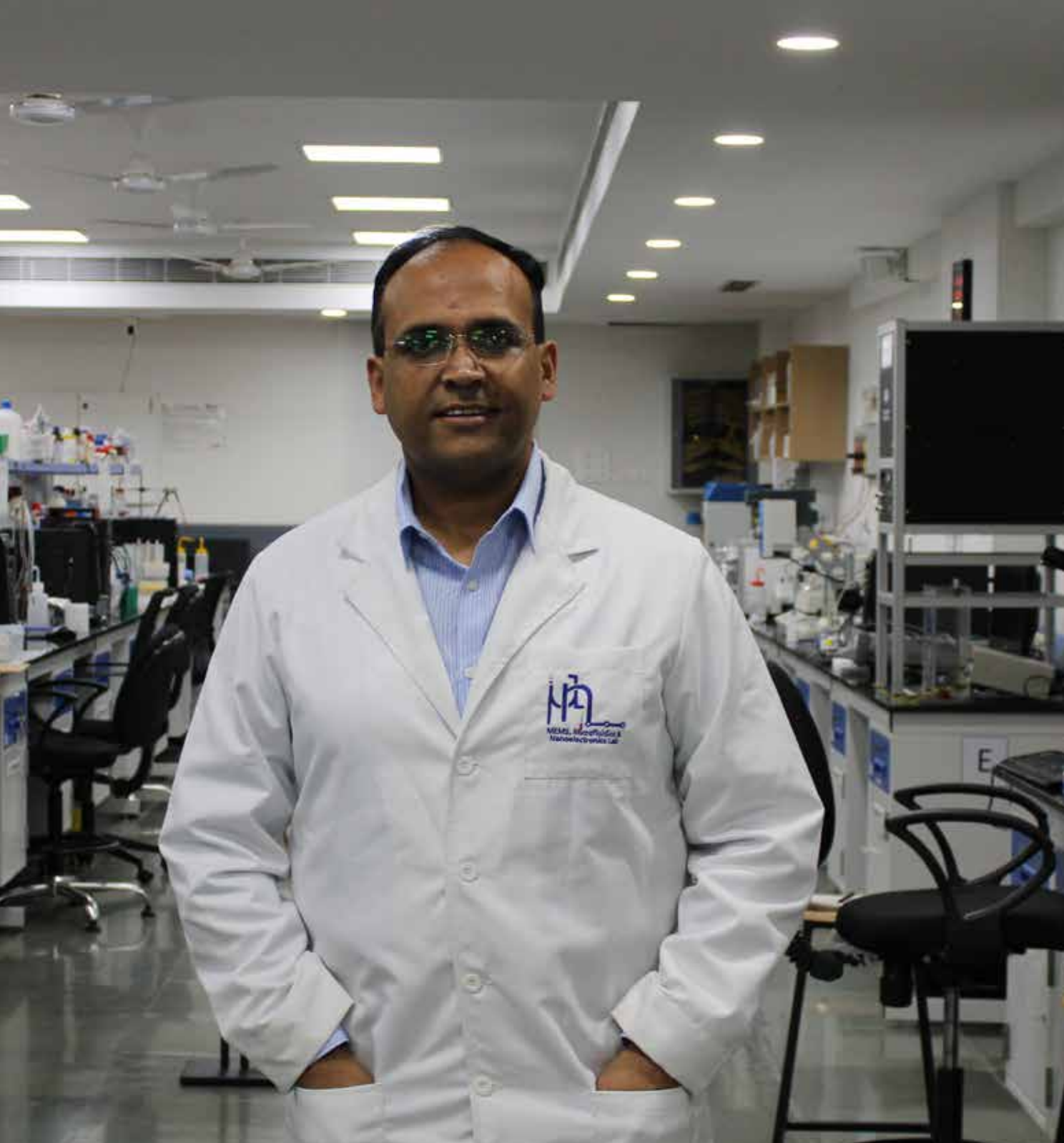





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As affable as he is friendly, one of the finest academics in the country, **Prof. Sanket Goel**, the university-wide Dean of the Sponsored Research and Consultancy Division (SRCD) at the Birla Institute of Technology and Science (BITS) Pilani, talks to **Education Post's Rohit Wadhwaney** about the progression of Indian education and his university's "one-year-off" policy for students and faculty to build their own start-ups. But he starts off with a disclaimer: "These are my personal views and not of my organization."

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PROF. SANKET GOEL

Dean, SRCD at Birla Institute of Technology and Science (BITS) Pilani, Hyderabad Campus

Recently, there was news about BITS Pilani allowing a year off to students and faculty to build their own start-ups. Has this policy been implemented?

We are delighted to see a lot of attention to this policy. This policy is at the proposal stage and yet to be implemented. We'll share more on this accordingly.

Please take us through your journey as an academician.

In 2011, I moved back to India after my completing my PhD from the University of Alberta in Canada, and stints as a career researcher with Stanford University and Singapore's A*STAR. At Stanford, I worked on a National Institutes of Health (NIH)-funded project on developing a portable DNA sequencer. I continued a similar project with A*STAR on receiving the A*STAR young investigatorship grant. During my



BITS Pilani, Hyderabad Campus

three years' tenure, I developed a Genome Sequencing and Engineering lab and taught at the National University of Singapore as an adjunct faculty.

In India, I worked with the University of Petroleum and Energy Studies (UPES) in Dehradun as the Head of the R&D Department and an Associate Professor, which gave me a flavor of the R&D landscape in India including industrial funding. I was able to develop a small microfluidics and nanotech lab to develop miniaturized fuel cells and fuel adulteration devices.

My journey with BITS Pilani started in 2015 when I joined with the Electrical and Electronics Engineering (EEE) Department at the Hyderabad campus. The journey initially started with a small 300 square feet lab and a

PhD student. Over the years, people have joined, associations have been made and collaborations have been nurtured to realize the current MEMS (micro-electromechanical systems), Microfluidics and Nanoelectronics (MMNE) Lab in a 2500 square feet area. Today, I feel proud to share that Team MMNE has postdocs and 22 PhD scholars and with an extensive focus on interdisciplinary sensor and energy harvesting technologies. Except extensive publications, conference presentations and patenting, 17 PhD scholars have graduated from our team and a company has already been spun-off where we are working towards developing industry-standard commercialize-able devices. As a teacher, the experiences have been more than fulfilling. Considering the contemporary age, with the enormous digital knowledge available, linking the research with teaching is extreme fun. Nothing more fulfilling than interacting with young minds

on a daily basis. Overall, I am extremely happy that I could contribute on all three major pillars of academia – teaching, research and administration, which have become a quintessential part of my existence. But there is still a long way to go...

What is the Sponsored Research and Consultancy Department at BITS about? As the Dean of this department across all campuses – Pilani, Hyderabad, Goa, and Dubai – tell us about this wing, its achievements, challenges.

Evidently, for about the last six decades, BITS Pilani has made a tremendous mark

as a teaching Institute whereby our alumni have created a huge mark in diversified areas including creating enterprises. Continuing with this trend, for the last 10 years or so, BITS Pilani is flourishing to augment its research competitiveness by securing external research funding from both public and private agencies. The Sponsored Research and Consultancy Division (SRCD) at BITS Pilani works to facilitate various externally and internally funded research and consultancy activities across all our campuses. As the Dean (SRCD), I am entrusted to promote synergy, in terms of research and innovation, between all stakeholders in the framework at BITS Pilani with an aim to establish ourselves as one the leading research institute in Asia and the world. Except huge internal investments, the sponsored research at BITS Pilani is supported

by public funding agencies, industries, alumni and philanthropic organizations. To give a perspective, in the last financial year, BITS Pilani has cumulatively raised approximately Rs. 62 crore for sponsored research by various sources.

Further, presently, more than 350 externally funded projects are being implemented in various campuses of BITS Pilani. As the only non-government Institute, BITS Pilani is also implementing an inter-campus multidisciplinary project worth Rs. 125 crore in the Bio-CPS (Cyber Physical System) domain. The prime responsibility of SRCD includes pre-award and post-award management of the grants. Specifically, it encompasses making faculty members abreast about the funding opportunities, encourage and working with them to submit project proposal applications to several funding agencies, project management, and various activities related to post grants' receipt. Such activities include accounting of funds, appointment of project personnel, maintain the records of purchases and other utilization of the funds received, annual accounting of the total grants received, utilized, carry forward balance, unspent balance and amount to be settled post completion of the project. Further, the travel support/conference participation, registration and other research-related activities of project staff are also taken care by the SRCD.

Challenges, yes, they do exist like any other work environment. It is challenging to maintain the records and facilitate the smooth operation when multiple sets of guidelines have to be followed owing to various sources of funds. However, with experience and incorporating various digital frameworks, that can be resolved. All of this is often worked upon with ease owing to the dedicated team members in SRCD as well as a well-rooted zeal within all stakeholders to work collaboratively.

You've founded Cleome Innovations, which works toward the commercialization of futuristic sensors and harvesters. How was this idea to launch a company conceived?

Team MMNE has been developing miniaturized sensors and energy harvesters for

almost seven years now. An important realization in this duration was the fact that although we were developing and reporting new technologies, there was a huge gap in translating these technologies into deployable market products. To address this, Dr. Satish Dubey and I founded Cleome Innovations in April 2021 to work in tandem with MMNE Lab towards commercialization of under-development futuristic biomedical sensors, smart sensors and miniaturized energy harvesters. Since inception, we are constantly working towards identifying multiple use cases and commercialization opportunities.

As is with most start-ups, the primary challenge has been obtaining funding. Although we have not raised any investor funding, we have recently been awarded a grant from BIRAC, DBT for development of an Ultra-Portable PCR Diagnostic System.

What's your opinion of the direction in which Indian education, particularly the field of research, is headed? Are things changing, for better or worse?

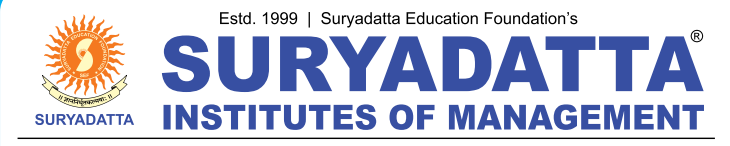
Yes, things are definitely changing and is evident with the direction we are progressing in. The whole framework of R&D, which was earlier limited to some domain-specific industries and large-scale laboratories is now being implemented at a wider scale at academic settings as well. This approach fosters the young minds to look for solutions at their own level. Gone are those days when just a set of questions, and defined syllabus was part of education. I often see my kids giving out simple logical solutions to problems that I often thought as unsolvable. I see them questioning – why things can't be done in some other way. Even at the graduate level we meet students who come up with research problems as well as solutions. We see young graduates preferring a career in RD – both academic and industrial. Another avenue is the interest of students to develop translational solutions, which has led to students taking up the entrepreneurial route as well.



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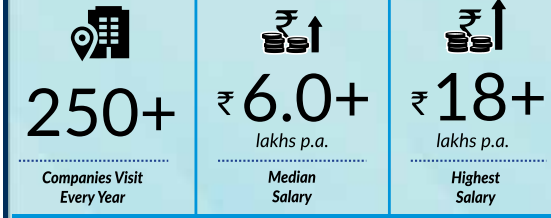
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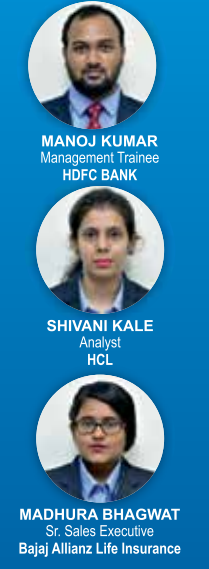
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You've spent a good part of your career doing research and teaching abroad. What difference do you see in the way universities abroad approach education as opposed to India?

Well, in my opinion it varies from university to university, not exactly from country to country. However, project-based learning and knowledge building is something I have observed during my tenure abroad which was earlier not much explored in India. However, in the recent past, experiential learning is becoming a part of teaching pedagogy in India as well. BITS Pilani is playing a vital role towards this change by equipping students with options in form of minor programs, dual degrees, project type courses, etc. More recently, BITS Pilani is also implementing a framework focusing on entrepreneurship.

Clearly, the landscape of Indian education is changing, slowly but surely. Things are getting more and more progressive. Your take on the National Education Policy (NEP) 2020 and its impact on Indian education going forward?

Undoubtedly, the NEP 2020 is a progressive approach to improve the education system in our country. The choices being offered and the number of options for a given program, the process of joining courses, the choices to pursue courses and at a location of choice are some features, which will definitely benefit the students in terms of learning outcomes.


The NEP 2020 may greatly impact the quality of education and make it as par with the leading global standards. The establishment of new monitoring bodies could meaningfully enhance the overall academic quality. The NEP 2020 also emphasises on augmenting research, which was earlier inadequately prioritized by most of the institutions. Hence, even research-led innovation could actually give a good boost to the entire R&D landscape from our country leading to significantly enhance our intellectual capital. The stress from the NEP 2020 to give more autonomy to academic institutions could enable establishment of more scholarly world-class universities. Improvement in multilingual learning, gross enrolment ratio, especially in the rural and

economically underprivileged regions, and gender balance would also be encouraged leading to overall improvement of our brainpower which in term boost our economy.

Shouldn't these changes have been implemented long back? For example, the provisions that exist now weren't there when you were studying. What's the difference you see in the ways of our education from the time you were studying and now?

There is a substantial difference from the time when I went through my graduate studies, around two decades ago, and successive education in the contemporary period. Probably for us education remained confined to prescribed syllabus, subjects and evaluation. However, the scenario is completely different in the present era. Ranging from digitalization, to smart classes to project and internship-based learning, to real time field exposures, industry exposures to innovation driven R&D, all these sectors are being touched upon right from the school level. Digital learning through videos and educational platforms has also improved the concept of self-learning. This has made the concepts and subjects much more interesting for the students. The ability to study at their own pace also aids students to spend additional time in developing hands-on skills and interests, enabling a holistic development.

Any last words for our readers who might be aspiring for a career in the field of R&D?

I am excited to see that in the current ecosystem of our country, R&D has a plethora of opportunities. There are numerous problems affecting and impacting the society on a regular basis that needs to be addressed making R&D a perpetual process. I have been a staunch believer that the simplest solution is the most elegant and functional solution. Thus, while the problem itself might be very complex, I would suggest aspiring researchers to always take a step back, look at the bigger picture and then attempt to find a functional and a simple solution to become an innovator. Adding to the current innovation and start-up landscape, tremendous opportunities available for researchers to even become an entrepreneur. So multi-dimensional opportunities are available for aspiring researchers to tap. It is a real enjoyment to see your device is in someone's shelf or bedside providing a solution and bring smiles. 



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SOA MANTRA: INDUSTRY-DRIVEN CURRICULUM, OUTCOME-BASED EDUCATION

Prof. Manojranjan Nayak
SOA's Founder and Chairman





Siksha 'O' Anusandhan (SOA), a private deemed university in Odisha's Bhubaneswar city, is making waves. From adopting whole villages to running a community radio station to being recognized as an 'Institution of Happiness' to marching ahead with dozens of international collaborations, this multidisciplinary educational institute, set up in 1996, seems to be doing all the right things. *SOA's Founder and Chairman*

Prof. Manojranjan Nayak talks at length with **Education Post** about his vision for the university, Indian pedagogy and academics in general.





SOA follows an industry driven curriculum and outcome-based education which focuses on more lab components and provides a dynamic equilibrium between theory and practical. Hands on training is provided to efficiently skill the student on contemporary industry requirement. SOA provides mentoring support by industry experts while skill-based training programs are organized along with professional seminars, conferences, workshops, tech-fests on regular basis.



You started your career as the youngest ever Computer Science lecturer of the Odisha University of Agriculture and Technology (OUAT). How was your experience teaching there?

I always had the desire to impart education as my father was a teacher and I absolutely loved the subject of Computer Science. The experience was great – because I was young, I had a very friendly relationship with my students, while at the same time they looked up to me as their teacher. I had the opportunity to understand their thought process and aspirations. I learnt that students need someone who could mentor them and with whom they could feel comfortable enough to share their problems. I could play this role very effectively.



What inspired you to choose Computer Engineering for your master's while having done graduation in Electrical Engineering?

At that time, Computer Engineering was considered the most advanced technology and was the most opted branch for students. I also had much interest in advanced technology.

Would you shed some light on your research work done during your Ph.D.?

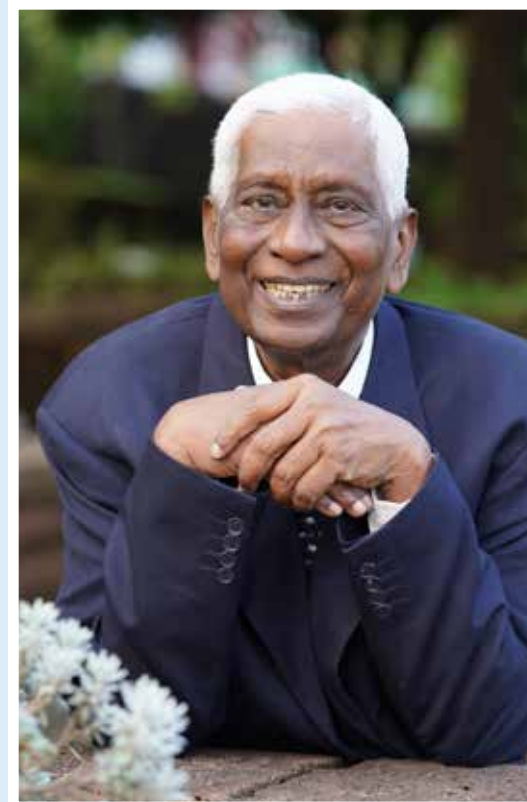
I did my research on Expert System in Artificial Intelligence on Communication Network, which was very new thing at the time.



You're the chief patron of Applied Mathematics in Science and Engineering. The number of students pursuing mathematics is declining. What do you have to say about this predicament?

I don't think the numbers are declining. Applied Mathematics is already embedded in all branches of engineering. It is not declining but the number is getting split in different areas. It can never decline as Applied Mathematics is basic to all applications in engineering.

The opportunities for scholars today are much better because, in the digital age, researchers have access to all types of research work being done worldwide.



Prof. (Dr.) D.P. Ray
Chancellor
SIKSHA 'O' ANUSANDHAN

"The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) is always considered in Indian thought and philosophy as the highest human goal."

- New Education Policy 2020

New National Higher Education Policy Fruitful for India's Human Resource Development

Thanks to the Government of India that the country has implemented the National Education Policy 2020 as everyone knows that the education plays a vital role in developing the human resource of a country by learning processes, disseminating knowledge and inculcating skill. In the official document of the NEP 2020, one will find emphases on some crucial principles of education like - multidisciplinary approach, creativity and critical thinking, multilingualism, flexibility in learning, outstanding research, etc.

Heading over the NEP 2020, Siksha 'O' Anusandhan University implemented the NEP in higher education for the generation of human resource development in academic, research, and extension workers. A private deemed university located at Bhubaneswar, SOA is composed of ten degree-granting institutions and imparting education in undergraduate and graduate programs in engineering, medicine, Dental pharmacy, business administration, nursing, biotechnology, agriculture, law and veterinary science & Animal Husbandry, hotel management and also doctoral degrees in the above areas.

Abode of 15,000 students, the university takes pride in educating over 1000 research scholars are pursuing their

research in different research areas in 18 research centres and 58 research labs. Feeling delighted to mention research achievements of the university, its 355 patents have been filed, 27 patents have been granted and 10 designs have been registered. Besides the establishment of SOA innovation and incubation centre is encouraging innovators to incubate their ideas, leading to start-ups. Visibility of the University in the global map has attracted 191 foreign students to pursue their academics in SOA.

University has Accredited by NAAC with 'A++' grade in conjugative years. Based on the Ministry of Education's NIRF India Rankings 2022, the university has secured 16th rank in the University Category, 27th in the Engineering Category, 18th in the Medical Category, 10th in the Dental Category, 9th in the Law Category and 45th in the Research Category. The University Grants Commission, Government of India, has granted with category-I graded autonomy status.

Believing in the today's necessity of Skilling, Upskilling and Reskilling in modern education, I feel proud to contribute to the future of youth and education via my duties as the Chancellor of the Siksha 'O' Anusandhan University. And just like nature, the university is resolute to keep being better.

Besides computer or electrical engineering, do you find any other course or subject interesting enough to pursue now?

I am very interested in Block Chain Management as it is the preferred choice now.

Being a research scholar of the pre-digital era, how do you think research opportunities have changed for scholars in India?

The opportunities for scholars today are much better because, in the digital age, researchers have access to all types of research work being done worldwide.

Recently, the University Grants Commission (UGC) passed a law – Professors of Practice – that allows industry veterans with at least 15 years of experience to be directly employed as professors. What's your take?

I personally look at it as a very good move. People with several years of industry experience will be extremely helpful for students. They can share their hands-on experiences with the students which other teachers probably wouldn't be able to impart.







We set up the community radio station in the university with the objective of aiding people within the permitted radius our sound waves could reach. It has been greatly helpful to the residents of Bhubaneswar city and its fringes with important healthcare advices. It was particularly effective when COVID-19 disrupted life. Doctors from our faculty of medicine frequently featured in the programs of Voice of SOA Community 90.4. Experts from our faculty of agricultural sciences also use the radio to provide tips to farmers. The radio station played a crucial role when cyclone Fani hit the Odisha coast on May 3, 2019.



