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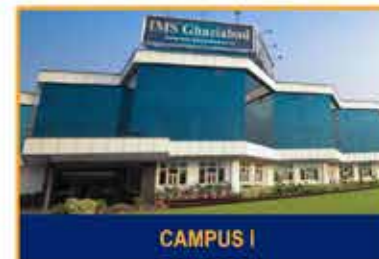
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THE BACKBENCHER MISCONCEPTION UNRAVELLED

What is it about the backbenchers of a classroom that their sincerity or dedication to learn as much as their frontbench counterparts is downplayed?

It's a rather common misconception – the ones sitting on the last benches are usually weak students, more interested in creating a ruckus rather than paying attention to the teacher.

The truth is, as India's former President Dr. APJ Abdul Kalam famously said once, "The best brains of the nation maybe found on the last benches of the classroom."

During an interaction with some school-going students, Dr. Kalam was asked what made him come to this conclusion, to which the late aerospace scientist and eminent scholar replied: "I was one of the last-benchers."

Reasons are galore as to what makes some of the brightest minds choose to sit in the back of the classroom. It could be that they're shy, or lacking in self-confidence, possibly because of their English-speaking ability or their economic position in society. Or simply, they might just be able to generate more focus sitting at the back.

Professor Emeritus Shiv Bhushan Sharma of Tamil Nadu's Akhand Vidyashram had his own reasons for being a backbencher through his student life. "It helped me to improve my concentration power. As a result, I was able to score much better marks than my contemporaries."

"In medical college, I sat on the last benches for a totally different reason: I was from a Hindi-medium school, and the medium of instructions and discussions in medical college was English. I was not fluent in English. But when I joined the same medical college as a research scholar,

I continued sitting on the backbenches, even though my English had improved considerably. I could listen to every word carefully and observe the body language of others. I wouldn't raise any questions during the deliberations. As a result, I was not considered a brilliant person," Sharma said.

While we were interviewing Dr. Sundeep Anand, president of the Bharath Institute of Higher Education and Research (BIHER), for this issue's cover story, he first quoted Dr. Kalam and then said: "We are scanning the last benches for geniuses."

When asked what he meant, he said that the financial prowess, or the lack of it, shouldn't determine how far a brilliant student could go in the field of academics.

After BIHER was conferred with the Asian UK Award at London's House of Commons earlier this month for having one of the most robust systems of promoting industry-academia relations, Dr. Anand said that he would create a program to fund 100 underprivileged but deserving students to pursue research grants abroad.

"We have made great strides in the kind of research we are doing, despite working with some of the more rural and underprivileged students. We do this by encouraging this kind of progressive thought process to solve society's problems. That is more important to us," he said.

It doesn't matter where your seating position is in a classroom. Your bench, be it in the front or back, is never a benchmark for your capability.

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WE ARE SCANNING THE LAST BENCHES FOR GENIUSES

Dr. J Sundeep Anand, Group President, Bharath Group of Educational Institutions and Accord Group of Companies, Chennai, shares his thoughts on research and pedagogy with **Education Post's** Rohit Wadhwaney.



Photo Courtesy : Amaldeen AR

From humble beginnings under the aegis of the Sri Lakshmi Ammal Educational Trust in 1984 with just 300-odd engineering students to being one of the world's top-ranked academic institutes catering to 18,000 students today, the **Bharath Institute of Higher Education and Research (BIHER)** has come a long way.

Last year, the SCImago Institutions Ranking 2021 ranked BIHER as the number one private university in India, and not only credited BIHER as the top Indian university for research but also as the only private university from India in the list of top 300 global universities in research.

With programs in Engineering, Medicine, Environmental Science, Computer Science, Physics and Astronomy, BIHER's phenomenal rise is credited to the quality of academic research output, innovation output, and societal impact over the last four decades.

In a chat with Education Post's Rohit Wadhwaney, **BIHER President Dr. Sundeep Aanand** talks about his vision.