SIKSHA 'O' ANUSANDHAN

A Melting Pot of Quality Academics and Research

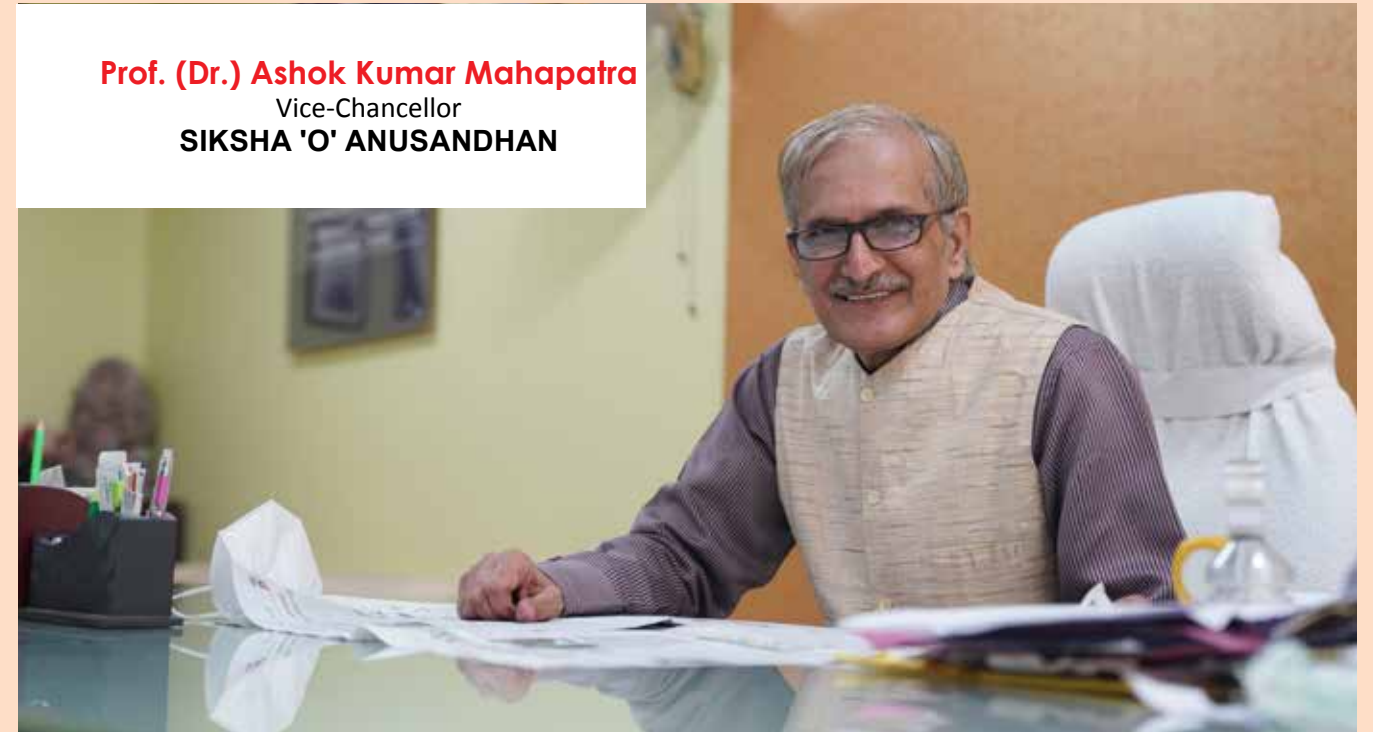


Recently graded as "Category-1 Deemed to be University" by the University Grants Commission (UGC), the Siksha O Anusandhan University has been contributing its duty in the nation building via education and academic since its establishment in 1996.

SOA offers 23 Under Graduate, 68 Post Graduate, 15 Post Masters, Ph.D. and Post Doctoral programs in engineering and technology, management, medical sciences, dental sciences, nursing, pharmaceutical sciences, biotechnology, hospital management, hospitality and tourism management, law and agricultural sciences.

Performing my duties as the Vice Chancellor of the SAO, I really appreciate the Government of India to imply the New Education Policy 2020, which definitely would help all the Indian students for future. Heading over the NEP 2020, the university Siksha O Anusandhan University follows a teaching-learning process grounded in outcome and project based learning which has been paying rich dividends as students have been receiving lucrative placement offers every year. A socially inclusive

Prof. (Dr.) Ashok Kumar Mahapatra
Vice-Chancellor
SIKSHA 'O' ANUSANDHAN



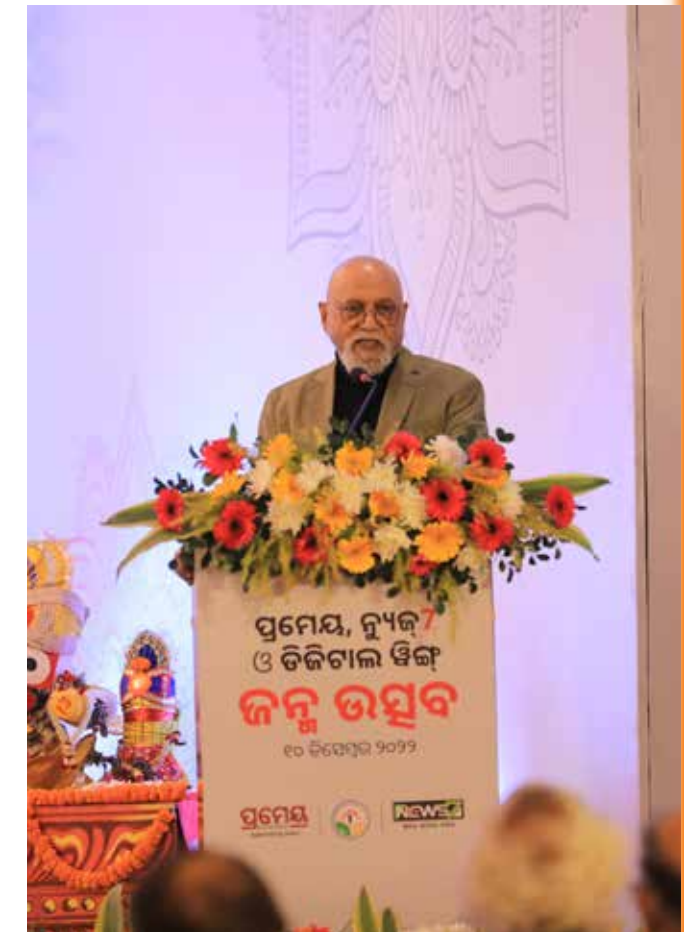
institution of higher education focused on quality education and innovative research, SOA has been churning out professionals in varied fields ready to meet the requirements and challenges of different sectors.

SOA was globally ranked in the 1001-1200 bracket by the prestigious QS World University Ranking for 2023 after being placed in the 451-500 bracket in the QS Asia University Ranking in 2023. SOA found place in the Times Higher Education (THE) World Ranking, being listed in the 1001-1200 bracket category in university rankings, while it got ranked in the 601-800 bracket in engineering and technology and computer science in 2022. It was ranked in the 401 plus bracket in THE Young University Ranking and listed in 501 plus category in THE Emerging Economies

University rankings in 2022.

16 of the researchers in SOA found place in Stanford University's prestigious world ranking of two per cent scientists which was drawn up based on a subject-wise analysis in 2022.

In 2016, the Ministry of Education began ranking of the education institutes in India by the National Institutional Ranking Framework (NIRF). Over 15 years old, SOA has continuously been listed among the top 25 universities in the country in the NIRF ranking for seven consecutive years. NIRF has ranked SOA 16th in the country in the rankings released for 2022, making it the third best university in the eastern region, but to assert it for our Indian students, this university will be in constant pursuit of excellence to contribute more.



THE NEW INDIAN EXPRESS 28/11/2022

SOA awarded 'Best Promising University in Asia for Research'

EXPRESS NEWS SERVICE @ Bhubaneswar

SIKSHA 'O' Anusandhan (SOA) deemed to be university was awarded as the 'Best Promising University in Asia for Research' at the fourth edition of Asia Pacific Education and Technology Awards Summit 2022 (APETA-2022) organised by Education Post in Goa on Friday.

The award was received by SOA director Dr Mahendra Prasad during the summit organised on the theme 'Future Technology in Higher Education - the New Education Policy (NEP) Perspective'. Various universities and colleges were awarded during the summit for their contributions in different academic criteria as per evaluation carried out by Education Post. Goa Education department secretary Sarpreet Singh Gill emphasised on the urgent need to improve quality of primary, secondary and higher secondary schools which are the foundations of learning.

Gill appreciated universities and colleges for getting recognition over developing strong industry connect and enhancing entrepreneurship and leadership traits among students. The Education Post is a journal dedicated to higher education in the country. Its content includes insightful articles on current trends and futuristic courses.

HANS INDIA 28/11/2022

SOA chosen as 'Best Promising University in Asia for Research'

HANS NEWS SERVICE BHUBANESWAR

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Goa Education department Secretary Sarpreet Singh Gill emphasised the need for improving the standard of primary, secondary and higher secondary schools which are the foundations of learning. SOA was ranked 16th by the National Institutional Ranking Framework (NIRF) in 2022 while 16 of its researchers had figured in the list of world's top 2 per cent scientists enlisted by Stanford University this year.

AROUND ODISHA 28/11/2022

SOA CHOSEN AS 'BEST PROMISING UNIVERSITY IN ASIA FOR RESEARCH'

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Mr. Shiv Shankar Sharma, Editor-in-Chief of the Education Post and Shiksha Sabha TV, sister concern of Education Post, congratulated the institutions which were awarded at the summit. The Education Post is a journal solely dedicated to higher education in India with its content including insightful articles on current trends and futuristic courses.

Orissa TODAY 28/11/2022

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Last year, the Ambassador-in-charge of the Nepalese Embassy, Ram Prasad Subedi, praised your efforts toward your translations of Nepali books into the Odia language. Now, Madhya Pradesh has started a program for studying MBBS in Hindi as well. How do you see this new policy of studying technical subjects in regional languages?

There has been a long-standing demand for teaching medicine in local languages. But I feel that we should stick to teaching medical science in English in colleges while regional languages can be used as a supplement for improved understanding of the subject.



Tell us about the setting up of SOA. What triggered your decision and how did you build up the institute?

While working as a teacher in OUAT, I always felt that Odisha did not have a quality engineering college in the private domain though there was a huge need for the same. Students from the state were traveling to big cities outside to pursue their education. As a first step, the Siksha 'O' Anusandhan – which means education and research – Trust was set up. We worked towards establishment of an engineering college in Bhubaneswar and the Institute of Technical Education and Research (ITER) came up in 1996. Its objective was to offer quality engineering education to the students who would not require to leave their own state for studies. The founding of ITER was followed by the establishment of other institutions offering education in subjects including management, hospitality and tourism management, medicine, dental sciences, pharmaceutical sciences, nursing, legal studies and agricultural sciences. SOA received the UGC nod to function as a Deemed to be University on July 17, 2007.



Recently, SOA celebrated 10 years of the establishment of its community radio. What advantages can a college community radio bring forth in that institution?

We set up the community radio station in the university with the objective of aiding people within the permitted radius our sound waves could reach. It has been greatly

helpful to the residents of Bhubaneswar city and its fringes with important healthcare advices. It was particularly effective when COVID-19 disrupted life. Doctors from our faculty of medicine frequently featured in the programs of Voice of SOA Community 90.4. Experts from our faculty of agricultural sciences also use the radio to provide tips to farmers. The radio station played a crucial role when cyclone Fani hit the Odisha coast on May 3, 2019. It continuously provided the people with information about the situation based on the forecast of the university's Centre for Environment and Climate.



In the QS-I Gauge index 2022, SOA was recognized as an “Institution of Happiness” and was awarded a “Diamond” in the social responsibility category. Please shed some on the activities the university adopted to achieve the honor?

Yes, SOA was recognized as an “Institution of Happiness” on the basis of its initiatives which included zero tolerance for ragging,

and campus safety, introduction of up-to-date teaching-learning pedagogy and project-based learning. The university provided students with state-of-the-art infrastructure and lab support, experienced and learned faculty, mentoring support, career counselling and placement training while it put in place an effective grievance redressal mechanism. Personality development programs and psychological counselling by professional doctors for stress management is also made available to the students.

The “Diamond” rating in social responsibility was awarded to SOA because it has adopted 25 villages and is working for their development in terms of education,

health, hygiene, electrification and communication. It also conducts regular free health and dental camps in the neighborhood of Bhubaneswar city. It provides free OPD consultation and subsidized treatment through its 1600-bed state-of-the-art teaching hospital. SOA also extends scholarships to underprivileged children in the adopted villages and looks after the education of slum children in the vicinity of the university. SOA also set up five stand-alone covid hospitals in different parts of Odisha to treat patients for more than two years with its own doctors, nurses and paramedics.

Do you think rankings help universities? Do you feel that universities should also consider non-governmental ranking agencies jointly developed by Industry-academia professionals?

It does help in many ways. It creates the scope for self-introspection and analysis of own performance, helps identify areas of concern in teaching, research and extension activities, provides opportunity to benchmark own standing vis-a-vis other educational

institutions and helps prepare prospective planning for future ventures. It also creates room for updating and enriching curricular, strengthening of research profile and enhancing enrolment and placement.

With regards the second part of your question, I feel universities should accept non-government ranking systems jointly developed by industry-academia professionals which could cover all aspects of teaching and learning. Both academia and industry are vital stakeholders in the system as one shapes the product and the other absorbs it.

Most of the popular world ranking agencies like THE and QS are private agencies. Do you think these agencies are fair to Indian universities?

Yes, these agencies are fair to Indian universities as their ranking methodologies are rational, contemporary and robust. However, the weightage for the perceptions may be further rationalized for each metric and the process could be made more transparent.



Prof. P. K. Nanda
Pro-Vice Chancellor
Siksha 'O' Anusandhan

It always makes me feel proud to be part of the Siksha O Anusandhan, deemed to be University. The university has constantly been evolving since 1996 when it was just an engineering college, meant to carve a niche in the national map as a teaching and research intensive University.

To contribute to India's intellectual property, Prof. Manoj Ranjan Nayak founded the university, which name depicts its inherence. Eponymous to its name, this university is now an abode to students and learned faculty members from different corners of India and abroad as well.

Since its inception, SOA has been professing 'multidisciplinary' form

SIKSHA 'O' ANUSANDHAN

Centre of Education for the Students from All Stream

of education, which is one of imperatives of the New Education Policy-2020. Currently, around 14000 students, with 200 foreign nationals, are pursuing their study under different programs under the tutelage of 1385 professors and faculty members, with 4000 plus supporting staff. The SOA facilitates multiple study programs in multiple disciplines such as STEM (Science, Technology, Engineering, and Mathematics), Humanities and Social Science, Medical and Dental Science, Pharmaceutical, Biotechnology, Nursing, Management, Agriculture, Legal Studies, Hospitality, and Catering Technology.

SOA is known for its societal connection through its various sustainable development activities. The relentless effort of all the faculty members, students and all the stakeholders put the university in the bracket of top 25 in the NIRF ranking framework of Govt. of India in its all editions starting from the year 2016. This year, SOA placed itself at the 16th position under the University category. Courtesy to its emphases towards quality teaching and futuristic research, QS World University ranking has placed the university in the bracket of 800-1000 and in 401-450 ranking under QS Asia ranking.

Times Higher Education (THE) has also placed Siksha O Anusandhan in the bracket of 401-450 in THE Asia ranking. The university has identified 22 thrust areas of research and a significant amount of research is aligned in these lines.

Over 1100 PhD scholars and around 1200 PG students are carrying out research in these centers and research labs. The university adheres to a rigorous PhD program and has awarded over 455 PhDs in different disciplines in the last decade. The current SCOPUS and Web of Science indexed publications are 9814 and 5642, respectively. Average impact factor of SOA stands at 3.5 and the highest impact factor at 176. Besides, there are over 2402 publications having impact factors greater than 5.

So far, SOA has filed 358 patents and 28 of them have been granted and 10 designs have been registered. Extramural research funding for 232 different projects to the tune of 66.23 crores has been granted, out of which 112 projects to the tune of 45.39 crore are ongoing currently. Faculty members from the faculty of medical science have successfully conducted 82 numbers of clinical trials including the widely used COVAXIN vaccine for COVID-19 virus while the Department of Biotechnology has submitted 642 numbers of novel genes to be indexed by NCBI database of USA.

Therefore, the Siksha O Anusandhan University has been striving to fulfil the mandate of a university in imparting high quality education, conducting high-quality impactful research and connecting to the society through its extension activities.



Skill-based education is one of the thrust areas of the National Education Policy (NEP) 2020. Odisha also has started to set up an eponymous institution – Skill University. What steps has SOA taken in order to skill, upskill and reskill its students?

SOA follows an industry driven curriculum and outcome-based education which focuses on more lab components and provides a dynamic equilibrium between theory and practical. Hands on training is provided to efficiently skill the student on contemporary industry requirement. SOA provides mentoring support by industry experts while skill-based training programs are organized along with professional seminars, conferences, workshops, tech-fests on regular basis. Pre-placement training programs to make students industry ready are organized by the university, which also extends start-up and incubation support through SOA-CII, its incubation centre.



What challenges or lacunas should have been addressed extensively in the NEP?

In the Indian context, topics are learnt, revised and written in the exams. Very few questions are asked in the papers which involves practical application of the course material. Even if these questions are application-based, they involve applying the course concepts and do not include a mixture of course concept and real-life problems. Interest areas of students often remain unexplored.

SOA has got over 40 patents under its several research programs. Please tell us about a few patents and their core areas.

SOA focuses on research and innovation while the research ecosystem prevalent in the university helps researchers to translate their innovations to get patents. The core areas are nano-science and nano-technology, material science, chemical science, advanced physics, theoretical mathematics, core engineering, biotechnology, pharmaceuticals, agrochemicals, microbiology, artificial intelligence, smart medical waste management, smart agriculture techniques, clinical areas of oncology, neurology, gastroenterology, cardio-vascular, endocrinology, paediatrics, immunology, dentistry etc.



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Prof. (Dr.) Neeta Mohanty
Dean (Dental IDS)
Siksha 'O' Anusandhan

NAME OF THE INSTITUTE MANIFESTS ITS EXISTENCE, **SIKSHA 'O'** **ANUSANDHAN**

Welfare Govt. of India imparting BDS, MDS and PhD program under Siksha 'O' Anusandhan, Deemed to be University. It is the only dental institution in India affiliated to the Cochrane collaboration, a world-renowned British global independent network of researchers, professionals, patients, carers and people interested in health.

Quality education and the advanced dental treatment facility of the Shiksha O Anusandhan are the testament to its consistent prime rankings overall. Institute of Dental Sciences is ranked 10th by the NIRF 2022 and number one in the Dental Hospital category in the eastern region consecutively for five years.

The highlights of our Dental Hospital are:

- a) Major O.T - Fully functional Operation Theatre established only for oral surgical cases, apart from the collaborative O.T. in IMS & Sum Hospital for cases requiring multidisciplinary approach and ICU backup
- b) Comprehensive (Executive) Clinics
- c) Central Research Laboratory
- d) Integrated Oral Implantology Department
- e) Evening Clinics
- f) Tobacco Cessation Center
- g) Triple 'O' Department

The Institute of Dental Sciences (IDS), Siksha 'O' Anusandhan, Deemed to be University is in the serene, picturesque vicinity of the archival hills of Khandagiri, Bhubaneswar. It is entrenched in the Temple City (Bhubaneswar) since 2006 and is prospering since then.

Institute of Dental Sciences is recognized by the Dental Council of India and Ministry of Health & Family

The IDS has now become the preferred destination for undergraduate and postgraduate dental learning in all nine specialties in the country. Students not only get a wide range of clinical exposure owing to a good inflow of patients, but also exhibit their academic talent at various state and national level platforms, which add various feathers in their cap of achievements. We take pride to state it that students of Institute of Dental Sciences have been well placed in the government and private sector across not only India but abroad as well.

The teaching faculty of IDS are dynamic, experienced and have both national and international exposure. Faculties not only partake in national, international conferences, workshops, symposia but also they encourage students to take part to network with learned personalities. Several faculty members hold high positions in various academic associations and networks.

The academic output of the institute is reflected by a good number of

quality publications in peer-reviewed journals of national and international repute with high impact factor such as that in Nature publications and Cochrane database. Progressing in academic exchange, the institute has signed a Memorandum of Understanding with Central Institutes and foreign universities.

IDS regularly hosts student and faculty development programs, lectures, symposia, continuing dental education programs, seminars on various topics of interest. National programs on Oral Cancer, Cochrane Review Protocol, 3-D printing are among such of them. It has also organized pre-conference workshop for Oral and Maxillofacial Surgery, Periodontology and Indian Dental association, Master class AOMSI, Operation Smile surgical mission for free cleft lip & palate surgeries and National Orthodontic conference 2019, National Pediatric & Preventive Dentistry conference-2021, first Cochrane India network Annual meet and Pre-Conference course ISP National conference 2022.

The social Inclusiveness is achieved through community services by extension of dental services to the needy people of the society by many awareness programs and camps for which the Institute has fully equipped dental vans. The IDS has adopted many villages and schools to maintain the oral health of people. There are regular free Oral pre-cancer and cancer detection camps in the institute and villages, along with free investigations and biopsies. The IDS also provides bus services to camp patients for the hospital for treatment.

The Institute of Dental Sciences provides a stimulating environment for intellectual development, free thinking and personal growth. IDS keeps challenging its students, PhD scholars, faculties with dynamic learning, growing opportunities and equipping them with the skill, insights, attitudes and practical experiences that are necessary to take up responsibilities in the society.

SOA has several memoranda of understanding with international universities and organizations. Please enlighten us about some achievements in international tie-ups of SOA.

SOA has signed around 35 MoUs with international universities and organizations. Some of the important collaborations are with University of California, Davis, USA; University of California, Riverside, USA; New Jersey Institute of Technology, USA; Southern Illinois University, Carbondale, USA; Florida International University, Miami, Florida, USA; University of Texas, Arlington, USA; Cambodian University for Specialities, Cambodia; Daffodil International University, Bangladesh; Salahuddin University, Erbil, Iraq; MICAS Simulation Ltd, UK; Universiti Teknologi MARA, Malaysia; Aarhus University, Denmark; Earth Networks International, USA and Tribhuvan University, Kathmandu. Some of the significant outcomes include joint research publications, joint research guidance to doctoral and post-doctoral fellows, student and faculty exchange, guest lecture series, joint organization of international conferences etc.





The challenge of inadequate exposure always persists in cities like Bhubaneswar compared to the more popular educational destinations. How do you address this challenge at SOA?

The locational disadvantage for SOA, for being located in Bhubaneswar, is getting diminished gradually as the city has become cosmopolitan in character and is considered as a neo-educational and industrial hub.

Some of the prominent institutions like IIT, AIIMS, NISER etc. have started functioning in the city, which has also become a software hub with the presence of major software companies including TCS, Infosys, Wipro and Tech-Mahindra. The emergence of couple of nationally acclaimed private medical institutions in Bhubaneswar have also grabbed attention. SOA's recent performance in terms of national and international rankings, accreditations and other recognitions prove that Bhubaneswar has already got adequate exposure.



Inauguration of

SUM ULTIMATE MEDICARE

An initiative of Siksha'Anusandhan

February 2022



SHRI AMIT SHAH

SHRI NAVEEN PATNAIK

SHRI DHARMENDRA PRADHAN

DR. PROF. MANOJRANJAN NAYAK



Prof. Bibhuti Bhushan Pradhan
Registrar
Siksha 'O' Anusandhan

SIKSHA 'O' ANUSANDHAN

The University That Believes in Evolution and Innovation

Dental, Law, Research and Overall Ranking, along with the accreditation through NAAC, NBA, ICAR and ABET in their respective fields.

QS World University ranking has placed SOA in the bracket of 800-1000 and in 401-450 ranking under QS Asia ranking. Times Higher Education (THE) has also placed it in the bracket of 401-450 in THE Asia ranking. Fulfilling the duties, the university serves India to uplift the society through entrepreneurial spirit along with keeping the cultural heritage and acceptance of market demands of the country and world.

The university thanks the Government of India for the New Education Policy that envisages transforming the Indian education as it encourages lifelong learning opportunity for all learners by 2040, regardless of their social or economic background. In the era of Industry 5.0, based on Agenda of Sustainable Development Goal 4(SDG4), SOA has consistently been ensuring India's acceptance of inclusivity and fair quality education.

Heeding over the legacy of over than 5000 years old civilization, tradition, value through knowledge, wisdom and truth, the Siksha O Anusandhan University is resolute to serve India. I am always proud that I am associated with that institution that believes in the philosophy of achieving the highest human goal and placing itself as one of the World Class Universities.

Since its inception, the Siksha O Anusandhan (SOA) University is an institute of erudite, practical and industry-based learning. SOA emphasizes on quality education and research for the betterment of society at least cost. The National Institutional Ranking Framework puts the university in Graded Autonomy Category I of the University Grants Commission.

The university excels in India through all seven editions of the ranking: University, Engineering, Medical,



“Employability-driven-study” has always been important in any part of the world. What methods does SOA adopt in this aspect?

Employability-driven-study is a very important component in the system of education across the globe. The syllabi in all continuing course programs of our university are updated and designed considering the industrial requirements, updation in technology and the software industry trend. The Dean-level committee of the university makes periodic assessment of the employability data and our Placement Cell is as such very active in placement drives.

Despite some major progress in higher education in India, several students are still opting to go to destinations like Australia, Canada, Singapore etc for undergraduate programs. What impact does this have on the overall capacity of India?

Practically speaking, the percentage of students going to foreign countries for their higher studies is less than five percent of the students who study in India. In that sense, the impact on the overall capacity is negligible. But students opting to study outside might have an upper edge in some cases with regard to quality of teaching, placement facility, good research environment etc.





Our university will try to address the key challenges of agriculture including more R&D approach for increase in productivity, developing economical harvesting equipment, primary and secondary food processing units, supply chain, infrastructure supporting the efficient use of resources and marketing etc.

What can be a positive factor in attracting students from other countries to India? Do you think our institutions are competitive enough?

Opportunities in India for research, internships and careers with multinational companies make a conducive environment for foreign students to study here. Good exposure and experience with Indian students would teach them many useful life skills that could help shape the professional and personal life.

Artificial Intelligence has made an impact on almost all sectors. Being a scholar in Computer Science, do you believe that every student should study this subject to be industry ready?

It is not essential for every student to study Artificial Intelligence. In case of actual requirement in any specific area, a person may get enrolled in the course while continuing in his industry job. AI is basically one of the crucial emergent technologies disrupting business and industry today. There is no way to know what path the development of AI will take in future.



“
Start-ups are the talk of the town for the past couple of years and one start-up of SOA has also won the Supernova Start-up Challenge in Dubai. What are some top prerequisites for a successful entrepreneurial venture?

In the last few years, the performance of our start-up teams has been very much appreciated and acknowledged at the national as well as international level. The prerequisites for a successful entrepreneurial venture are: **effective communication skill, business strategy with focus and ability and zeal to learn.** However, capital is the foremost requirement for any entrepreneurial venture. Most entrepreneurs fail to secure sufficient capital from outside sources unless they have somehow proven themselves or have a marketable prototype.

How does the National Service Scheme (NSS) play a role in educational institutes?

NSS units running under the aegis of the Ministry of Youth Affairs and Sports are an extension of activities of the higher education system to encourage young students to take up community service while they study in academic institutions. The sole aim of the NSS is to provide hands-on experience to young students to serve the community. Being an active member of NSS, the student volunteers get the exposure and experience to become accomplished community leaders. It helps in grooming ideal human beings who understand human nature and values.

”



Dr. Mahendra Prasad
Director
Siksha 'O' Anusandhan

"Utkalmani," People from the state of Odisha often call this sobriquet, in complete reverence, for Pandit Gopbandhu Das. People in Odisha remember Pandit Gopabandhu for his poems, writing, literature and the most, for his reforms for education in Odisha. He used to say,

"Education is a blind man's vision, a poor man's sustenance and a helpless person's aid. There is no other way to strengthen the backbone of society— education is the only answer."

-Utkalmani Pandit Gopbandhu Das

SIKSHA 'O' ANUSANDHAN

A World Class University for the Whole World

Pursuing the motive of delivering holistic, multidisciplinary, futuristic, sustainable and impactful research based education for the people of India, Shiksha 'O' Anusandhan, a deemed to be University, is one centre for not only the students of India but even scholars from abroad as well.

Home of 16 faculty members who have figured into the world ranking of top 2% scientists for 2022 published by the USA's Stanford University is the first rational I avouch that SOA is indubitably an institution of learning and erudition. Further, the university delivers innovations and inventions via its 14 research centre which well-known around the world.

Having student exchange programs with more than 60 countries, SOA feels proud in fostering numerous diligent students from every continent of the world. In 2022, the renowned Times Higher Education Ranking (THE) has put the university **under 401+ Young University Rankings 2022 category in the whole world**. Another famous ranking, QS World University Ranking for 2023 has put the university under the 1001-1200 in world category with being placed in the 451-500 brackets in the whole Asian continent. Further, Accredited with 'A++' grade (3rd Cycle) by the NAAC, the University

Grants Commission has granted Siksha 'O' Anusandhan with Category-I Graded Autonomy Status.

Since the beginning of the National Institution Ranking Framework (NIRF) ranking, SOA has constantly been putting itself under top ranking in seven categories: Overall, University, Engineering, Medical, Dental, Law, and Research. In 2021, SOA granted with 17 patents whereas 317 patents have still been filed and 189 have been published.

I feel delighted to mention that in 2021, there were remarkably 8254 Scopus publications by the university and 4750 in Web of Science Publications. By Centre for Preservation, Propagation & Restoration of Ancient Cultural Heritage of India, SOA focuses also on researches of "restoration of ancient heritage" along with science, technology, engineering, management, commerce, finance and arts of the world.

It's my every day elation to be associated with this one centre education for all that is resolute to keep on evolving and innovating for the future as what is mentioned in Brihadaranyaka Upanishads - "असतो मा सद्गमय" (Lead us from false to the truth).

Increase in population, rise in average income and effects of globalization will lead to an increase in demand for quantity and quality of nutritious food as also variety of food. Therefore, pressure on decreasing available cultivable land to produce more quantity, variety and quality of food will keep on increasing. For this, the subject of agronomy will be always in high demand. In future, there will be more of vertical and urban farming and there will also be long-term efforts to find new areas for production, including barren deserts and sea water. India is poised to become the world's most populous country within a decade and providing food for them will be of prime importance.



A large percentage of the Indian population works in the agriculture sector. Since SOA has also set up an agricultural institute, will you elaborate on the future of agronomy and the steps SOA has taken in this direction?

Increase in population, rise in average income and effects of globalization will lead to an increase in demand for quantity and quality of nutritious food as also variety of food. Therefore, pressure on decreasing available cultivable land to produce more quantity, variety and quality of food will keep on increasing. For this, the subject of agronomy

will be always in high demand. In future, there will be more of vertical and urban farming and there will also be long-term efforts to find new areas for production, including barren deserts and sea water. India is poised to become the world's most populous country within a decade and providing food for them will be of prime importance.

Our university will try to address the key challenges of agriculture including more R&D approach for increase in productivity, developing economical harvesting equipment, primary and secondary food processing units, supply chain, infrastructure supporting the efficient use of resources and marketing etc. There is also a need for work on cost-effective technologies with environmental protection and on conserving our natural resources.



The ratio of students opting for STEM studies is skewed toward the urban population. What steps can be taken to encourage more students to study these subjects?

STEM stands for science, technology, engineering and mathematics and refers to any subject that falls under these four disciplines. In addition to subject-specific learning, STEM also aims to foster

inquiring mind, logical reasoning and collaboration skills. The concept of STEM originates from the situation arising out of dearth of qualified graduates to work in high-tech jobs. Now the government is planning to attract students to STEM courses in order to address this shortfall. In terms of career paths, some of these subjects will offer a quite straightforward progression to a particular career. In the context of India, percentage of students from both rural and urban areas opting for STEM courses is observed to be much more than actual requirement.

As the founder of a university, which imparts multidisciplinary education, how do you think the multidisciplinary approach of the NEP will help make students industry-ready?

Multidisciplinary courses are a great option for those seeking flexibility and opportunities in multiple fields, even giving them a competitive edge. Having multidisciplinary courses under one umbrella has the advantage

for the student mass to opt for courses as per their own choice which is the primary motto of the NEP. The obvious benefits of multidisciplinary studies are: opportunity for collaboration and shared expertise, improvement in multiple perspectives like, problem-solving attitude, critical thinking, scope for best time-management and communication skill development. All these attributes can help prepare students for industry readiness with a broader set of skills.

International Students



Under your leadership, SOA has attained an A++ rating by National Assessment and Accreditation Council (NAAC), and recently the university signed a pact with ICAR-Central Institute of Freshwater Aquaculture. What are the prime ambitions of the university going forward?

The primary ambition of the university is to impart quality education

for students from various corners of the country and abroad. NAAC rating and collaborations with leading organizations of the country will lead to create the opportunity for research and extension education for our university as well as focus on more and more R&D activities. Finally, the target is to reach the R&D outcome at the doorsteps of the common mass.

What motivated you to set up the media house Summa Real?

We have set up the Summa Real

Media Private Ltd, which publishes the Odia daily 'Prameya' and runs a Odia TV news channel 'News7'. The idea behind the establishment of the media house was to provide the people with unbiased news. 'Prameya' has since become the largest circulated Odia daily in the state.

Congratulations for the Ruchi Desh Gourav Samman, another feather in your hat. So many accolades coming your

way. What motivates you to excel?

The combination of sincerity and hard work is the key to success. Sitting in my own chamber throughout the day, I monitor and look into the activities of several thousand of my colleagues and assess their performance on monthly basis. That way, the system runs automatically and every individual makes a great contribution to the annual outcome. As such, mutual trust, transparency, team work and time management are our major strength and resource.



Siksha 'O' Anusandhan*Siksha 'O' Anusandhan*

What message and recommendations will you give to academicians and students?

The whole world has become competitive now and an institution has to struggle and compete with hundreds of other institutions to maintain its quality of education and attract bright students. If a teacher feels satisfaction in his/her own teaching with full course coverage within the academic calendar then students will be



automatically induced to attend the classes with sincerity. The teaching learning process is like two sides of the same coin. One imparts knowledge and the other is at the receiving end. Unless the students are disciplined, punctual and attentive in their studies, teaching is meaningless and education will not be able to meet its objective. **EP**



Dr. Madhu Veeraraghavan
Director, TAPMI Manipal

AACSB ACCREDITATION FOR TAPMI HELPS ITS STUDENTS IN THEIR PURSUIT OF HIGHER EDUCATION AT GLOBAL UNIVERSITIES

Emphasizing on fundamentals of any education, **Dr. Madhu Veeraraghavan**, Director of T. A. Pai Management Institute, Manipal, shared his insights on education in management and finance. With the **Education Post's Tanay Kumar**, Dr. Veeraraghavan enlightened about the knowledgeable resources of these streams.

Corporate Finance and Behavioural Finance are one of your expertises. Would you please explain the difference between these two?

Corporate finance and behavioural finance are not mutually exclusive streams. Corporate finance broadly involves activities such as capital structure, investment appraisal, dividend policy, and managing working capital. While behavioural finance understands the influence of psychology in financial decisions. A new academic discipline has emerged by merging the two i.e., behavioural corporate finance. This stream analyses how the psychological biases influence the decision-making corporate finance.

TAPMI Bengaluru is an AACSB accredited institute. Would you please enlighten about the benefits and leverages that this accreditation has brought for this institute?

The AACSB accreditation for an undergraduate program (BBA) has three important benefits. First, the AACSB accreditation ensures the robust teaching-learning process in a b-school. The BBA (Hons.) program at TAPMI-Bengaluru is one of its kinds in India.

The program has a flavour of liberal arts courses along with the management courses. The program is comparable to an undergraduate program offered by a top US business school.

Second, AACSB is an US based accreditation body. The graduate degree from an AACSB accredited university is accepted by employers all over the world. Hence, our BBA graduates will have access to global job market.

Third, the accreditation will ease

the process if our students want to pursue higher education in foreign universities as a degree from a AACSB accredited university is accepted globally.

The institute has good international collaboration, like Macquarie University, Sydney and Rennes School of Business of France. Please tell us some past and current collaborative research activities and achievements of the institute with the global ones?

TAPMI faculty collaborate with researchers from leading research Universities such as Monash University, Melbourne Business School, University of Southampton, University of Hawaii, Macquarie University, City University of Hong Kong, La Trobe University, University of Texas, Arlington etc on research projects. In addition, we have strong links with the *Max Planck Institute for Human Development*. Our faculty has also obtained several research grants in collaboration with researchers from global research institutes (such as the Max Planck Institute for Human Development) and research-intensive universities.

India's largest Educational Trading Lab is there at your institute with a capacity of 36 seats. Please enlighten us about this lab and its success ratio, as many from millennials and Gen-Z have started trading at an early age.

TAPMI is home to a world-class Finance Lab, powered by *Bloomberg and Eikon* terminals. Equipped with *16 Bloomberg and 7 Eikon* terminals with a capacity to seat 36, it is India's largest Educational Trading Lab supported by live data feed from international financial markets. I would like to highlight three important initiatives of TAPMI to provide hands on experience.



Samnidhy:

It is a TAPMI's Student Managed Investment Fund (SMIF) with asset under management of INR 2.5 million. The fund is managed by our students and supervised by an advisory board consisting of faculty members, alumni, and industry experts. The student team gets to dabble in the markets with real money, which provides them with unparalleled exposure over two years. Regular brainstorming sessions within the team and mentorship sessions with seasoned professionals from the industry

give them a flavour of what it takes to be a successful finance professional.

Student Managed Investment Course (SMIC):

It is the fund managed as a professionally run entity by the students selected through a rigorous process for this course. The objective of SMIC is to provide experimental learning by enabling students to make investment decisions in the BSE/ NSE Listed Companies. Furthermore, through the SMIC Finale, we seek to bring together industry experts and our students

on a common platform. Teams present a summary of their learning, and an eminent panel of senior capital market professionals judge the presentation. The industry experts question the fund managers' investment philosophy, stock selection criteria, portfolio performance, and provide constructive feedback. Second-year students are divided into teams of 5-6 students, and each team is given a corpus of INR 1,25,000 to invest.

TAPMI-Bloomberg Olympiad:

It is an event where the *Bloomberg Champions* from reputed B-schools across

India battle it out to earn the coveted *Bloomberg Champions Trophy*. The event offers a unique opportunity to exhibit command over the powerful Bloomberg Terminal while applying and testing the understanding of the theoretical concepts and fundamentals of finance. The Bloomberg Olympiad is organised every year in association with Bloomberg India.

Being a prominent institute, TAPMI facilitates students to do PhD in finance, economics and management related subjects. Please tell us about some important research papers and areas that the scholars of the institute have published.

We encourage our faculty members to publish in top journals in their area. We follow the journal classification by the *Australian Business Deans Council (ABDC)*. During 2021-22 our faculty have published 21 papers in 'A' and 'A*' rated journals. This, in my opinion, will put TAPMI in the top 10 schools in India in terms of quality research. Our faculty members publish in top journals such as *The Accounting Review*, *Journal of Business Ethics*, *Journal of Corporate Finance*, *Journal of Financial Economics*, *Journal of Banking and Finance*, *Economic Modelling*, *Journal of Financial and Quantitative Analysis*, etc.

On a massive scale, finance and management have been coupling with the digital technology, which is good. Are the students of finance and management facing any challenge due to this disruptive digitisation? If yes, please explain.


No, we have not faced any major challenges due to disruptive digitisation. In fact, the use of technology in finance has opened a lot of opportunities. We proactively introduced an elective course on FinTech in 2019 in collaboration with the Fintech consulting firm Virtusa. Similarly, we have organised several workshops and guest lectures by industry experts on this topic. As a result, we have witnessed a lot of job opportunities opened during the placement season.

What are some core notions and aptitude that finance students must always heed over?

There is no substitute for sound fundamentals. Over the years, I have witnessed several trends, fashions, and fads in the finance area. Amidst all these, the fundamentals of finance have not changed. Hence, my advice to students is to pick up a sound understanding of fundamentals during the MBA, and this will stay with you for life.

You're a recipient of the Vice-Chancellor Gold Medal for Teaching Excellence at a prestigious university. What should a good university professor NOT do?

Corporate finance broadly involves activities such as capital structure, investment appraisal, dividend policy, and managing working capital. While behavioural finance understands the influence of psychology in financial decisions. A new academic discipline has emerged by merging the two i.e., behavioural corporate finance. This stream analyses how the psychological biases influence the decision-making corporate finance.

I would like to answer this question a little differently. I subscribe to what Robert Bloomfield talks about in his paper titled "How to be a Good Professor". Robert highlights a three-part mission for professors – research, teaching and service. He goes on to add that a good Professor will be able to; communicate effectively; craft constructive reviews and effective response memos; put philosophical insights to practical use; motivate students; share in the governance of your institution; and blend work and life so that each enriches the other. This is a must-read paper for every academic. 



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Dr. Dayananda Siddavattam
Vice Chancellor, GITAM University, Visakhapatnam

Talking collaboration with Bhabha Atomic Research Council, **Dr. Dayananda Siddavattam**, Vice Chancellor of Gandhi Institute of Technology and Management (GITAM), Visakhapatnam, emphasizes on financial encouragement for research in India with **Education Post's Tanay Kumar**. He shares his academic journey and other viewpoints.

FINANCIAL ENCOURAGEMENT FOR RESEARCH IS IMPORTANT

You had received a scholarship to study in Germany. Will you please tell us about your academic journey?

I was born in a small village in Chittur district of Andhra Pradesh and completed my schooling from the same district and then I moved to Tirupathi for B.Sc. from Sri Venkateswara University. I cleared my B.Sc. in first attempt, which confirmed my seat for the M.Sc. and subsequently I completed my PhD from the department of Zoology of SV University, Tirupathi. Later, I got a scholarship from DAAD to study in Germany in 1988 and BMFT visiting scientist fellowships from the Ministry of Science and Technology, Federal Republic of Germany.

Then I started as a lecturer at the SK University, Anantapur and later on I shaped the biotechnology department at the university. I moved to the University of Hyderabad in 2007 as a full professor. I held several academic and administrative positions at the University of Hyderabad. Till I superannuated at the UoH, I was the dean of the department and now I am serving my duties as the Vice Chancellor of GITAM University.



GITAM University, Visakhapatnam

Q After returning to India from Germany, you established a laboratory at SK University. What are the reasons that most laboratories in Indian institutions are not at parity with Europeans or even our own IIT labs?

It is all because of the encouragement received in the Western world for the

research. Their endowment amount from the GDP for research is really very high. It is definitely good that we are really transitioning towards a service oriented economy from an agrarian economy, but we really need to be a knowledge-based society as well. Plus, the financial health of a country is also important. Lesser political interference is also a very crucial when it comes to excelling in academics. Many Public universities in India have not that autonomy to recruit learned teachers or heavy equipments to train the students.

Q Most of the students, who study biology in class 12th, prefer either medical or pharma for their future. Why does microbiology not enjoy this level of preference and do you believe that market is a reason behind it?

Actually, there are two issues here. A majority of students want to settle down in their lives and seek a common life, better to say—"secured life" with a house, wife, two

children, a four-wheeler and a normal livelihood. With India, it is true for any society in the world and it is absolutely fine.

On the other hand, in any country, some students are always different and they think unconventionally. Their main aim is to know more, to question, to research and thus such type of students pursue research in subjects like microbiology, biotechnology, etc. So, such type of students would always be in a lesser quantity. They just need encouragement for their research and it is also fine.

Q GITAM has partnered with 18 global universities. Please tell us about some achievements of the international collaboration of the university.

Any collaboration of ours has three main aims: first, to make them global citizens; second is to integrate the researches of GITAM with the other famous universities of the world as one must look at both ambits, i.e. outside of the country and within the country; third, to expose students for the bigger opportunities.

GITAM is interested in offering training programs on exchange basis from other universities around the world. Students study half of the coursework at the GITAM and rest half in another global university and ultimately they get the degree of both of the universities.

One thing I must assert here is that without strong research activities and research outcomes, any collaboration with any global university doesn't sustain for a longer time. All the collaboration entails practical and experiential learning in every top university and thus research becomes really important in this aspect.

The institute has collaboration in research with 17 prestigious organizations like BARC and ICRISAT (The International Crops Research Institute for the Semi-Arid Tropics). Please share some achievements of scholars in these collaborations?

Just a couple of days back, representatives from Bhabha Atomic Research Council visited our campus as they want to install their one training centre at GITAM. They have gained around 3,500 acre of land near Atchutapuram of Andhra Pradesh and after installing all the equipments, BARC would set up their small labs at the GITAM as well.

We designate eminent researchers from different organizations as ‘Adjunct Faculty.’ They are already working at some prestigious organization, but we call them to teach our students of GITAM. Our students work in their labs and under their guidance. Many times, our students are the co-authors of research papers published by those eminent scientists.

Please tell us about the placement culture and its statistics at GITAM.


First, because of the above mentioned research and skill-driven study, our placement record is also above 95%.

GITAM is interested in offering training programs on exchange basis from other universities around the world. Students study half of the coursework at the GITAM and rest half in another global university and ultimately they get the degree of both of the universities.

Further, GITAM University has a GCC—GITAM Career Guidance Centre which is headed by a director. The department visits the leading industries from all over the world and they detect industrial requirements and train the students accordingly. Also, we invite them to assess the capability of our students as well and then we guide the students on the basis of received inputs from them.

According to you, what are the three things that Indian universities (both public and private) are in desperate need of current time?

First, I would say that university means not only a big infrastructure. Many top global universities don't have colossal and massive buildings, but they are exceptional when it comes to delivering education. Therefore, it is the human resources that matter the most and second autonomy of the public universities. Many public universities in India don't have world-class equipments in their labs. So, recruiting learned and rational people with autonomy to bring essential equipments are some desperate needs of the Indian universities.

Plus, there is also another matter of secondary schools as well as they are the foundations of learning for all students. It is a matter of contemplation that numerous students from state board and public schools (10+2 levels) are not able to secure a seat in the higher education colleges. Some of them, of course, do secure a position, but large magnitudes of students don't. Therefore, we need to focus on our secondary schools as well. 

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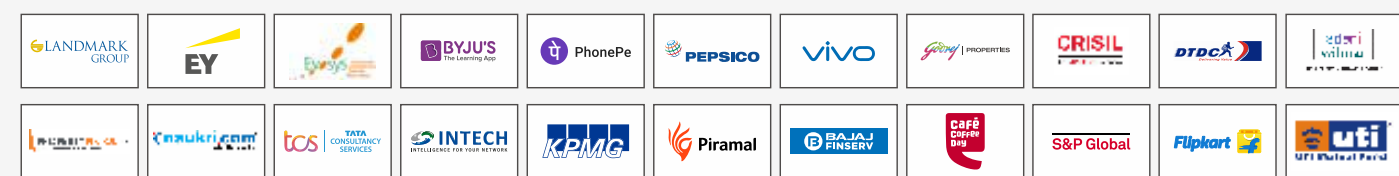
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Dr. Ramasastry Ambarish
Director, MYRA School of Business
Mysuru

Enlightening on the changes in the financial education due to 1991 economic reforms, **Dr. Ramasastry Ambarish** emphasizes on learning, un-learning and re-learning. With the **Education Post's Tanay Kumar**, Dr. Ambarish shared that why emphasizing on a particular 'Career Path' would give more fruition to students, compare to just opting for an entry-level job.

CHOOSING A CAREER PATH IS ALSO IMPORTANT ALONG WITH AN ENTRY LEVEL JOB

You completed your Post-Graduate Diploma in Business Administration after doing Engineering from IISc Bengaluru, India's most prestigious institution of engineering. Please tell us your rationale behind studying a course in business after engineering?

Well, to say it clearly, those were the times of 50 years of the past. And in those days, parents used to decide important things in their children's lives. At 17, I had a degree in physics from Mysore University and then I got the admission into the Institute of Science, Bengaluru to complete my B.Tech. in Electrical Engineering and Electronics.

I would say that I was fortunate and blessed to have opportunities to study and work at some of the finest institutions in India and abroad. Answering to the question, I completed my engineering in 1976, and back in the decade of 1970s, a professional management course had taken a hold in India. At that time, it was really competitive, as still it is.



MYRA
SCHOOL OF BUSINESS

You were working at the World Bank when India had liberalized its economy in 1991. How have those reforms changed the study of business and management in India as compared to the time when you studied business back in 1976-1978?

I would say there is a sea-change in the studies these days like day and night. Like, I learnt the macroeconomic from the Professor C. Rangarajan at IIM Ahmedabad who later on became the governor of the Reserve Bank of India when Dr. Manmohan Singh was the Finance Minister of India. In 1992, I was in the group that came from the World Bank to India after the economic reforms. I had just joined the World Bank a year before of that.

Besides opening the economy, another big thing happened in the Indian economy was Building of Institutions. Just after the economic reforms, reform in SEBI occurred, SEBI got more autonomy for regulating the market, National Stock Exchange also got more wings and many other institutional reforms happened in India. So, because of those reforms, the study of the finance and management has also changed accordingly. Majorly, what we studied was basically accounting.

Start-ups and entrepreneurs are rising in India and you are also a successful venture capitalist; several colleges have also inculcated entrepreneurship in their

curriculum. Would you share some core things that students must heed over before embarking on this journey?

Here, I would say that every government in India has always encouraged for entrepreneurship and it has got a boost in the past seven-eight years as there is a strong need for job-providers rather than just job-seekers. Entrepreneurship is a combination of two things. First, it is about spotting a business opportunity, and that is actually a kind of innate quality. So, the people who hail from a business family have this smart quality of sensing a business opportunity. That can only be a kind of innate quality or observational one.

Second, after spotting an opportunity, a term in business—Minimum Viable Product, comes into the picture which fulfils the

needs of the customers. Then after that, how does the product achieve the product market fit is really important? After that, transitioning of a proprietor based business to a professional business must also be heeded. So, one can teach these things and intricacies in schools.

MYRA School of Business has started the program on entrepreneurship and we are also unveiling the centre of small business and entrepreneurship as well in a couple of months to nurture the idea of entrepreneurs here. Plus, to be a successful entrepreneur, one has to have conviction in her/his idea.

MYRA School of Business has a program named - Careers Services Program. Please shed some light on this course and its help for the students.

One of the important things we do here under this program is that we want to prepare them for the industry when they graduate. Besides all the activities and necessities of teaching in classrooms and labs, there is another world that must also be taught.

So, we first map and assess where they are at and what level they are at. In the very first couple of weeks, all the students go through a psychometric profile like introvert, extrovert, etc. After that, we put them through proficiency test, from language to the soft skills.

After this whole process, we start training them. The best of our training is we teach students to how to manage their time, which is very crucial currently. Besides that, we teach them in all the required skills that are really indispensable for the industry. Meanwhile, in every three months, we assess where they are right now.

MYRA School of Business is a quality-driven institute. Our teacher to student ratio is in a single digit and it really enables us to focus on each student of the class. Plus, we expose them to a minimum of five new and upcoming industries like 3D printing, Internet of Things, etc.

How do you see the culture of 'placement' and please enlighten us about the methods that MYRA has adopted that it has an excellent placement record?

Whether one likes it or not, placement is an important activity. Because of teacher to student ratio being in single digit, Myra Business School enjoys giving full attention to each student of the class.


One thing I must really emphasize here is that we focus on teaching students to have a bright "career path" over choosing just an entry-level job. We ask students themselves that which industry they foresee their future in or at least want

From Deloitte to all the top firms, to even start-ups, MYRA school receives diversified industries for the placement. Further, besides having a 100% placement record.

to see and where would they like to be after five years after graduation with relevant skills.

From Deloitte to all the top firms, to even start-ups, MYRA school receives diversified industries for the placement. Further, besides having a 100% placement record, I take pride in stating that we advise students to choose a "career path" and that's why our students are still excelling in their career.

This business school trains its students in Python, R, Excel, SPSS, Six Sigma and Value Investing as well. What are the challenges that the management and business students are facing today or might face in the coming future?

Compare to 50 years back, skills have become really important today. Ability to learn, unlearn and relearn is vital for students today. You mentioned about Python, Excel, R, SPSS and other softwares but I also have to train students for that time if these softwares will not be required anymore. So, answering to the question, artificial intelligence might be really challenging for not only students but common people as well. Therefore, students must have the ability to relearn and reskill herself/himself. 



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Dr. Ramana Rao S V

STUDENTS ARE ALSO PART OF OUR PLACEMENT EXECUTIVE COMMITTEE

A scholar in derivatives of stock and trading, **Dr. Ramana Rao S V**, Director of Siva Sivani Institute of Management, Secunderabad, expresses his views on higher education with **Education Post's Tanay Kumar**.



Please tell us about the motivation behind opting for finance and doing a PhD in the same.

Right from the graduation, I am really interested in finance and I completed my post graduation in finance and management as well. Finance is the key for survival of any organization which motivated me to pursue a proper research in it.

Please shed some light on your research, which was based on Financial Derivatives, and what were the bullet outcomes of your research?

On June 12, 2000, the Indian market introduced derivatives with index futures. Meanwhile, I was also reviewing research literatures for my subjects. I decided to pursue research in the derivatives, its purpose, its affects on the Indian market, etc. Conclusion in a nutshell of my research was that derivatives were not fuelling the ‘volatility’ of the stock markets.

SSIM has set up a Finance Lab in collaboration with the National Stock Exchange Academy. Please tell us about the achievements of this practical-learning based laboratory and how it has helped the students?

In 2020, we collaborated with the National Stock Exchange academy. We wanted to provide skill-based training and learning for market and trading related aspects. We sent our proposal and requested NSE to set up their academy at SSIM. SSIM has 30 trading terminals and I am really proud that the lab is really helping the students to learn all the skills of trading and the stock market.

Students learn to design the strategies to invest and how the derivatives are designed, moderated, and used in the market. So commenting on achievement, those students at SSIM who want to learn expertise in the market during their study, attains its knowledge.

Last year, SSIM introduced a laboratory in finance education - MarkStrat StratX simulation. Please tell us that why the institute thought of this laboratory and what

Lessons students have gained from this simulation lab?

It is a European-based trading technology but its working pattern implies in a normal stock market as well. Those students who are willing to make finance their major study and want to steer their career in trading only, this lab is really helpful for them.

Furthermore, we have taken service of the Capston Project as well, which is developed by Equity Livers. Students are tested by the topics they studied by videos over this platform and their scores are public. So, the top students scoring at this platform are automatically visible to the corporation and their credibility gets really high.

I am so proud to inform that many students of SSIIM have scored on par with the students IIM and other top management institutes.

The institute has categorically mentioned - Outcome Based Education (OBE), which is also one of the emphases of the New Education Policy. How does the OBE infuse in the finance and marketing education?

First, I would emphasize that we have specified OBE in all of our courses, of course along with the management and finance as well. One must know the “outcome” of attending any session or class of one hour and the current generation is somehow moving towards this approach.

Here at our institute, along with the students, faculties are also clear that what ‘outcome’ she/he is going to teach in any class or any session, and this is really necessary. Further, we also measure the magnitude of the outcome from sessions to the entire semester because that’s how you would know that ‘how much’ of the purpose the students have understood in any session or the entire semester. It also shows the bar for measuring and improvement of the session and/or matter of the session.

Please tell us about your views on placement culture and what strategies the institute adopts for it.

I really believe that if the learning is well, then the outcome of the learning – placement to say in this case, is definitely going to be excellent. In our institute, we have a separate department – Placement Executive Committee and students are also

part of this committee and we introduce students in this committee after a selection process. Inclusion of students in the executive committee makes the institute inclusive in real terms because you can’t assess the situations and mindsets of students if they are really not on the chair with you.


The committee is strongly connected with the people in the industry. Plus, the institute has a Management Competency Module in the curriculum which really helps the students with the required skills. Plus, executives and HRs, both of them, are called to take student’s assessment during their several tests, viva-voice and presentations. Further, we have also collaborated with the people in several companies who train the students for specific trainings, if required.

At SSIM, we have been securing 96 to 98 % of placement record since past five years consecutively. In fact, if anyone goes to our website and click on the placement link, she/he will find the placement record of past five years with students, their roll number and the organization they were eligible and selected for the job. So, this transparency is also expected from the institutions.

Your institute has also a program of international students exchange with Herzing University, based in Atlanta, USA. Please tell us about the achievements of the institute in global collaborations.

We have this memorandum of understanding with the Herzing University. As part of our students exchange program, students can enrol directly in the university without taking IELTS, TOEFL or GMAT. Plus, there are traded-waivers for those students who have completed their study at SSIM and if they want to further study at Herzing University, they won’t have to take those courses we teach at SSIM. In the past seven years, around 65 students have completed their study from Herzing University and they are doing well in their career as well. Around 30 of them have got settled there.

Any message and recommendations for the youth?

I would say – “Have patience and stay focused” in the current era of information overload. Try to follow standard and authentic sources of information rather than just frivolous channels over the internet. And, the current generation of youth is a bit stressed and doesn’t have that level of patience which sometimes seems in necessary things. So, I would recommend to have patience in life. 



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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)
1	Indian Institute of Management, Ahmedabad	139.42	137.42		120.28	134.14	134.42	129.85	135.28	932.15
2	Indian Institute of Management, Bengaluru	138.85	136.56		118.85	132.71	133.28	134.14	136.85	927.85
3	Indian Institute of Management, Kolkata	138.71	134.85		117.42	134.14	133.56	129.85	135.28	922.57
4	Indian Institute of Management, Lucknow	137.99	130.71		119.42	133.56	132.99	125.99	134.28	914.93
5	Faculty of Management Studies, University of Delhi, Delhi	137.71	131.14		120.28	132.14	132.85	124.28	130.28	912.70
6	Indian Institute of Management, Kozhikode	135.99	126.57		118.85	135.56	132.42	130.28	129.28	906.89
7	National Institute of Industrial Engineering (NITIE), Mumbai	135.56	129.14		120.28	130.99	128.71	129.14	130.28	904.67
8	Shailesh J Mehta School of Management, Indian Institute of Technology (IIT), Mumbai	132.28	124.99		119.71	134.28	136.56	128.85	128.85	899.22
9	Indian Institute of Foreign Trade (IIFT), New Delhi	130.71	126.28		116.57	135.56	137.14	128.57	125.71	894.97
10	Jamnalal Bajaj Institute of Management Studies, Mumbai	130.28	124.57		118.28	134.56	135.71	126.28	126.85	891.48
11	Atal Bihari Vajpayee-Indian Institute of Information Technology And Management (ABV-IIITM), Gwalior	129.71	122.14		117.42	134.56	128.71	126.42	126.99	882.25
12	Indian Institute of Management, Indore	128.99	121.57		116.85	131.99	134.99	122.71	125.57	877.43
13	Vinod Gupta School of Management, Indian Institute of Technology (IIT), Kharagpur	127.42	120.14		114.71	135.56	138.71	122.42	120.28	874.06
14	Dept. of Management Studies, Indian Institute of Technology (IIT), New Delhi	127.42	124.42		113.42	128.85	135.28	124.42	121.71	870.43

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)
15	Department of Management Studies, Indian Institute of Technology, Chennai	124.85	120.85		115.71	134.99	121.71	123.14	124.57	864.73
16	Indian Institute of Management, Udaipur	123.42	118.85		112.57	134.56	130.56	124.28	125.71	859.48
17	Indian Institute of Management, Tiruchirappalli	124.57	121.71		111.99	131.71	128.99	118.42	121.28	857.13
18	Indian Institute of Management, Raipur	120.28	119.42		114.57	135.56	118.42	122.71	118.42	850.42
19	Indian Institute of Management, Ranchi	123.14	114.57		114.28	132.71	122.71	122.71	114.28	844.88
20	MHRM Department of Humanities and Social Science, Indian Institute of Technology (IIT), Kharagpur	121.14	114.42		114.28	135.99	104.28	121.14	123.14	838.00
21	Indian Institute of Management, Rohtak	119.99	115.71		113.14	129.99	109.99	119.71	121.28	831.00
22	Indian Institute of Management, Nagpur	113.71	118.57		108.85	134.42	108.85	123.42	120.71	824.95
23	University Business School (UBS), Panjab University, Chandigarh	117.71	120.28		105.28	130.14	108.42	115.85	114.14	818.98
24	Institute of Management Studies (BHU), Varanasi	117.14	121.71		104.28	132.28	95.85	115.71	117.42	816.07
25	Sydenham Institute of Management Studies, Research And Entrepreneurship Education (SIMSREE), Mumbai	119.14	117.14		106.99	129.85	97.42	115.14	117.14	813.75
26	Department of Business Economics, Delhi University, Delhi	118.14	114.57		104.28	131.99	101.42	113.14	114.28	807.18
27	Dept. of Management Studies, Indian Institute of Technology (IIT), Roorkee	113.71	114.42		103.71	133.28	99.00	118.71	111.28	800.56
28	Indian Institute of Management, Kashipur	110.28	115.99		105.85	132.56	98.42	113.71	109.28	796.43

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)
29	Indian Institute of Management, Visakhapatnam	109.71	117.14		104.85	127.28	95.14	114.42	113.42	789.39
30	Indian Institute of Management, Shillong	108.99	110.42		107.14	128.71	98.42	113.42	112.99	783.82
31	Dept. of Management Studies, Indian Institute of Technology (IIT-ISM), Dhanbad	101.71	110.14		107.99	128.71	110.99	111.71	115.57	778.50
32	Indian Institute of Management, Jammu	102.14	113.42		104.99	130.28	95.71	111.71	112.18	773.51
33	Indian Institute of Management, Sambalpur	100.57	111.71		103.14	130.42	99.14	111.14	109.71	766.55
34	NTPC School of Business, Noida	102.85	109.14		104.57	125.57	94.00	110.28	107.14	759.05
35	Indian Institute of Management, Amritsar	103.42	106.85		107.71	116.99	94.14	111.57	109.14	751.86
36	Indian Institute of Management, Sirmour	100.42	104.57		106.99	125.57	88.42	106.99	109.85	747.98
37	Centre for Management Studies, Jamia Millia Islamia, New Delhi	97.14	104.28		105.42	123.42	91.28	113.14	111.28	741.65
38	National Institute of Technology, Tiruchirapalli	96.28	103.99		100.71	126.99	90.71	111.14	105.57	734.70
39	Faculty of Management Studies & Research, Aligarh Muslim University, Aligarh	97.42	100.28		103.57	123.42	91.42	104.28	104.28	727.76
40	Anna University, Chennai	96.00	101.42		101.71	121.42	89.00	104.14	104.14	720.85
41	Indian Institute of Management, Bodh Gaya	94.28	100.57		98.57	124.99	92.71	103.14	100.42	716.86
42	Indian Institute of Forest Management, Bhopal	92.85	99.71		98.85	125.14	91.14	98.28	99.71	710.70
43	Faculty of Management Studies, M S University, Vadodara	92.85	98.57		98.14	124.85	88.85	98.14	98.57	706.10
44	School of Maritime Management, Indian Maritime University, Chennai	92.14	97.42		98.42	125.57	88.42	97.00	98.57	703.70

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
		[Actual values converted for 1000]										
1	Xavier Labour Relations Institute (XLRI), Jamshedpur	132.85	131.42		120.28	131.56	134.28	123.85	122.42	902.62	East	1
2	Management Development Institute (MDI), Gurgaon	131.85	132.28		117.14	132.99	133.42	120.57	120.42	897.21	North	1
3	Symbiosis Institute of Business Management, Pune	128.71	129.99		117.99	134.28	133.56	122.57	120.99	892.21	West	1
4	S P Jain Institute of Management & Research (SPJIMR), Mumbai	128.14	128.28		117.14	133.56	131.99	121.57	122.57	885.81	West	2
5	Symbiosis Centre For Management & Human Resource Development (SCMHRD), Pune	131.42	120.28		115.14	133.99	134.85	124.57	121.14	878.98	West	3
6	Institute of Management Technology (IMT), Ghaziabad	128.85	131.42		112.28	125.57	126.57	122.28	120.85	872.69	North	2
7	T A Pai Management Institute (TAPMI), Manipal	125.71	123.42		115.71	129.42	128.71	124.57	119.71	866.17	South	1
8	MICA, Ahmedabad	128.99	123.42		106.57	132.99	121.57	117.71	129.28	859.44	West	4
9	NMIMS School of Business Management, Mumbai	128.14	129.85		110.42	123.14	114.57	118.99	118.85	855.76	West	5
10	Xavier Institute of Management, XIM University, Bhubaneswar	128.85	130.28		109.71	117.28	112.57	117.71	128.28	850.77	East	2
11	Great Lakes Institute of Management, Chennai	126.57	132.28		110.28	118.85	103.71	116.85	122.57	846.38	South	2
12	International Management Institute (IMI), New Delhi	129.42	120.85		109.28	126.57	106.57	120.28	119.14	843.24	North	3
13	FORE School of Management, New Delhi	123.99	122.57		108.28	128.85	104.28	125.99	121.42	840.00	North	4
14	Woxsen University (Woxsen School of Business), Hyderabad	118.57	128.57		110.71	119.99	105.28	127.71	119.99	833.79	South	3

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
15	Dr. D. Y. Patil B-School, Pune	120.85	114.57		113.14	125.71	109.99	125.71	119.99	827.74	West	6
16	Goa Institute of Management (GIM), Goa	121.42	120.71		109.99	114.57	118.57	118.85	117.14	821.02	West	7
17	Symbiosis Centre For Information Technology (SCIT), Pune	118.85	117.85		114.28	114.42	109.71	113.99	115.71	811.35	West	8
18	Institute of Management, NIRMA University, Ahmedabad	119.57	119.99		111.14	114.42	98.57	116.64	116.14	807.22	West	9
18	Rajagiri Centre For Business Studies, Kochi	117.85	117.85		111.71	118.57	98.00	117.71	117.14	807.22	South	4
19	ICFAI Business School (IBS), Hyderabad	114.99	111.71		114.57	120.42	102.85	117.71	112.85	800.35	South	5
20	K.J. Somaiya Institute of Management Studies & Research, Mumbai	117.28	109.85		114.85	117.99	99.71	112.28	113.14	795.10	West	10
21	Institute of Rural Management Anand (IRMA)	111.42	108.57		112.28	120.28	103.99	126.28	114.92	790.88	West	11
21	Symbiosis Institute of Operations Management, Nashik	112.28	108.28		113.99	121.99	107.14	109.99	114.42	790.88	West	11
22	Amrita School of Business, Coimbatore	111.14	125.42		104.57	111.99	94.57	120.28	111.42	787.58	South	6
23	JSS Centre For Management Studies JSS Science & Technology University, Mysuru	109.85	120.57		97.42	122.99	97.71	114.85	113.14	780.77	South	7
24	VIT Business School, Vellore	113.99	114.71		102.85	111.57	96.85	124.28	111.14	775.69	South	8
25	Lal Bahadur Shastri Institute of Management (LBSIM), New Delhi	109.14	120.57		101.71	113.99	88.57	117.28	114.85	771.88	North	5
26	Birla Institute of Management Technology (BIMTECH), Greater Noida	110.28	118.42		97.42	112.99	99.71	122.71	105.71	768.49	North	6
27	Chitkara Business School, Rajpura-Patiala	107.42	111.85		104.85	114.71	98.57	111.57	117.42	764.05	North	7

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
28	Loyola Institute of Business Administration (LIBA), Chennai	106.85	110.85		104.28	114.42	95.42	111.85	116.57	758.75	South	9
29	Symbiosis Institute of Business Management (SIBM), Hyderabad	104.85	108.85		105.71	114.57	95.71	108.71	113.42	752.42	South	10
30	MYRA School of Business, Mysuru	108.28	112.57		91.71	112.42	105.71	109.85	104.28	744.57	South	11
31	International Management Institute (IMI), Kolkata	112.28	105.71		94.28	103.99	107.14	119.99	109.99	740.86	East	3
32	International Institute of Management Studies (IIMS), Hinjawadi Campus, Pune	104.28	104.57		101.42	114.28	101.42	110.28	104.42	739.46	West	12
33	AMITY Global Business School, Noida	104.28	107.14		100.28	111.42	97.42	107.42	105.71	735.62	North	8
34	Narayana Business School (NBS), Ahmedabad	104.85	104.28		100.28	111.71	95.71	110.71	104.99	732.86	West	13
35	Institute of Management & Entrepreneurship Development (IMED), Pune	103.71	107.99		100.57	111.99	97.71	98.00	99.28	731.44	West	14
35	Indian Institute of Social Welfare & Business Management (IISWBM), Kolkata	103.57	108.14		101.42	110.85	98.00	98.57	98.57	731.44	East	4
36	Jaipuria Institute of Management (JIM), Noida	104.28	105.42		99.71	109.99	101.71	109.99	92.85	730.06	North	9
37	Chandigarh University (University School of Business), Mohali	97.42	108.28		99.42	113.71	99.42	101.42	113.71	728.08	North	10
38	TAXILA Business School, Jaipur	103.28	100.00		99.42	109.85	101.42	115.71	109.99	726.51	North	11
38	Siva Sivani Institute of Management, Hyderabad	105.71	102.85		91.42	111.71	99.35	118.57	111.14	726.51	South	12
39	Institute of Management Studies (IMS), Ghaziabad	99.71	108.14		92.14	118.14	89.57	108.85	113.28	724.94	North	12

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
40	School of Management, BML Munjal University, Gurugram	106.28	95.71		97.71	115.71	85.85	113.42	117.14	722.93	North	13
41	Mittal School of Business, Lovely Professional University (LPU), Jalandhar	100.57	102.57		95.42	113.42	90.71	115.14	114.28	720.27	North	14
42	Institute of Business & Computer Studies (IBCS), Siksha 'O' Anusandhan, Bhubaneswar	104.85	93.00		99.57	113.42	93.14	117.42	108.57	719.08	East	5
43	Symbiosis Institute of Management Studies (SIMS), Pune	103.71	103.14		90.00	111.99	98.57	108.57	111.42	717.42	West	15
43	Bennett University (School of Management), Greater Noida	100.14	102.71		98.57	100.07	110.28	114.42	113.71	717.41	North	15
44	Jagan Institute of Management Studies (JIMS), Rohini, New Delhi	107.14	104.14		89.42	97.42	111.42	120.99	102.85	715.70	North	16
45	RV Institute of Management (RVIM), Bengaluru	100.85	103.42		88.85	109.99	103.57	117.71	104.28	713.37	South	13
46	ADAMAS University (School of Business & Economics), Kolkata	102.85	100.85		87.42	112.85	103.14	107.42	113.14	712.12	East	6
47	Ramaiah Institute of Management Studies (RIMS), Bengaluru	105.42	100.57		88.57	101.57	105.99	121.71	109.99	710.69	South	14
48	Dayananda Sagar University (School of Commerce & Management Studies), Bengaluru	106.14	99.42		88.57	101.28	100.28	120.57	107.14	705.71	South	15
49	REVA University (REVA Business School), Bengaluru	95.71	109.57		83.71	111.42	97.14	115.85	103.14	704.44	South	16
50	Jaipuria School of Business, Ghaziabad	100.57	114.28		84.85	102.85	86.00	102.85	108.57	701.86	North	17
50	Suryadatta Institute of Management & Mass Communication, Pune	100.28	90.85		92.85	113.78	98.71	113.42	114.57	701.86	West	16

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (IIL)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE	ZONE RANK
51	Faculty of Management Studies, Sri Sri University, Cuttack	103.28	95.42		89.42	111.42	85.42	112.85	113.71	699.35	East	7
51	Jindal Global Business School (JGBS) Sonipat, Sonipat	93.71	104.28		90.00	108.57	96.92	111.71	113.28	699.34	North	18
52	KIIT University-School of Management, Bhubaneswar	102.85	102.85		94.28	94.00	99.14	105.99	107.14	698.13	East	8
53	Bharati Vidyapeeth University/Institute of Management & Research (BVIMR), New Delhi	97.71	104.42		85.71	113.14	89.28	108.57	100.00	696.94	North	19
54	Welingkar Institute of Management Development & Research, Mumbai	102.85	88.71		98.57	113.99	80.00	107.49	101.14	695.72	West	17
54	Faculty of Management & Commerce, Ramaiah University of Applied Sciences, Bengaluru	98.85	104.57		85.71	111.99	89.28	105.71	97.14	695.72	South	17
55	PSG Institute of Management, Coimbatore	104.28	92.85		95.42	100.14	95.71	111.42	105.71	694.24	South	18
56	Xavier Institute of Social Services (XISS), Ranchi	100.57	105.71		88.57	100.00	90.00	102.85	108.85	692.51	East	9
57	SDM PG Centre For Management Studies & Research, Mangaluru	97.85	105.71		85.42	106.21	90.00	108.57	100.14	690.90	South	19
57	School of Business, UPES, Dehradun	98.85	104.28		85.71	107.14	89.28	107.14	100.00	690.90	North	20
58	Jaipuria Institute of Management, Jaipur	98.42	103.99		85.57	100.00	104.28	107.14	104.42	689.63	North	21
58	Xavier Institute of Management & Entrepreneurship (XIME), Bengaluru	100.14	102.85		89.14	95.71	101.42	107.14	105.78	689.63	South	20
59	Manav Rachna International Institute of Research & Studies (Faculty of Management Studies), Faridabad	93.28	106.28		83.57	111.42	87.78	108.99	105.71	688.36	North	22
59	ARMY Institute of Management, Kolkata	97.42	107.42		98.57	97.14	86.28	89.00	92.85	688.35	East	10

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
		[Actual values converted for 1000]										
60	Suryadatta Institute of Business Management & Technology, Pune	93.00	106.28		83.57	111.42	87.14	108.99	102.85	686.77	West	18
61	ABBS School of Management, Bengaluru	94.42	101.57		84.28	112.85	89.85	107.42	102.28	685.12	South	21
61	Presidency University (School of Management), Bengaluru	101.42	97.14		85.14	102.85	97.42	109.99	105.71	685.11	South	21
62	AIMS Institute, Bengaluru	102.85	94.00		87.14	97.14	100.00	109.99	109.99	681.13	South	22
63	Prestige Institute of Management & Research, Indore	100.00	99.14		84.28	97.71	98.85	111.42	101.42	678.57	Central	1
64	GITAM School of International Business, Visakhapatnam	97.14	100.00		98.57	95.71	91.42	88.57	94.28	677.47	South	23
65	Sangam University (School of Management Studies), Bhilwara	102.14	100.00		85.00	100.00	96.00	91.42	97.14	676.21	North	23
66	Sri Ramachandra Institute of Higher Education & Research (Faculty of Management Sciences), Chennai	100.85	96.42		87.14	102.85	97.14	91.42	95.71	675.11	South	24
67	Jaipuria Institute of Management, Ghaziabad	97.14	100.00		98.57	94.28	85.85	88.57	92.14	672.44	North	24
67	IMS Ghaziabad University Courses Campus, Ghaziabad	103.42	94.28		87.85	92.00	94.57	109.42	102.57	672.43	North	24
68	Symbiosis Institute of Business Management (SIBM), Bengaluru	109.28	97.14		85.71	90.00	82.85	102.85	91.42	669.67	South	25
69	SCMS Cochin School of Business, Kochi	100.00	97.14		90.00	90.00	88.57	107.71	97.14	666.51	South	26
69	MIT School of Business, Pune	98.57	107.14		82.85	86.85	88.28	111.78	94.14	666.50	West	19
70	Chandragupt Institute of Management (CIMP), Patna	94.28	95.71		88.57	95.71	91.42	111.42	98.57	662.87	East	11



NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
		[Actual values converted for 1000]										
71	SDM Institute For Management Development (SDMIMD), Mysuru	97.14	95.71		92.85	98.57	81.42	85.71	94.28	660.17	South	27
72	Institute of Management, CHRIST University, Bengaluru	100.00	94.28		92.85	87.14	82.85	102.85	95.71	657.47	South	28
72	International Institute of Management Studies (IIMS), Chinchwad Campus, Pune	97.00	90.71		87.14	95.71	87.14	112.85	102.99	657.47	West	20
73	Jaipuria Institute of Management, Lucknow	101.42	94.28		90.00	88.57	77.14	105.71	90.00	654.37	North	25
74	ICFAI Business School (IBS), Mumbai	92.85	91.42		97.14	96.00	86.57	88.57	92.85	652.63	West	21
75	ASM's Institute of Business Management & Research Centre, Pune	97.00	90.71		85.71	95.71	85.71	104.28	100.00	650.33	West	22
76	Institute for Technology and Management (ITM), Navi Mumbai	90.00	100.00		91.42	94.14	85.71	85.71	91.42	648.80	West	23
77	PES University Dept. of Management Studies, Bengaluru	94.28	90.00		88.57	90.00	92.85	109.99	95.14	646.41	South	29
78	Institute For Technology & Management (ITM), Chennai	97.14	90.00		86.42	88.57	88.57	108.57	94.85	643.73	South	30
79	GIBS Business School, Bengaluru	94.28	92.14		87.14	84.28	91.42	109.99	97.14	640.77	South	31
80	Kirloskar Institute of Advanced Management Studies (KIAMS), Pune	104.57	95.42		86.57	78.57	82.85	84.28	88.57	638.11	West	24
81	KLE Technological University (School of Management Studies & Research), Hubli	85.71	90.28		86.42	95.00	91.28	109.99	97.14	635.19	South	32
82	Bharathidasan Institute of Management (BIM), Tiruchirappalli	100.00	88.57		85.42	91.57	84.28	77.14	90.00	631.84	South	33
83	KLS Institute of Management Education & Research, Belgaum	101.71	85.71		87.42	91.28	81.00	74.42	89.14	629.79	South	34

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
84	Institute of Management Studies, Noida	95.71	82.85		86.57	90.00	90.00	98.57	91.42	627.77	North	26
85	G H Rasoni School of Business Management, Nagpur	93.42	89.28		82.57	76.00	91.42	124.71	100.00	625.65	West	25
86	Indian Institute of Cost & Management Studies & Research (IICMSR), Pune	88.57	98.00		81.71	80.00	91.28	105.71	90.00	623.62	West	26
87	Fortune Institute of International Business (FIIB), New Delhi	90.28	84.28		85.71	88.57	92.85	100.00	92.85	620.35	North	27
88	CMR Institute of Management Studies, CMR University, Bengaluru	97.42	93.14		88.57	71.85	82.85	84.28	88.57	617.40	South	35
89	St. Joseph's Institute of Management, Bengaluru	92.85	89.14		85.71	84.85	82.85	84.28	85.71	614.23	South	36
90	Indore Management Institute (IMI), Indore	94.28	81.42		88.57	86.00	84.85	84.00	89.14	611.93	Central	2
91	Global Business School & Research Centre, Bengaluru	95.71	90.85		84.28	81.85	77.14	75.71	80.00	608.10	South	37
92	Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur	97.00	92.85		84.28	74.28	74.28	77.14	85.71	605.13	North	28
93	Lal Bahadur Shastri Institute of Technology and Management, Indore	87.14	88.85		85.71	75.71	80.00	102.85	95.28	602.39	Central	3
94	Department of Commerce & Business Management, Faculty of Commerce & Management, Integral University, Lucknow	88.57	90.00		81.42	77.14	82.85	92.85	98.57	600.37	North	29
95	ITM University, Gwalior	90.00	91.42		81.42	72.71	79.42	97.14	87.85	596.82	Central	4
96	Parul Institute of Management and Research, Vadodra	90.00	97.14		79.57	75.71	77.14	80.00	77.14	595.27	West	27
97	Justice KS Hegde Institute of Management, NITTE	91.42	95.42		81.42	73.28	74.28	77.14	82.00	593.50	South	38

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
		[Actual values converted for 1000]										
98	Amity University Dept. of Management Studies, Raipur	92.85	95.71		79.42	73.57	72.00	76.00	75.28	590.40	Central	5
99	The Oxford College of Business Management, Bengaluru	90.00	95.28		80.00	73.42	71.85	75.85	82.14	587.36	South	39
100	Global Business School, Hubli	89.28	95.14		78.71	73.57	72.00	76.00	82.28	584.48	South	40
101	International School of Business & Media, Pune	86.14	88.00		80.85	84.14	71.71	75.85	79.57	582.82	West	28
102	M Kumarasamy College of Engineering, Karur	89.00	95.57		78.28	73.42	71.85	75.85	75.28	581.80	South	41
103	Department of Management, K.S.Rangasamy College of Technology, Namakkal	93.85	80.71		77.85	81.85	72.85	74.71	89.42	580.48	South	42
104	International School Of Informatics & Management Technical Campus, Jaipur	85.85	87.71		77.42	84.42	72.85	76.14	79.85	578.20	North	30
105	International School of Management Excellence (ISME), Bengaluru	85.71	88.57		77.14	72.71	73.14	90.85	96.14	575.82	South	43
106	Greater Noida (GNIOT) Institute of Management Studies, Greater Noida	86.00	91.00		77.28	73.14	74.28	84.57	79.42	573.99	North	31
107	Indira School of Business Studies, Pune	89.00	88.85		77.00	76.14	72.28	74.42	75.42	572.54	West	29
108	Department of Business Administration and Research, Shri Sant Gajanan Maharaj College of Engineering, Shegaon	85.00	90.71		76.85	72.85	72.71	89.85	75.85	571.38	West	30
109	Saintgits Institute of Management, Kottayam	87.14	85.71		80.00	79.71	71.43	71.71	71.43	570.35	South	44

NATIONAL RANK*	BUSINESS SCHOOLS (PRIVATE)	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)	ZONE	ZONE RANK
110	I Business Institute Greater Noida, Greater Noida	85.14	90.00		77.14	72.85	74.28	81.42	78.00	568.75	North	32
111	Department of Management Studies, Dayananda Sagar College of Engineering, Bengaluru	87.57	85.42		76.57	81.14	72.00	73.14	69.00	567.73	South	45
112	Jerusalem College Of Engineering, ChennaiT	87.42	85.28		75.71	80.00	71.85	75.14	73.14	566.64	South	46
113	G H Rasoni College of Engineering, Nagpur	86.42	85.71		76.14	79.00	72.00	74.71	75.14	565.48	West	31
114	AMET Business School, Kanathur	86.57	84.85		76.00	80.00	74.57	71.43	72.00	564.39	South	47
115	Department of Management, The Oxford College of Engineering, Bengaluru	85.71	85.14		75.00	80.85	71.71	75.00	72.85	563.35	South	48
116	Shri Ram Murti Smarak College Of Engineering And Technology, Bareilly	86.85	81.14		75.00	73.42	72.85	90.57	87.14	561.37	North	33
117	BGS Institute of Technology, Mandaya	86.42	85.00		75.71	77.14	72.85	72.85	72.14	560.37	South	49
118	Hindusthan College of Engineering & Technology (HICET), Coimbatore	85.14	80.85		75.00	75.14	72.85	87.14	87.14	558.65	South	50
119	DKTE Society's Textile & Engineering Institute Ichalkaranji, Kolhapur	84.42	81.00		75.00	75.57	72.85	87.14	84.28	557.38	West	32
120	Hindustan College of Arts & Science (Department of Management Studies), Coimbatore	83.85	84.28		75.00	72.42	72.00	84.28	84.28	556.12	South	51

RANK*	BUSINESS SCHOOLS	ZONE	ZONAL RANK
1	Xavier Labour Relations Institute (XLRI), Jamshedpur	East	1
2	Symbiosis Institute of Business Management, Pune	West	1
3	Management Development Institute (MDI), Gurgaon	North	1
4	S P Jain Institute of Management & Research (SPJIMR), Mumbai	West	2
5	T A Pai Management Institute (TAPMI), Manipal	South	1
6	Symbiosis Centre For Management & Human Resource Development (SCMHRD), Pune	West	3
7	K.J. Somaiya Institute of Management Studies & Research, Mumbai	West	10
8	ICFAI Business School (IBS), Hyderabad	South	5
9	Symbiosis Centre For Information Technology (SCIT), Pune	West	8
10	Symbiosis Institute of Operations Management, Nashik	West	11
11	Dr. D. Y. Patil B-School, Pune	West	6
12	Institute of Management Technology (IMT), Ghaziabad	North	2
13	Institute of Rural Management, Anand	West	11
14	Rajagiri Centre For Business Studies, Kochi	South	4
15	Institute of Management, NIRMA University, Ahmedabad	West	9
16	Woxsen University (Woxsen School of Business), Hyderabad	South	3
17	NMIMS School of Business Management, Mumbai	West	5
18	Great Lakes Institute of Management, Chennai	South	2

RANK*	BUSINESS SCHOOLS	ZONE	ZONAL RANK
19	Goa Institute of Management (GIM), Goa	West	7
20	Xavier Institute of Management, XIM University, Bhubaneswar	East	2
21	International Management Institute (IMI), New Delhi	North	3
22	FORE School of Management, New Delhi	North	4
23	MICA, Ahmedabad	West	4
24	Symbiosis Institute of Business Management, Hyderabad	South	10
25	Chitkara Business School, Rajpura-Patiala	North	7
26	Amrita School of Business, Coimbatore	South	6
27	Loyola Institute of Business Administration (LIBA), Chennai	South	9
28	VIT Business School, Vellore	South	8
29	Lal Bahadur Shastri Institute of Management (LBSIM), New Delhi	North	5
30	International Institute of Management Studies (IIMS), Hinjawadi Campus, Pune	West	12
31	Indian Institute of Social Welfare & Business Management (IISWBM), Kolkata	East	4
32	Institute of Management & Entrepreneurship Development (IMED), Pune	West	14
33	AMITY Global Business School, Noida	North	8
34	Narayana Business School (NBS), Ahmedabad	West	13
35	Jaipuria Institute of Management (JIM), Noida	North	9
36	Institute of Business & Computer Studies (IBCS), Siksha 'O' Anusandhan, Bhubaneswar	East	5



RANK*	BUSINESS SCHOOLS	ZONE	ZONAL RANK
37	Chandigarh University (University School of Business), Mohali	North	10
38	TAXILA Business School, Jaipur	North	11
39	Bennett University (School of Management), Greater Noida	North	15
40	Welingkar Institute of Management Development & Research, Mumbai	West	17
41	ARMY Institute of Management, Kolkata	East	10
42	GITAM School of International Business, Visakhapatnam	South	23
43	Jaipuria Institute of Management, Ghaziabad	North	24
44	School of Management, BML Munjal University, Gurugram	North	13
45	JSS Centre For Management Studies JSS Science & Technology University, Mysuru	South	7
46	Birla Institute of Management Technology (BIMTECH), Greater Noida	North	6
47	ICFAI Business School (IBS), Mumbai	West	21
48	Mittal School of Business, Lovely Professional University (LPU), Jalandhar	North	14
49	PSG Institute of Management, Coimbatore	South	18
50	International Management Institute (IMI), Kolkata	East	3
50	KIIT University-School of Management, Bhubaneswar	East	8



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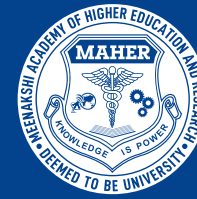
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RANK	BUSINESS SCHOOLS (PRIVATE)	CITY	ZONE	ZONE RANK
1	Symbiosis Institute of Business Management	Pune	West	1
2	Symbiosis Centre For Management & Human Resource Development (SCMHRD)	Pune	West	2
3	T A Pai Management Institute (TAPMI)	Manipal	South	1
4	NMIMS School of Business Management	Mumbai	West	3
5	Xavier Institute of Management, XIM University	Bhubaneswar	East	1
6	Woxsen University (Woxsen School of Business)	Hyderabad	South	2
7	Dr. D. Y. Patil B-School	Pune	West	4
8	Symbiosis Centre For Information Technology (SCIT)	Pune	West	5
9	Institute of Management, NIRMA University	Ahmedabad	West	6
10	ICFAI Business School (IBS)	Hyderabad	South	3
11	Symbiosis Institute of Operations Management	Nashik	West	7
12	Amrita School of Business	Coimbatore	South	4
13	JSS Centre For Management Studies JSS Science & Technology University	Mysuru	South	5
14	VIT Business School	Vellore	South	6
15	CHITKARA Business School Rajpura-	Patiala	North	1
16	Symbiosis Institute of Business Management	Hyderabad	South	7
17	AMITY Global Business School	Noida	North	2

RANK	BUSINESS SCHOOLS (PRIVATE)	CITY	ZONE	ZONE RANK
18	Institute of Management & Entrepreneurship Development (IMED)	Pune	West	8
19	Chandigarh University (University School of Business)	Mohali	North	3
20	School of Management, BML Munjal University	Gurugram	North	4
21	Mittal School of Business, Lovely Professional University (LPU)	Jalandhar	North	5
22	Institute of Business & Computer Studies (IBCS), Siksha 'O' Anusandhan	Bhubaneswar	East	2
23	Symbiosis Institute of Management Studies (SIMS)	Pune	West	9
24	Bennett University (School of Management)	Greater Noida	North	6
25	ADAMAS University (School of Business & Economics)	Kolkata	East	3
26	Dayananda Sagar University (School of Commerce & Management Studies)	Bengaluru	South	8
27	REVA University (REVA Business School)	Bengaluru	South	9
28	Sri Sri University (Faculty of Management Studies)	Cuttack	East	4
29	Jindal Global Business School (JGBS) Sonipat	Sonipat	North	7
30	KIIT University-School of Management	Bhubaneswar	East	5
31	Faculty of Management & Commerce, Ramaiah University of Applied Sciences	Bengaluru	South	10
32	School of Business, UPES	Dehradun	North	8

RANK	BUSINESS SCHOOLS (PRIVATE)	CITY	ZONE	ZONE RANK
33	Manav Rachna International Institute of Research & Studies (Faculty of Management Studies)	Faridabad	North	9
34	Presidency University (School of Management)	Bengaluru	South	11
35	GITAM School of International Business	Visakhapatnam	South	12
36	Sangam University (School of Management Studies)	Bhilwara	North	10
37	Sri Ramachandra Institute of Higher Education & Research (Faculty of Management Sciences)	Chennai	South	13
38	Symbiosis Institute of Business Management (SIBM)	Bengaluru	South	14
39	Institute of Management CHRIST University	Bengaluru	South	15
40	PES University Dept. of Management Studies	Bengaluru	South	16
41	KLE Technological University (School of Management Studies & Research)	Hubli	South	17
42	CMR Institute of Management Studies , CMR University	Bengaluru	South	18
43	Department of Commerce & Business Management, Faculty of Commerce & Management, Integral University	Lucknow	North	11
44	ITM University Gwalior	Gwalior	Central	1
45	Parul Institute of Management and Research	Vadodra	West	10



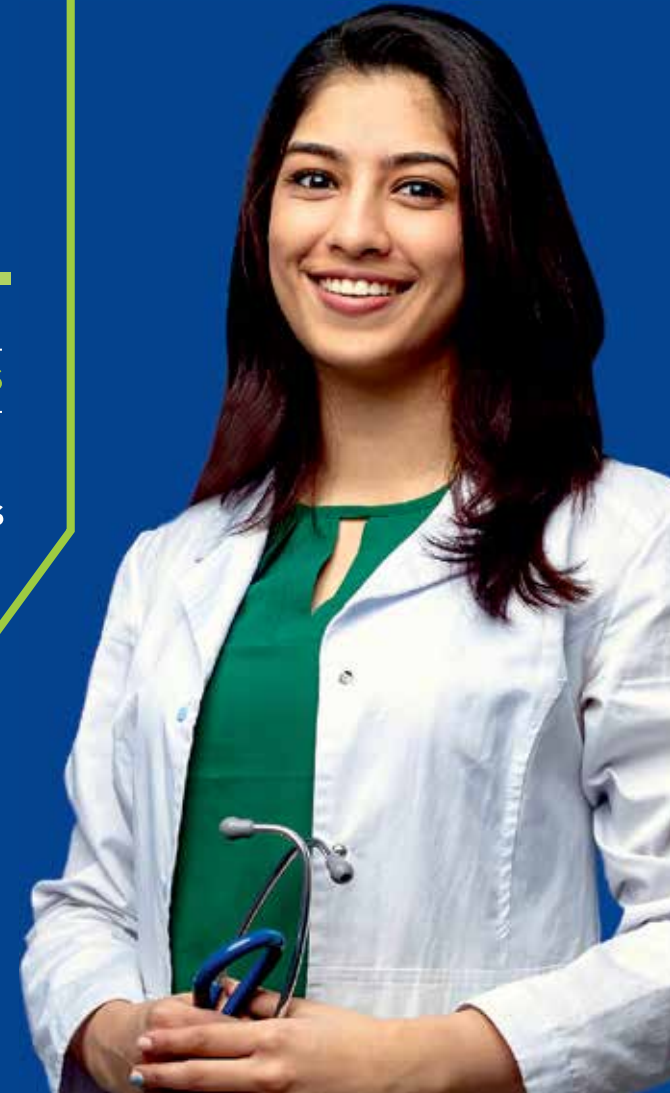
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1	Indian School of Business (ISB), Hyderabad	South	1
2	Xavier Labour Relations Institute (XLRI), Jamshedpur	East	1
3	Management Development Institute (MDI), Gurgaon	North	1
4	Symbiosis Institute of Business Management, Pune	West	1
5	S P Jain Institute of Management And Research (SPJIMR), Mumbai	West	2
6	MICA, Ahmedabad	West	3
7	Xavier Institute of Management, Bhubaneswar	East	2
8	NMIMS School of Business Management, Mumbai	West	4
9	Institute of Management Technology (IMT), Ghaziabad	North	2
10	Symbiosis Centre For Management and Human Resource Development (SCMHRD), Pune	West	5
11	International Management Institute (IMI), New Delhi	North	3
12	Great Lakes Institute of Management, Chennai	South	2
13	T.A Pai Management Institute, Manipal	South	3
14	FORE School of Management, New Delhi	North	4
15	Goa Institute of Management (GIM), Goa	West	6
16	Rajagiri Centre For Business Studies, Kochi	South	4

EMPLOYABILITY RANK *	SCHOOL OF EMINENCE (INDUSTRY PERSPECTIVE)	ZONE	ZONE RANK
17	VIT Business School, Vellore	South	5
18	K.J. Somaiya Institute of Management Studies & Research, Mumbai	West	7
19	ICFAI Business School (IBS), Hyderabad	South	6
20	Woxsen School of Business, Woxsen University, Hyderabad	South	7
21	Lal Bahadur Shastri Institute of Management (LBSIM), New Delhi	North	5
22	Institute of Management, NIRMA University, Ahmedabad	West	8
23	Dr. D. Y. Patil B-School, Pune	West	9
24	Symbiosis Centre For Information Technology, Pune	West	10
25	Amrita School of Business, Coimbatore	South	8
26	CHITKARA Business School, Rajpura-Patiala	North	6
27	Loyola Institute of Business Administration (LIBA), Chennai	South	9
28	University School of Business, Chandigarh University, Chandigarh	North	7
29	Prestige Institute of Management And Research, Indore	Central	1
30	Birla Institute of Management Technology (BIMTECH), Greater Noida	North	8
31	JSS Centre For Management Studies, JSS Science and Technology University, Mysuru	South	10
32	Jagdish Sheth School of Management, Bengaluru	South	11
33	Indian Institute of Social Welfare & Business Management (IISWBM), Kolkata	East	3

EMPLOYABILITY RANK *	SCHOOL OF EMINENCE (INDUSTRY PERSPECTIVE)	ZONE	ZONE RANK
34	Jaipuria Institute of Management (JIM), Noida	North	9
35	Institute of Rural Management, Anand	West	11
36	TAXILA Business School, Jaipur	North	10
37	AMITY Global Business School, Noida	North	11
38	Ramaiah Institute of Management Studies, Bengaluru	South	12
39	Institute of Management Studies (IMS), Ghaziabad	North	12
40	Siva Sivani Institute of Management, Hyderabad	South	13
41	Narayana Business School (NBS), Ahmedabad	West	12
42	Institute of Management And Entrepreneurship Development (IMED), Pune	West	13
43	MYRA School of Business, Mysuru	South	14
44	RV Institute of Management, Bengaluru	South	15
45	Dayananda Sagar University (School of Commerce & Management), Bengaluru	South	16
46	Faculty of Management & Commerce, Ramaiah University of Applied Sciences, Bengaluru	South	17
47	School of Business and Economics, ADAMAS University, Kolkata	East	4
48	Bharath Institute of Higher Education And Research (BIHER), Chennai	South	18
49	Faculty of Management Studies, Sri Sri University, Cuttack	East	5
50	Bharati Vidyapeeth University/Institute of Management And Research (BVIMR), New Delhi	North	13

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Dr. Sachin Vernekar

OUTCOME ORIENTED EDUCATION NEEDS TO BE ENCOURAGED

You had done your schooling at Siddheshwara School, Solapur, and you have done LL.B. as well. Please tell us about your academic journey.

I did my schooling at Solapur, then I did my graduation from Hirachand College, which is also in Solapur. So, I completed my B.Com. honors and then completed my MBA and then, after completing MBA, I studied LL.B. For contribution in the management branch of academics, I got a fellowship from the Indian Management Association. I also got a fellowship from the Indian Commerce Association my contribution to the academic field. I completed my PhD on chadar(sheet) industry from Solapur on which I suggested some innovations and changes to the people of this industry.

Citing the dialogue of the blockbuster movie, *3 Idiots*, and urging students to chase excellence, **Dr. Sachin Vernekar**, Director of Institute of Management & Entrepreneurship Development, Pune, shares his insights with the **Education Post's Tanay Kumar**.



My father, Shripad Vernekar, was a goldsmith and he and my mother, Godavari Vernekar, really guided and supported me in my academic journey. My father was really devoted to his work and I will always remember this lesson he gave me: He used to keep saying that give your best to society. My brothers are in business, but I wanted to share what I have learned in my life. Since the past 37 years, I am in this profession and trying to give my best to the students.

Entrepreneurship Development is one of your areas of expertise and you keep upskilling students about this as well. How can Indian students take the lead in entrepreneurship in heavy and core industries as they require lots of initial capital?

In reality, India is now embracing

entrepreneurship. In the last decade, lots of start-ups have emerged, even in heavy industries as well. Angel investors and venture capitalism are the reason behind it, as many industrialists have started supporting numerous start-ups. So, the answer to your question is, yes, students or industrialists used to seek a job in core industries some decades ago. But, fortunately with the number of investors growing in India, it has gradually given us excellent results.

Industrialists like Ratan Tata, Azim Premji have started investing in many new start-ups or those companies that are hardly a decade old. Plus, the Indian government has also started giving easy loans and promoting corporations to invest in core industries under Make in India, Startup India, Stand Up India, Invest India schemes. And with time, the number of entrepreneurs in these sectors is bound to increase as well.

Please tell us about the encouragement programs that the IMED has started for students to start their own ventures.

Institute of Management and 'Entrepreneurship Development', as the institute's name precedes our focus, the institute has developed a unique activity—Community Work Through Entrepreneurship Development (CWTED). There are so many self-employed people in India, often they are in the local industry. So, these people can't afford to join business schools, but institutes like us can go to them. Under the guidance of our faculty members, we have an entrepreneurship development cell, in which there are faculties and students who are willing to start their own ventures after their study.

The whole entrepreneurship

development cell visits several entrepreneurs and we share our knowledge with them. They develop their entrepreneurial journey and our students come to learn about how hard work pays in any business, their local management, local supply chain, etc. After tasting success in their own city or domain, all businesses takeoff for the global stage.

In 1964, Dr. Patangrao Kadam had established Bharati Vidyapeeth, a deemed university. The University Grants Commission (UGC) has released a new draft regarding deemed universities. Please share your thoughts on this draft and your expectations of this law.

I really feel delighted to talk about our

founder, Dr. Patangrao Kadam, as we often have heard some people saying that how one man can really make a difference. You name the city, and it's highly probable that we might have our alumni in that city of the country.

Bharati Vidyapeeth runs 180 schools, ranging from pre-primary level to research level. One can just have a guess, the huge alumni network, as Bharati Vidyapeeth is over 60 years old.

Talking about this recent draft on deemed universities, this draft is really good, and it was needed as well. Plus, we have sent some suggestions to the ministry in this regard that the focus should be on multidisciplinary, transdisciplinary education. Plus, education should become outcome oriented. Outcome oriented education should be propelled. There is one provision in this draft that 50 percent of the students in that institute must be employed, self-employed, or have opted for higher education. So, the focus is clearly on outcome-based education.

How do you see the culture of placement and please explain how IMED has achieved an excellent placement record?

I really believe that if students' focus is knowledge of the subject or that particular stream, they will be so excellent that, ultimately, they will land a job for sure, just like the message of the movie – 3 Idiots. IMED Pune inspires students to generate and process ideas. Further, we spend lots of time with the students to groom their ambition very well.


A seven-tier feedback system, five counselling sessions and some other training are some of the things we provide to ensure students excel enough to be able to get any job they want. IMED Pune has a record of over 95 percent placements every year. Many students of the institute also opt for higher education. Some of them pursue research as well.

The Innovation and Entrepreneurship Development Cell of the institute regularly conducts numerous activities to skill students, such as Corporate Entrepreneurship, Business Plan Workshops, etc. Please tell us about the future ambitions of the institute.

So goes an apparent fact: If there are 60 students in a class, hardly five of them will aspire to start their own venture, and that too after a few years of work experience. What IMED aims for is to succeed in educating at least 50 percent of students of any course to become entrepreneurs. Therefore, we are creating an atmosphere and pedagogy to educate students about entrepreneurship, possible hardships coming in their ventures, market situations, consumer mindset etc.

I have propounded 10 commandments of being an entrepreneur. One of them is family support. What kind of financial and motivational support does one get from family is one decides to start a venture? Another factor, I call it 'commandment', is the 'processing of the idea' as idea generation, concept development, product development, and launching the product in the market with its demand should be really efficient.

Suppose if someone has any idea, but the market doesn't accept that product which may create profit, then that idea might not be appropriate in that particular market or at that particular time. So, we are aiming to evolve and develop our teaching method in those manners so that more than 50 percent of our students could become successful entrepreneurs.

Further, the institute has an active collaboration with Barclays to train the students in soft skills, along with a thorough infusion of subject specific knowledge. And, if Amazon is coming on campus to recruit freshers, then executives from Amazon will train our students with the required skills in their final semester. We keep taking detailed feedbacks from the companies about where we need to improve during that particular year as the required skills are also changing every year. 

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Dr. Vibhor Paliwal

STRONG RESEARCH IS ESSENTIAL TO DEVELOP OUR ECONOMY

Urging students to pursue research, **Dr. Vibhor Paliwal**, Dean of the School of Management Studies at Sangam University, Bhilwara, talks about the essentials before heading into a start-up. Dr. Paliwal tells **Education Post's Tanay Kumar**, how his department has implied the new National Education Policy (NEP) in its full essence.

You completed your PhD from MLSU University Udaipur. What was the subject of your PhD?

When I had started my career, research was not multi-disciplinary driven. So, my major was in marketing and I chose that for research as well. My topic was the study of brand preference in the personal care segment of FMCG sector and the audience hailed from Southern Rajasthan. FMCG has been a kind of growing sector in India. Many statistical tools were not very prevalent at that time as well. Along with that, my research area was the Industrial Organization Economy as well.

Due to globalization, all the core studies have got several branches. For example, Managerial Economics is your area of expertise. How is it different from other branches of economics?

There are two main branches in economics: macroeconomics and macroeconomics. Micro economics process the individual spending



Sangam University, Bhilwara

and households expenditures while macro economics deals in the country's economics as whole. Besides these two, there is monetary economics, which addresses money supply, issues of Reserve Bank of India, etc. Further, Foreign Exchange and International Economics are also very potential branches of economics.

Managerial Economics largely addresses the economics tools and techniques in management. For example, theory of demand and supply entails functional working. So, managerial economics teaches how to frame a demand function, after which elasticity of the demand is calculated, based on those formulations. How an increment in the product's price will cause the demand among consumers is decided by those demand function formulae and elasticity.

'Entrepreneurship and Start up Management' is the book you have co-authored. In the Indian context, what are the key traits of 'management' that entrepreneurs must always heed over?

I must mention here that almost six to seven years ago, I used to believe that entrepreneurship cannot be taught. But now I believe on the other side that it could be inculcated as a separate subject.

So, the first important trait is that one should have an idea; Second, the idea should fulfil a crisis or scarcity. See the example of Zomato, Swiggy and other food delivery services. This idea came from the metro cities where husband and wife both work and children are at school. In this situation, how would they get time to dine at a restaurant? Answer was, the restaurants came to their doorsteps or offices.



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Further, the social and economic power of the customers is another important aspect that one must heed over. Even if one makes a product and solves a problem but if its cost is not in synchronisation with the targeted customers' pockets, how will she/he make the profit and how will scale up the business? So, people's pocket matters as well. Plus, the social environment of people and their spending pattern are also crucial factors before starting a business.

It's positive that India has started focusing on the Industry Academia gap in academics. But why couldn't the nation feel this urge in the past, not even in the early years of this century?

Somehow, the political establishments over long years didn't feel its necessity. But fortunately, we have got the New Education Policy which discusses how to bridge the Industry-Academia gaps. This policy should have been implemented decades ago.

Second important reason is research, up to some extent. Research should have been boosted in the past two decades, which somehow we lagged in that as well. Impactful researches encourage for better industrial applications and thus shorten this industry academia gap. At Sangam University, our Vice Chancellor, Dr. Karunesh Saxena, has introduced an incentive-based provision for research papers and getting them published in prestigious indexes.

You played an important role in implementing the New Education Policy at Sangam University. What are the new things that the School of Management at the university has adopted from the NEP?

First, I would proudly state that the School of Management Studies were among the first schools in Rajasthan that implemented the New Education Policy 2020 the same year this


act was promulgated in the whole country.

The Management School of Sangam University has implemented the NEP in its full existence. For example – the multiple entry and multiple exit provision of the NEP is very great. At Sangam University, suppose, because of some problems, if a student has to drop her/his study after two years of the graduation course, so we provide Undergraduate Diploma certificate in Management to her/him so that her/his years of education go in fruition. If she/he has to drop after one year, we provide Undergraduate certificate in Management for his whole one year.

If a student studies for one more year after his three-year course, she/he is eligible to get a BBA Honours degree, after which he has to only study for one more year to get an MBA. We also started BBA Research as well from this year and thus if a student studies this course, she/he won't be required to do a post graduation here, she/he would be eligible directly for the PhD course.

Further, we have implied the choice-based credit system as well. The NEP keeps emphasizing on minimizing the industry academia gap for better exposure and because of our constant interaction with the industry, placement of the university is over 95%. Plus, we take help from massive open online courses (MOOC) like NPTEL and Swayam and give appreciations credit to the students who complete those courses in line with their curriculum.

What recommendations and messages would you like to deliver to the students?

As far as the management students are concerned, I would tell them that the business environment is really changing and India is really shifting towards modernization, so study and opt for the opportunities accordingly. Plus, I would recommend them to read many case studies as they really add lots of practical knowledge to the students' insights. Further, reading case studies enables one to learn how to solve a problem. And last but not the least, I would encourage and urge the youth to pursue a research study as it is one of the crucial reasons for developed countries' strong economy. 

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Prof. Yamini Agarwal



WOMEN'S PARTICIPATION IN RESEARCH WILL INCREASE WITH TIME

While appreciating the National Education Policy (NEP) 2020 for its emphasis on Development Goals, **Prof. Yamini Agarwal**, Director of the Institute of Management and Research at New Delhi's Bharati Vidyapeeth, shares her thoughts on women's education in India with **Education Post's Tanay Kumar**.

Being a Research Scholar of Finance from IIT Delhi, how do you see the ratio of females as compared to males in finance and technology research?

When it comes to core technology research, surely the ratio of male participation is higher than females. When it comes to finance, thankfully, many female research scholars and leaders have emerged in recent times. The number of women researchers will also increase slowly with time as women are trying to go deeper into financial subjects.

Undoubtedly, there was more male participation till about two or three decades ago. Besides, since many financial jobs

were dominantly male and male-network oriented, it somehow made women hesitant while opting to take up finance as a subject. But, even during those times, females would manage the house with the available income and they still do in our society, which is commendable.

In one of your articles, you cited UN Millennium Development Goals for determining the achievable goals through systematic and logical goal setting for any country. How could those goals be infused in Indian academics, for theory and application both?

Millennium Development Goals are really

essential to become more sustainable in future as intergenerational resources depend on it. One of the key developments in this regard is the National Education Policy. The NEP says that one shouldn't take just one course and get stuck with it and cumulatively it talks about the multidisciplinary method of study. The multidisciplinary method of study, multiple-entry and multiple-exit are some methods that the NEP possesses which inspire us to teach in those methods that MDGs emphasizes.

Let's understand it via one example – the NEP emphasizes on teaching in local language for empowerment, which is also one of the goals of sustainable development, which is the second goal of MDG – achieving universal primary education. Digitization has further enabled the governments so that they can approach the vulnerable population in systematic methods. Moreover, emphasis on environmental protection in the NEP is another thing which inspires schools to inculcate in a manner to achieve the sustainable development goals.

Study of management has different branches. According to you, what are the old practices in this study that are no longer required?

If you look at the old methods of teaching adopted for a long time, it used to be kind of a monologue. The teacher would come, give the lecture and would leave after giving assignments homework.

Now, the participation of students is increasing. Today, teachers also learn from students. Now teachers also emphasize on how would one understand something or what are the probable outcomes along with "what does one understand of something?" So, the old ideas of teaching are gradually on the way out and a more participatory approach has come in. 'What is the definition' has been added with 'what is its application' as well.

Education and digitization can only be the solutions in this regard. Thanks to the digitization that education at a rapid scale can be achieved as well.

How does pursuing research, especially in finance, differ from working at any financial firm and why should students go for research in it?

Research in finance enables one to understand the different paradigms in this study that have happened in different decades, whether it is investment, corporate or public finance or any other branch of this study.

Research in this study lets one understand numerous case studies. For example, why one business person becomes a billionaire while another business person went bankrupt or why over generations the same set of techniques don't work, etc. So, this entire sphere can be discovered only by proper research.

On the other hand, when it comes to working at any financial firm, organizations seek people with particular skills, which align with their requirements. So, when someone works at any firm, they become skilled in those specific requirements.

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Q Since your PhD days, you have been closely associated with some prestigious institutes in three countries - Sweden, China, and the US. What differences do you find in their pedagogical methods when compared to India?

I have seen that there is a complete change in terms of how the delivery of education takes place in these countries, especially in terms of higher studies. Most of the education delivery in the US is student-driven and also industry-driven as well. For example – for MBA programs, they would invite industry people and would make the interaction the learning process. Also, there is lesser importance given to technical terms, but the application of technical terms or the usage of those terms is given more importance.

When I was in Sweden, the teachers and the trainers used to explain the concept and then they asked us how we would imply it in our firms. Teams used to be formed and many times a team leader is chosen by the teammates. For example, rather than just teaching about the concept of leadership, the teacher developed teams among the students and leaders came up during the applications of those concepts. One person might have a participative form of leadership while another could have a dominant form.

Plus, research and market-driven courses are another different method that I found in their study. Strong and ample of research keeps their pedagogy parallel with the contemporary world. Coming to the market, many students picked some courses by themselves, may be on the basis of market and demand.

Q In one program on women's employment, you suggested introducing educational workshops at various levels, even in Resident Welfare Associations (RWAs). How and at what levels can India strengthen its women's employment participation?


Unfortunately, many women in India don't participate in many public discourses and decisions until they are compelled or feel helpless to do so. For example – a woman who is a homemaker might resist buying a piece of land by herself, guiding to build a house while supervising workers on the ground, the paperwork involved in these activities, etc.

Education and digitization can be the only solutions in this regard. Moreover, educating women can empower them so that they are able to deal with several matters without male help.

Associations like RWAs and other local women's groups provide a sense of familiarity to women, thus empowering and encouraging these small groups can really increase their participation in crucial decisions. Plus, since the past decade or so, many men have also come out in support of women and their vital issues like menstruation, women's health, nutrition and, of course, education.

Q What are the challenges ahead for the study of management and finance?

A lot of focus has shifted to human capital. For example, people used to consider only manufacturing plants and machinery as the business capital. But today, there is an emphasis on the human resource development. Plus, organizations with better research can really leap forward when changes occur in any industry.

Artificial Intelligence has been changing many industries. Whether it is any industry, this technology is here to stay and evolving with this technology is the biggest challenge for almost every stream of study. It also has a caliber to change the consumer behavior as well. Let's understand it with one simple example—if I search for any product on my phone, then probably on every other ad-driven application, I get advertisements of similar products or the industry that the product is related with. That's the challenge for education – to evolve with AI. 

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Deepak Jhangiani

Former CEO, Dalal Street Investment Journal

THE FUTURE STRATEGY FOR B EDUCATION IN INDIA

As technology continues to advance at a frenetic pace, and the world becomes increasingly unpredictable there is change everywhere, and not just the change mandated by the AI and IT but change that Mother Nature keeps challenging us with: Floods, droughts, tsunamis, sleeping glaciers melting with thunderous roars and wiping out all in its wake, the deadly Covid 19, and as if these were not enough the changes we humans inflict on ourselves, i.e. Ukraine.

However all this has no meaningful impact on us for as a country we are a complacent lot, happy in our old tried (now tired) and tested ways and with the firm confidence that “this too will pass” and life will once again be the same as always. But this time this is not to be!! For apart from AI and Robotics, it is Covid 19 that mandates that change is imminent! For two full years businesses and industry came to a standstill; there was virtually no retail. Schools and colleges were shut for long durations, and work from home and learn from home became the new age mantras, and yet we managers looked for things to be as they once were. And once the onset of infections abated, business and industry were scampering to open shop and go back to the good old days. Entrepreneurs spruced up their long closed offices (at high cost), overhauled their idle machinery, made arrangements to start production, energized the supply chain, contacted the workers that had stayed away and arranged for bank funding for working expenses. They did not factor in the reluctance of the migrant worker to return to cities, ergo, no production, no income but new loans.

In Mumbai BKC (Bandra Kurla Complex) the new commercial center with planned roads and modern infrastructure, was home to over 100 top of the line fine dining restaurants that had to close down during the two years of Covid. Here too once the virus seemed to have peaked, restaurateurs keen to restart, quickly refurbished their outlets, added more appealing décor, arranged for food supplies and few of them in their enthusiasm to quickly reopen and try and recoup some of the losses incurred during the two year of idle time, even invited Michelin chefs (at high costs), from abroad to announce their new openings. Here too in haste they did not factor in that trained staff both kitchen and service were still in their villages, Suppliers too, were also not equipped to handle new orders and their wishful thinking that things were as good as old, was at best foolhardy, and very expensive.

Prior to Covid, it was enough to harp on “location, location, location” for any new marketing enterprise. Today, location is not just brick and mortar it is also not

just on the web, today it is even in the clouds! Does our budding manager have the skill to access the webs and clouds? With so many social media platforms like Facebook/Whatsapp/Twitter/Instagram/YouTube each have their own efficacy, audience, type and length of suitable messages, apart from individual accessibility norms. The managers of yesterday have to now first learn the new skills to adapt to the new environment.

ADAPT, a new skill?

Not only Geography is history, but even history is passé as precedents are seldom relevant since change today is happening at mach speed.

During the two years of standstill of Covid, the vacuum cleaner salesman had no sales. He could not visit his prospects nor give them a demo. He could feed them with promo clips on whatsapp but conviction was not being built. He analyzed his problem and worked out a plan: He quickly contacted his earlier buyers, interacted with them on facetime, and based on the trust relationship he had established with them, sought their experiences and with their permission shared these facetime conversations with his prospects, who now had testimonials and references they could contact. He needed new skills: mobile skills / tact / networking and confidence of his earlier customers. Skills not taught in the MBA programme for they are not found in any sales guide.

Similar is the case of HR practitioners. Largely focused on sourcing talent /training / working out salaries and grades, the aspiring manager of today has a different bag of requirements that were revealed in a recent McKinsey survey: esoteric values like workplace Flexibility / Creating an environment where there is perceptible work-life balance / Equality/ Diversity / Governance and Inclusivity/ along with the traditional rewards and growth opportunities.

Google, Cisco Systems, offer employees benefits such as on-site childcare, physical therapy, and subsidized housecleaning services.

Standard question like “where do you see yourself five years from now?” is today a no-brainer. A more apt question could be “how do you see the market scenario changing in the next five days.” A test of the candidate’s AWARENESS of the possibilities, his ALERTNESS to the opportunities and his skill to ADAPT in the new circumstances. Quite a different tune from the one the HR maestro used to play? Till now HR was testing the IQ Quotient and the Emotional Quotient, today outranking these two is the Adaptability Quotient, a skill lacking in both, the

interviewee and the interviewer.

More and more employers are they're moving beyond degrees and job titles to focus more on the skills the changing business environment needs. IBM, Walmart have modified their recruitment parameters from degrees to skills. Hunter & Hunter in their survey on parameters affecting job performance concluded, in their recent article that hiring based on skills leads to better performance, than recruitment based on education!

Different times need different measures to be effective. Just as the Industrial revolution in the 19th. Century created an emphasis for knowledge and education so also the present IT explosion is shifting the goal post to acquiring of skills.

So perhaps this is the time to redress this shortcoming with a new look at our B School environment, and how to incorporate knowledge based education with the practice of 'Skills'.

Let's start with the admission process:

Since the 1960s when Business Education first came to India admissions have been mainly decided on the basis of scores achieved at the highly quantitative CAT written tests. A process that is clearly biased in favor of maths and engineering students at the cost of those from the humanities. However experience from all over the world has shown that performers have come equally from both streams. Obviously our admission process is flawed, one-dimensional and woefully inadequate, an antithesis to the real nature of business today which requires a well-founded balanced personality in a manager.

Again the nature of this outdated system breeds gender inequality, favoring males, who outnumber females in maths and engineering studies. Such a paradox, for hasn't life shown that the best role model of a Manager is a "she", the mother of the house, a singular role that dons both caps of manager and leader with aplomb, naturally and instinctively without any MBA!

Secondly, and this anomaly really pains. For all other Post graduate programmes there is a minimum eligibility: for M.Sc. you must be a science graduate, for M.com a Commerce student for law and journalism an Arts. But for MBA? Any faculty will do, no background is specified, just an outdated CAT entrance exam. Which is why during the two year MBA programme, the first year is devoted to basic knowledge of marketing/

organization/ finance/ production etc. all from books! It is only in the second year that expert teaching becomes necessary for specialization.

A simple remedy: make only BBM or BMA graduates (and today almost all degree colleges offer these programmes), eligible for the MBA programme. We can continue with the CAT in some form or the other but the basic graduation must be in management! And herein lies the solution. The book learnings of Kotlers / Samuelsons and Katz and Kahn, the Kotter's and the Porters business models, et al can be nicely covered in the two years of BBM programmes, so that when the student goes for PG programme he spends one year in specialization and the other 12 months learning skills!!

As already enunciated above, there are many skills a manager must acquire and practice to be able to perform effectively in this volatile scenario. Let's look at the skill "to ACCEPT". No longer can be rely on things remaining more or less the same, the change today is multi- dimensional and without precedent, the only way to manage in this situation and try and find a way forward is to first ACCEPT that there is a change, more wide and deeper than before and past solutions will not work. It is then important to accept that this is a new situation that requires new solutions and a new mindset, forget history, and forge ahead with a new thinking.

Being AWARE and being ALERT in this scenario will help identify newer directions, and how to put them to work. Where to source new and right talent and being aware that the time line we are working on is anything but stable. There is so much new learning that is now available on platforms like LinkedIn, Coursera, etc., and the need is to be discerning on what to take and what to retain.

There are eight identified skills that need to be in the modern manager's armor, starting with learning to ACCEPT, to be AWARE and ALERT, and using the above skills learning to ADAPT.

To be ASSERTIVE, APPRECIATIVE, ATTENTIVE and importantly to be ACCOUNTABLE, are others that help create a rounded personality open to new thinking, aware of the environment, alert to the opportunities and ready to adapt to face the future..

There are many workshops offering training and practice of skills by role play, case study and primarily INTERACTIVE participation.

In the second part of this article, I will attempt to share a few.

Happy SKILLING! EP



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Rimli Bhattacharya

BULBUL NOT THE BIRD THOUGH



S

o it was just another day when I saw my wailing aunt knocking our bamboo gate with her four year young son in tow. This was not the first time I am witnessing her entry in a complete disheveled state but now I was matured enough to understand that my aunt was unhappy.

Make no mistake please, I was a little girl of eight then. But all I understood was that my mother was unhappy with my father; the very baba (father) of mine who slogged the whole day catching up with a little or no sleep in the night and this mashi (aunt) of mine who was equally unhappy with her counterpart. I would tremble in fear when I would witness an angry maa (mother) of mine fighting either with baba or mashi. Unable to satiate the rage inside I too was at the receiving end of some blows showered by maa when I tried to intervene and stop her. Mashi would cry, baba would leave, my cousin would continue playing and I would choose a corner to pray to my God to stop all these fights. I could no longer bear the ugly

drama which was very common at that in our household.

“Didi (meaning elder sister) I can no longer tolerate the atrocities,” would be my mashi’s opening sentence the moment she reached our house.

On the other hand I would flee to my baba and ask him, “Are you going to fight now?” Baba wouldn’t answer but I knew he was deeply hurt. I couldn’t approach maa as I could not bear the blows so I would run to our Thakur Ghor (place of worship) and utter a silent prayer to maintain peace in the household. But God wouldn’t listen either. The fights grew severe with each passing day and my father drifted apart from me as he thought it was only maa whom I loved and not him. Now that he is no more I tell him each night in my prayers that it was him whom I had loved and needed and not my maa.

My mashi often complained of hearing voices of the dead. Like my dead dadubhai (grandfather) would beckon her, “Come Bulbul (my mashi’s name), join me.” My mother like a seasoned counsellor would say that though she didn’t hear voices from dadubhai but she would always hear voices from her brothers who were alive and somewhat refute to the spirits for causing this problem. I tried very hard to listen to those voices but no, spirits were not at all kind to me. I would pose the same question to my baba and as usual he would pat me on my back and would say these are meaningless. At night I would cuddle in my mother’s arms as I couldn’t get sleep without her. She had become a crutch to a little girl who had completely lost trust on herself. There she narrated the stories of abomination rendered to her sister Bulbul and also those spirits which guided them to follow the right path. I listened. I believed all what she said.

My cousin was a very naughty boy and my aunt would fail to curb his hyper activities. But he listened to his father. In fact he was scared of his father. Oh, I just forgot to mention that my maa would take the boy's side and beat me up black and blues when it came to punishment. As I said that I was growing up as a shaky daughter with no self-esteem and no power to revolt. I would resign myself, take those severe beatings and punishments and would look helplessly till the house maid ran to rescues me from my maa's clutches.

Well, I do not want to speak about my maa or myself. I want to go back to my mashi. As I said she was unhappy with her husband and also the very fact she stayed in a joint family with a common kitchen tore her up. Her complaints increased and when I was ten the hell broke. She started suspecting her husband in having an affair with the maid, Bashonti (maid's name). Did I mention she herself got into multiple affairs herself which would end disastrously? The child was ignored and was totally under his father's custody when the tragedy occurred.

"99% burns. She won't survive", was what the nurse (who also happened to be her sister in law) told my father.

My father would visit her every day in the hospital. My maa had fallen apart. She didn't have guts to see her beautiful sister. No one from my maa's matriarch came to visit. It was only us, my maa, me a little girl of ten and my father who were all that mashi had. Did I mention her in laws, husband and her son were also there for her? Yes they too were there for her, a thing which she never acknowledged. Also as a ten year old a fact which intrigued me at that was my mashi never asked for her son or husband. She would desperately ask for my maa but as I said maa had completely collapsed mentally let alone console this sister of her.

"She saw, she saw how Bhanu (my uncle, i.e my mashi's husband) made love with Bashonti and then Bashonti crawled out of the bed," my mashi uttered and it was conveyed to me and my father by my maa. While my father refuted with a rubbish note I believed what maa said.

"What does making love mean, maa," and then I knew everything at ten. Yes I was only ten.

No point now in ranting about it. I duly acknowledge that my mashi (her pet name was Bulbul with a good name Shefali) had doused herself in fire and had committed suicide. I was ten, my cousin was four.


Pro Covid I had fallen sick. My OCD (Obsessive Compulsive Disorder) lashed back at me. My maa was dead, my marriage had fallen apart (I had divorced) and all that I had with me was my little daughter and my ailing father. But there was a difference in my maa's grooming me and me grooming my daughter. Neither would I lift my skirt to show her my private parts (a thing both my maa and mashi did to their respective spouses), nor my daughter had to learn lovemaking at such a tender age. I had understood long back that I was a victim of mental illness with no self-esteem and courage to fight out the odds. And I took help unlike my maa and mashi.

"Acute case of schizophrenia," doctors at Ranchi mental hospital had told my mesho. My mesho knew but my mashi refused to acknowledge this.

"Save your daughter, run to a psychiatrist before your mother does any more damage," my counsellor Anjla Singh had cautioned.

My matriarch suffers from mental illness. Though they don't acknowledge but they are in their unhappy world cursing others for causing misery to them.

I have written about my mother in the book "Book of light," under the pseudo name Leela Chakravarty (I was scared to be exposed, a fact which I do not care now). The book was published by Speaking Tigers and was edited by Jerry Pinto. You may read it. It's all about mental illness.

In my closure I would like to say my aim is not to victim blame, slut shame or belittle someone undergoing this tragedy. I spoke so much so that you may cure yourselves rather than sinking in a dungeon with a road of no return. Understand mental illness, seek help and get cured. Just know this, YOU ARE IMPORTANT AND THAT YOU ARE LOVED. 

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The Faculty Members of the Department are involved in **Collaborative Research with the industry Professionals and Academicians**. The faculty members have published collaborative research articles in the reputed journals, which are Scopus Indexed and approved by UGC-CARE.

The **Industry and Institution Collaboration** acts as a bridge between Industry and Academia leading to connect which promotes industry interactions among the students by arranging internships and special lectures. It also promotes formal MoU with industries. The Industry Connect also helps

the Faculty members to get financial supports or sponsors from Industry to take part in the research-oriented activities, Joint publications and Collaborative Research. **All India Management Association (AIMA) has accredited AMET to use the AIMA's Bizlab with 120 student licenses**. The MoUs facilitate the Department to have various activities such as **Placement Training, Conducting of Online Classes, Workshops and On-the-Job Training for students**.

The MBA students are taken to Dubai every year to have an opportunity to visit International Ports and Logistics Companies, interact with Shipping and Logistics Professionals and meet AMET's Alumni working in United Arab Emirates. There are more than 450 MBA & BBA Alumni working in the states of United Arab Emirates such as Dubai, Sharjah, Ajman, Abu Dhabi, Jebel Ali and Fujairah.

AMET Business School conducts the inter-collegiate management fest namely Voyage every year. The event encourages the management students from various institutions to participate & win prizes.

AMET Alumni Association (A3) provides the ideal platform for its alumni to maintain connections to their alma mater and fellow graduates. It seeks to extend unique privileges and benefits to its members. The platform endeavours to support new alumni and provide a forum to form new friendships and even business relationships among its members. 



IMS GHAZIABAD

(UNIVERSITY COURSES CAMPUS)



The NAAC 'A' grade institute IMS Ghaziabad (University Courses Campus) offers students local, regional, national, and worldwide learning opportunities. With a cut throat competition in the industry the programs BBA, BCA, BAJMC, B.Sc. Microbiology & Biotechnology, M.Sc Biotechnology and MIB of IMS Ghaziabad (University Courses Campus) constantly strives to raise its bar in terms of content and pedagogical practices. As part of our continual effort to achieve excellence in all areas of endeavor, including teaching, research, and employability, the institute has been recognized amongst the top 10 best college rankings in various categories like best college, best placement, outstanding contribution towards education, skill and research, etc by NEP, IIRF, GHRDC, AIMA, Times Group, ICCI, etc. IMS Ghaziabad (University Courses Campus) has earned

a reputation for continually embracing change in order to generate greater results each year in terms of academic outcomes, placement opportunities, and entrepreneurial initiatives, along with educational research environment. IMS Ghaziabad (University Courses Campus) has climbed to a prominent and unrivaled place among India's leading professional education institutions during the past 33 years. The core objective of the institute is to give students the top-notch education and practical experience they need to thrive in today's fiercely competitive global industry.

Schools of IMS Ghaziabad (University Courses Campus)

School of Management, School of Computer Science, School of Journalism & Mass Communication and School of Biosciences have renaissance-style

thinking, which is concentrated on the holistic development of the students by emphasizing experiential learning, research work and design thinking while sharpening the students skill sets, which is the biggest USP of our programs. The various curriculums of different schools involve brainstorming, mind mapping, and problem-solving through experiential learning and case-based research. A wide range of specialties, workshops, and industry connections are also offered for greater job opportunities through internships and actual projects. Due to a higher emphasis on creative pedagogy and skill development, our students are able to accept attractive placement offers in reputable firms in India and beyond. We are experiencing a transition that is happening quickly. Because of this, it is essential that the educational system keep up with these developments and concentrate on fostering international competence. At IMS Ghaziabad (University Courses Campus) new paradigms for teaching and learning have been applied with a result of incredible developments in pragmatic pedagogy, technology, and research that have equip students for the challenges of the future. The IMS Ghaziabad (University Courses Campus) team cooperates to achieve a common objective, and student's exhibit social and emotional growth. The ability of the team to collaborate makes success a possibility. For us, the secret to any leadership style's success is empowering people at all levels, creating a space where team members like cooperating, and removing barriers from their pathways so they may succeed in whatever they do. What motivates the IMS Ghaziabad (University Courses Campus) team most is the opportunity to serve the nation by giving children access to the best possible education and training.

USP of IMS Ghaziabad (University Courses Campus)

Programs Curriculum Basket

At IMS Ghaziabad (University Courses Campus), a dedicated system is available in the institute assisting students in developing and enhancing their essential abilities. The Meticulous team at IMS Ghaziabad (University Courses Campus) spends a lot of time organizing, learning, and inventing cutting-edge techniques for instructing students. By empowering students and fostering a top-notch academic environment with a help of various specialization curriculum basket of Digital Marketing, python, AI, Data Analytics, etc. our students get an edge over others in the highly competitive business environment. On-campus learning that is collaborative, safe, and respectful provides a good atmosphere for professional and personal growth. In order to encourage positive results and set up a trajectory for positive growth, programs are created in a way that maintains students armed with a perspective on their own and other people's development. Massive Open Online Courses (MOOCs) platforms provide a plethora of self-paced courses for students who want to have learning 24*7. The reputed finest professional education school in India has included modern teaching methods into its curriculum, including online session technology, distance learning mode, organizing counseling sessions, using a digital knowledge library, prioritizing the curriculum, making adjustments, and more.



Working on a research will obviously be a challenging and rewarding experience, which provides students to put the best of their expertise and skill in it. Our robust industry-academia interface strives to fit the right talent to the right place.

Internships and Placements

Academic-Industry Interface

The educational system has a requirement of Industry interaction which purposefully designed to pique students' interests. India's premier business schools continue to draw sizable crowds, and the country's educational industry is now growing. We encourage our students to participate in industrial projects, case studies, live projects, etc. The institute will continue to mold students into ideal explorers, self-assured technical experts, and determined trailblazers who will contribute to the development of society as responsible citizens in the 21st-century corporate global scenario. A high degree of professionalism will be ingrained in mind and deed, thanks to the institute. Additionally, students are given guidance and support in the areas of technical and behavioral competencies for understanding career pathways by various certification courses from IIM's and IIT's. The main purpose of the educational research is to get deep into the topic so that something helpful can churn out, which can be helpful for everybody and used in that particular niche sector.

The placement cell of the institute constantly laid emphasis on creating an impeccable foundation to our students in getting placed with the top notch companies both nationally and internationally with the highest packages. The Corporate Resource Centre (CRC) is the hub for all industry-oriented activities like live projects, international internships, guest lectures, sensitization panel and industry mentoring. The centre supports all the processes dealing with international & national placements, internships, live projects, workshops, industry interaction, and corporate visits As a team, we thrive on the philosophy of innovation and evolution in quality and contemporary education for adding value to the professional life of the students. Our success stories are over 35,000 plus alumni holding leading positions in industry and academia as a testimony to the untiring efforts of the Institute. Our successful track record of national and international placements is testimony to the spectra of the industry exposure provided to the students.

TAXILA BUSINESS SCHOOL

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PGDM+ Business Analytics
With Dual Specialisation

HIGHEST PLACEMENT
28.60 Lakh

AVERAGE PLACEMENT
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IIRF Ranking:

10th Ranked B-School in India

Best Placement Award:

By ASSOCHAM from last 3 years in a row

Education Loan:

100% Education Loan Without Security

Main Recruiters:

Hindustan Unilever Ltd., Godrej & Boyce, Bosch Ltd. Asian Paints Limited, Infosys Limited and many more

Placement - 2022



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TAXILA BUSINESS SCHOOL

www.taxila.in | info@taxila.in | Mansarovar, Jaipur

Pioneering Clubs

Both academic and extracurricular activities today place a high priority on students' overall development. Numerous student-driven 33 clubs on campus have planned a tonne of activities to complement the IMS Ghaziabad (University Courses Campus) curriculum's wide range of options. Students here at institute see firsthand how empowerment and hands-on education promote development overall. The clubs like HR Club, Cultural Club, IT Club, etc provide students a forum to hone and showcase their multidimensional skills like artistic, literary, sports and management.




Live Projects

The students of MIB are given opportunities to complete their internships and live projects in various renowned companies in Dubai etc where they gain hands-on experience and test-run the knowledge attained while learning new skills. This component is extremely beneficial to students as it had given practical real-time global experience. One-month internship program facilitated students to provide an in-depth understanding of the Cosmopolitan Environment across the Globe.

Events @ IMS GHAZIABAD (UNIVERSITY COURSES CAMPUS)

In addition to learning new skills and exploring various opportunities, activities are essential to ensure optimum academic development. Amidst the busy schedule, it

is very important to take a break to refresh oneself. This is where extracurricular activities play a vital role. These activities, during college life, keep you positive, fresh, energetic and go a long way in making you more productive. Not only do they lighten your mood, but they also help in shaping your overall personality and interpersonal skills. The events like:-

- Expert Talk Series
- Kautilya Talk Series
- Markfest – Marketing Fest
- Model United Nations Conference (MUNC)
- Film Festival
- Start-Up Conclave
- International conference
- Media Conclave
- Genesis – Sciencefest
- PULSE – An Interinstitutional Cultural Fest
- IT Events 



FORE SCHOOL OF MANAGEMENT

"Adhitam Kendra", B-18, Qutub Institutional Area, New Delhi - 110016



ADMISSION CRITERIA: ELIGIBILITY:

Candidates must possess one of the following qualifications to apply for Fellow Programme in Management:

First Class Master's Degree or equivalent/Professional qualifications such as CA/ICWA with degree/Five year Integrated Master's degree programme in any discipline Four year/Eight Semester Bachelor's Degree in Engineering (BE/B.Tech/B Arch).

SELECTION CRITERIA:

Valid score of CAT/ GRE/ GMAT/ GATE/ UGC-NET/ CSIR/ FORE Entrance test and Research Proposal (tentative) Presentation.

The candidates will be short-listed for admission on the basis of their academic record, performance in the competitive examinations and Research Proposal (tentative) Presentation.

AREAS OF SPECIALISATION:

Communication, Economics & Business Policy, Finance & Accounting, Information Technology, Marketing Quantitative Techniques & Operations Management International Business, Strategy, Organizational Behaviour & Human Resource.

FINANCIAL SUPPORT:

FPM scholars will receive financial support including scholarship | (Rs. 46,355/- per month for the first and second year and Rs. 52,705/- per month for third and fourth year), contingency grant (Rs. 30,000), conference support (Rs. 1.5 lakh), etc.



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Application Deadline:
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Programme Commencing:
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For any queries, please call us on 011- 41242433 , +91-8447255049
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email to: fpmadmission@fsm.ac.in mentioning your name and contact details.



We have to teach our students not only for the current but also for the future requirements of industries

Dr. Sanjay B. Chordia

Self-esteem, sustainability and wealth reach to the 'educated person' by themselves. Educated person not only take care of oneself but also of the whole family, the society and, sometimes, the entire world, for example - our scientists. I am really delighted that now we have the New Education Policy that seeks to achieve equitable, inclusive, industry-driven cum innovation-focused, and futuristic education for all in India.

No child should be denied of the quality education because of her/his socio-cultural background, whether one belongs to any strata or community of the country. We should really ponder to reserve 5-10% seats in our college for economically deprived or economically weaker section of the society. Besides students and research scholars, every citizen of the country has the fundamental right to get educated at any year of her/his life and I really admire the NEP for its 'Multiple-Entry Multiple-Exit' provision.

Further, as an individual human-being we love and care for our children. We at the Suryadatta Group of Institutions treat every student as our own child, as we have to nurture some parts of their lives, just like parents. At my institution, Suryadatta Group, I believe in inclusiveness and welcoming curiosities from every student because all of them are coming from different backgrounds, family situations, terrains, states, localities and communities.

Pointing out another criticality, abridging the industry-academia gap has become



indispensable than ever before as India's huge population falls under the age of 35 and thus we really to teach and train according to not only the current requirements of all the industry sector but also of the future industries, for example - 3D Printing, renewable energy, microbiology and many more. Colleges can employ retired professionals of several industries as 'associated professors' to teach some streams, which will surely help the students to foresee the future industry requirements of the country.

I welcome any organization, industry or individuals who want to collaborate with the Suryadatta Education Foundation to train not only our children, youth and students but employed/retired workers, economically weaker people from every strata and community of the country. At a perennial pace, the Suryadatta Education Foundation is always positive and proactive towards making India proud and a hub of knowledge, innovation and skill for the entire world. 🇮🇳



“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” –Aristotle

Apparel, Made-Ups & Home Furnishing Sector Skill Council (AHMSSC) has been set up by the Ministry of Skill Development & Entrepreneurship and National Skill Development Corporation (NSDC), with an objective to develop skills repository for the Apparel, Made-Ups and Home furnishing value chain.

AMHSSC Centre of Excellence India is a new concept and initiative by the AMHSSC.

To establish a self-sustaining world class institution for the Apparel Sector

Mission:

- Conduct specialized trainings for Middle and Senior Management
- Conduct specialized trainings for students and working professionals
- Conduct research and studies and set standards
- Be a global knowledge bank and information hub for the apparel industry
- Develop marketing initiatives to enhance value addition and competitiveness
- Be a world class institution
- Enable the industry to move up the value-chain
- Enable the industry to meet buyers' compliance

CONTACT US

Vipul Waha, Center Head- Center of Excellence
 AMHSSC CoE, Plot No-J-1/1 Block -B1 Second Floor,
 Mohan Co-operative Industrial Estate, Mathura Road,
 New Delhi-110 044 Mobile : +91-7835027772

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- Training of Assessors (ToA)
- Management Development Programs (MDP's)- Jr. to Mid level professionals
- Student Development Programs
- Entrepreneur Development Program (EDP)- Jr. to Mid level professionals
- Entrepreneur Cell/ Start-up incubator- 1st Gen. Entrepreneurs through selections
- Makers Space- Professionals/ Hobbyists/ Students
- Pay and Use facilities- Small and Medium Businesses
- Consultancy / R&D (product development) and solutions to Enterprises

CAMPUS

FACILITIES AVAILABLE

- State of the art machinery.
- Hi tech class rooms.
- Industry experts as mentors and faculty.
- Career guidance and mentorship
- Cafeteria



/AMHSSCIndia



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Dr. Purushottam Bung
Director, RVIM

RV INSTITUTE OF MANAGEMENT, BENGALURU

RVIM is one of the Premier Autonomous Standalone B-schools of India with NAACA+ Accreditation established way back in 1999. RSST (Rashtriteeya Sikshana Samithi Trust), to which RVIM belongs, was established in 1940, recognized as RV Group of Institutions, is one of the Fastest growing group of Institutions in the State of Karnataka. It has presence in virtually every field of academics and research. As on date, RV Group has under its ambit over 27 institutions, in which 20,000 plus students from all over India and abroad are pursuing their dream education.

Some of the unique features of RVIM include; Our dedicated and experienced faculty with industry background; best in class infrastructure; central location at the hub of the Silicon Valley of India; student focus; contemporary and industry relevant curriculum, intense academic rigor; excellent placements support; strong emphasis on research, consultancy and extension; and robust industry and institutional linkages (domestic and international). We believe in holistic development of students as reflected in our motto “We prepare our students for life”.

Our achievements are being reflected in our rankings;

BUSINESS TODAY 2022

- Ranked 25th All India level for best Return on Investment
- Ranked 81st All India level for Future Orientation

THE WEEK 2022

- METRO Ranking 10th in Bengaluru
- Ranked 25th Best-B-school in South India
- Ranked 86th Best-B-school in South India

OUTLOOK – ICARE 2023

- Ranked 9th pan India amongst private affiliated colleges
- Ranked 20th Best B-school in South India
- Ranked 58th Best B-School pan India

OPEN MEDIA 2022


- Ranked 56th Best B-School pan India

INDIA TODAY 2022

- Ranked 90th Best B-School pan India

Some of the Salient features of RVIM include:

- 14 Centers for Excellence
- Remote access to 100 plus e-books on all the subjects from Pearson Global
- “QUIKLRN” LMS for seamless learning 24x7
- 24x7 Access to recorded lectures on “IMPARTUS”- lecture capturing IT solution
- Remote access to e-databases (EBSCO, J-GATE, Prowess IQ, etc).
- Partnership with COURSERA - giving full access to the entire Coursera for campus catalogue of 4500+ courses, 450+ specializations & 1200 + guided projects.
- Consistent 90% plus Placements year-on-year

RVIM is currently lead by **Dr. Purushottam Bung**, a visionary Academic Leader who strongly believes in Values Driven Education and place a strong emphasis on 360 degree grooming of the students across all spheres including; Data driven decision making, Cognitive flexibility, Critical thinking, Technology driven processes, Entrepreneurial approach, Global orientation, Problem solving and Lifelong learning, which are demanded by the Business 4.0. 



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MYRA School of Business, Mysuru for *Best B-School in Developing Entrepreneurs and Leaders in India (Pvt. Category)*, on behalf



Dr. D. Y. Patil B- School, Pune for *Best B-School for Strong Industry Connect in West (Pvt. Category)*



IFHE, Hyderabad for *Best University for Strong Industry Connect*



Woxsen University, Hyderabad for *Promising University for Employability Skills in Asia*



Institute of Management Studies, Ghaziabad for *Best Management Institute for Excellent Placement (Pvt. Category)*



Bharath Institute of higher education & Research (BIHER), Chennai for *Best Multi Stream University in India*



Siva Sivani Institute of Management, Secunderabad for *Best B- School for Industry and Academia Collaboration (Pvt. Category)*



Siksha 'O' Anusandhan, Bhubaneswar for *Best Promising University in Asia for Research*



Narayana Business School, Ahmedabad for *Promising Institute for Global Skill Development Initiatives*



Channabasaveshwara Institute of Technology, Gubbi for *Best Engineering College for Building Global Technocrats from Rural Talents (Pvt. Category)*



Suryadatta Group of Institutes, Pune for *Leading Group of Institutes in Asia with Strong Global Industry Connect*



IMS Ghaziabad (University course campus) for *Best Institute for BBA Flagship Program in North India (Pvt. Category)*, on behalf

FUTURE TECHNOLOGY IN HIGHER EDUCATION



ICFAI University, Dehradun for *Best University for Entrepreneurship Development Initiative*



University of Engineering and Technology, Roorkee for *Best Emerging University for Technical Education*, on behalf



St. Ann's College of Engineering and Technology, Chirala for *Excellent Engineering College in Andhra Pradesh*



Taxila Business School Jaipur for *Best Placement in Dual Specialisation in North India (Pvt. Category)*



Apparel Made-Ups & Home Furnishing Sector Skill Council (AMHSSC) New Delhi for *Best Sector Skill Council to Support Apparel Industry*



Apeejay Institute of Mass Communication for *Best Private Media Institute in North India 2022*



Master School of Management, Meerut for *Best Management College in North India for Industry Centric Skill Development Initiatives and Placements*



Cliniminds-Unit of Talent Health Edutech Pvt. Ltd. Ahmedabad for *Best Pharma Skilling Institute in India*



GL Bajaj Institute of Management and Research, Greater Noida for *Best B School for Strong Industry Connect in North India (Pvt. Category)*, on behalf



Quantum University, Roorkee for *Best Private University for Academic Facilities and Learning Resources in North India*, on behalf



The Design Village Noida for *Excellence in Design Education*, on behalf



Ganit Math for *World Wide Revolution in Mathematics Education*

FUTURE TECHNOLOGY IN HIGHER EDUCATION



Mrs. Sushama S. Chordiya for Women and Child Development Icon in Asia" for her significant contribution towards Women empowerment, Child Welfare and Missionary services



Dr. Suresh D S for *Best Director Setting New Paradigm in Indian Rural Engineering Education*



Dr. Atul Kumar for *Exemplary Contributions in Administration and Academic*



Prof. (Dr.) Sanjay B. Chordiya for *Exemplary Education Leader and Philanthropist in Asia for his Contribution in Education, Research and Industry Academia initiatives*



Dr. Urvashi Makkar for *Best Director for Developing Management Skills*



CA (Dr.) Rakesh Chharia for *Edupreneur of the Year in India*



Dr. J Sundeeep Aanand, Group President, Accord Pharma for *Shiksha Seva Ratna Award*, on behalf

FUTURE TECHNOLOGY IN HIGHER EDUCATION







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FUTURE TECHNOLOGY IN HIGHER EDUCATION



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FUTURE TECHNOLOGY IN HIGHER EDUCATION



NEW AGE SKILLS FOR A SUCCESSFUL CAREER IN MANAGEMENT

Since most MBA candidates desire a high-level management position in an esteemed organisation, they eye for opportunities that will enable them to demonstrate their talent and skills, nurture their intellect and knowledge, and align with their ambitions.

The PGDM programme in this regard involves extensive training in diverse business functions such as marketing, operations, finance, business analytics, human resources, and organisational behaviour.

The programme also focuses on imparting soft skills like team building and effective communication to develop progressive and mature business leaders. As an aspirant, you need to research and select the most appropriate programme and B-School for your career goals and aim to enroll in a top business school for the two-year course.

PGDM or Post Graduate Diploma in Management is a two-year business management programme that allows management aspirants to develop applicable hard and soft skills and become industry-ready management professionals.

It is a diploma programme, and not a degree programme, since only universities that are governed by the University Grants Commission (UGC) are permitted to award degrees. On the other hand, private business schools governed primarily by the All India Council for Technical Education (AICTE), as well as standalone ones, can award diplomas. Until recently, even IIMs used to provide PGDM programmes. Diplomas of the PGDM institutes with NBA accreditation and AIU approval have equivalence to MBA. PGDM diploma of any good Business School has more credence and acceptability amongst corporates because of better quality students, contemporary curriculum, and grooming.

A full-time PGDM course is a considerable investment and a once-in-a-lifetime opportunity and the five criteria listed below can assist aspirants in selecting the best PGDM programme

as per the specific requirements:

Rankings and Accreditations

National and international bodies award accreditations such as AMBA, AACSB, EQUIS, and NBA, which are considered benchmarks for overall quality in the management education sphere. For benchmarking, these accreditations assess numerous factors such as faculty proficiency, curriculum, infrastructure, teaching methodology, and much more.

Alumni & Peer Group

The peer group is an important part of the MBA journey. A good peer group should include students from various backgrounds to bring diverse perspectives to the classroom. Examine the class profiles of current PGDM students at the B-Schools you are considering to get an understanding of the numerous learning opportunities available to you. Look for alumni on the websites of these institutions or simply search for them on LinkedIn, connect with them, and learn how the programme has benefited them. This will enable you to gain first-hand feedback on their experience.

Opportunities for Summer Internships and Live Projects

Summer internships and live projects are essential components of a high-quality PGDM programme. Corporates usually hire students as interns, and the students work on real-world business problems while being mentored by experienced industry professionals. This hands-on experience helps students understand business processes and serves as a platform for applying and implementing management concepts and models.

Identify the factors that distinguish the business school

Some business schools, for instance, come as a popular choice for those interested in pursuing PGDM in strategic marketing and communication while some specialise in international trade



Dr. Rajiv R. Thakur, Director General Jaipuria School of Business, Ghaziabad

and other emerging domains. This is where aspirants with specific goals filter the list of their preferred B-Schools and you should identify such value propositions that will support your career goals in the long run.

Placement Reports

This is the most sought-after parameter when picking a PGDM course offered by different business schools. However, while aspirants frequently look for the highest, average, and lowest wages offered during campus placements, it should not come as the only aspect to consider.

Evaluate the firms that offer placements, the industries they represent, and the roles they offer to students. Leverage your alumni research and see where they have ended up after a few years. This will fetch you with a long-term picture of how the programme will benefit you. Besides the above mentioned five factors, students should also consider a B-School's fee structure, scholarships, specialisations offered, faculty international exposure, residential facility, location etc. while choosing the PGDM that best suits their needs.

MATHEMATICS CHALLENGE

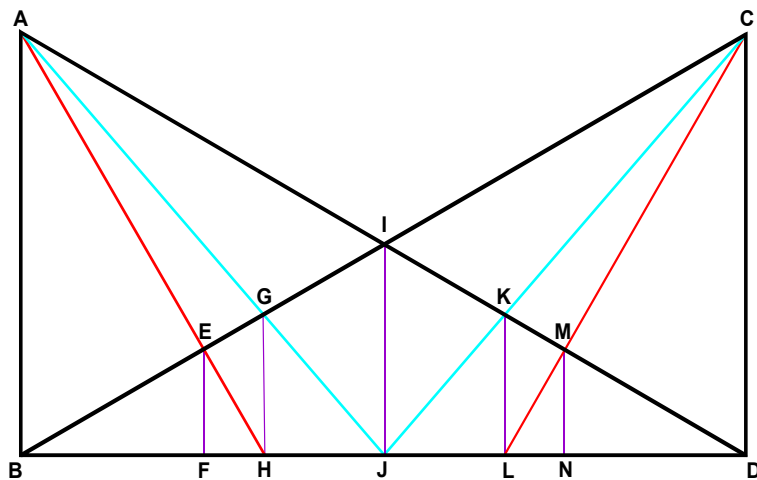
CMT - SERIES PROBLEMS - by GANIT MATH (गणित मठ)

CMT-2020/ 34 :

- composed by -
Teachers' Teacher , Maths Wizard



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संस्थापक - गणित मठ



In the given figure, if:

< i > $\angle ABF = \angle EFH = \angle GHJ = \angle IJL = \angle KLN$
 $= \angle MND = \angle CDN = 90^\circ$

< ii > Points B, F, H, J, L, N, D, are collinear.

< iii > $AB = 214m$, and, $CD = 200m$ and

< iv > $\frac{EF \times MN}{EF + MN} = \frac{81x^2 - 49}{72x}$, then find

(1) $|x|$ (2) $\frac{GH \times KL}{GH + KL}$ in terms of x

(3) $\frac{AB}{CD}$ in terms of x .

ANSWERS: CMT-2020/33 :

(i) 1.61 (ii) 2.33 (iii) 2.51

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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- Saanvi Puri

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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



SAANVI PURI
... a student of
गणित मठ

GANIT MATH



ABOUT MYRA SCHOOL OF BUSINESS



MYRA School of Business is an innovatively designed business school established in 2012 at Mysore under the aegis of the Mysore Royal Academy (MYRA). MSB brings faculty from across the world including IIMs, NYU Stern, Texas A&M, University of Texas, and others to bridge the gap in Indian business education with a global curriculum – offering a truly international learning experience at the heart of heritage.

World-class PGDM program

An Innovatively designed 2 years Master's Program with a global curriculum that is tailored to the needs of emerging markets.

Why MYRA?

- Inspirational Avant-Garde Campus
- Unique & Innovative Industry Collaboration
- Hollistic Development & Individual Mentoring
- Top Professors from Academia & Industry
- Industry Focused Curriculum
- International Student Exchange Program

Specializations

- Marketing & Strategy
- Finance & Accounting
- Operations Management
- Information System & Analytics
- Human Resource
- Entrepreneurship

Admission Process

- Online Application
- Academic Profile Evaluation
- Scholarship Test (Optional)
- Admission Interview
- Offer Acceptance

Scholarships

Upto 50% Scholarship on Merit
 Scholarships are awarded at the time of Admissions & also during the 2nd Academic Year.

Placements

- 100% Placement Assistance
- 75+ Companies in last 3 years
- 8.2 LPA Average CTC offered
- 11 Entrepreneurial Ventures in last 3 years

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Top Recruiters



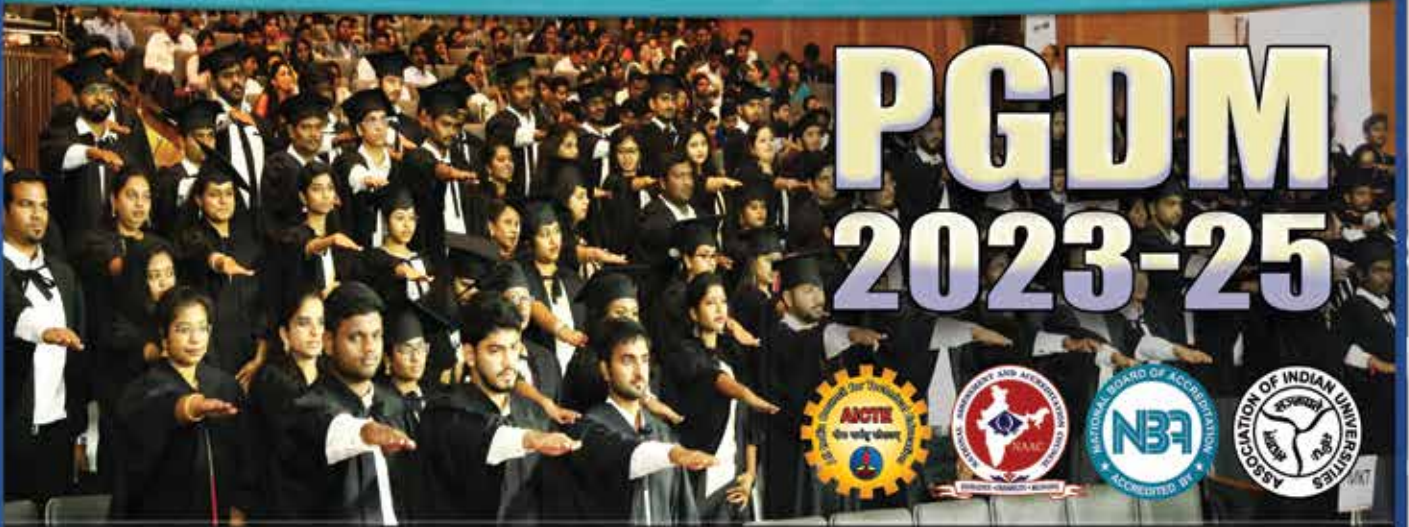
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