"The best brains of the nation may be found on the last benches of the classroom. That's what we're trying to achieve at our campuses - we are scanning the last benches for geniuses," says Dr. Aanand, quoting former Indian President Bharath Ratna Dr. A P J Abdul Kalam.

To explain the meaning of the quote, Dr. Aanand announced on June 9 that the Bharath Group will fund and assist 100 deserving underprivileged students to pursue research grants abroad. "No student studying in any of our institutions should ever feel that he/she cannot do research overseas for lack of funds. We will help disadvantaged students who have great ideas," Dr. Aanand said.



Our emphasis on life skills training backed by an international standard curriculum attracts more than 200 corporate recruiters to our campuses every year, with an annual placement record of a whopping 95 percent.





Photo Courtesy : Amaldeen AR

The Bharath Institute of Higher Education and Research (BIHER) has diversified domains. How do you ensure that the faculty for such a variety of departments are at par with the best?

It is not without reason that BIHER is regarded as one of the leading private multi-stream universities in India. When the institution first opened its doors in 1984 in Tamil Nadu, it was among the first self-financed engineering colleges in the state, with just about a handful of degree programs catering to about 300-odd students.

Today, almost four decades later, BIHER's dedicated service to the student community has seen the institution grow into a multi-stream deemed university, with four campuses in Chennai and Puducherry, catering to over 18,000 students from across India and abroad.

Nearly 40 percent of the 2100-strong teaching staff hold doctorate degrees. Besides, BIHER is a research-focussed university – it has over 30,000 research publications to its name, 510 patents, and 140 ongoing research projects with a combined funding of more than Rs. 50 crores.

Also, BIHER has more than 525 Memorandums of Understanding with leading educational institutions around the world for dual degrees, collaborative research, student exchange programs and higher education opportunities.

Our emphasis on life skills training backed by an international standard curriculum attracts more than 200 corporate recruiters to our campuses every year, with an annual placement record of a whopping 95 percent.



Photo Courtesy : Amaldeen AR



Dr J Sundeep Anand, President, Bharath Group of Educational Institutes, receiving the Asian UK Award from Rajesh Agrawal, Deputy Mayor, London at the House of Commons

The most pursued fields of study continue to be engineering and medicine. Tell us about these courses and the benefits they offer to students.

The Sri Lakshmi Ammal Educational Trust, under which the Bharath Institute of Science and Technology (BIHER's previous name) was established in 1984, created the School of Medicine in 2003 with an aim to provide quality medical education.

The School of Medicine, spread across three campuses, offers undergraduate and graduate programs in 19 different specialities. It has state-of-the-art infrastructure, comprising of pleasant, comfortable, well-furnished buildings,

labs, classrooms for students, separate quarters for employees and nurses, and, not to mention, world-class technical equipment.

The School of Engineering is aimed at nurturing effective and successful engineers. Graduates from the School of Engineering are already working in positions of responsibility both in India as well as abroad.

Thanks to our highly skilled faculty, the School of Engineering, with its specifically developed course, is already at par with its domestic and international competitors. It has collaborated with renowned construction firms in the disciplines of structural design, soil investigations, foundation design, earthquake-resistant engineering, high-performance concrete development, structural rehabilitation, and environmental pollution control among others.

The New Education policy lays down the provision for multidisciplinary education by amalgamating different streams of study. How have you implemented the same in BIHER?

Our new education strategy ensures that students, regardless of where they live, receive



high-quality education with a special focus on historically marginalised, underprivileged, and underrepresented groups. Initiatives are in place to ensure that, despite inherent difficulties, all students from such groups have access to a variety of opportunities to enter and excel in academics.

A multidisciplinary approach focuses on redefining problems outside of traditional

bounds, utilising multiple methodologies from various academic fields to arrive at answers based on a fresh understanding of difficult situations.



By combining multiple streams of study, the national education policy provides for multi-disciplinary education. BIHER offers the dissemination of ideas that are broadly applicable in real-world contexts, particularly inter-disciplinary doctoral research that adheres to the standards of the United Grants Commission (UGC).

The new education strategy aims to teach students how to think critically to solve problems, as well as to be creative, innovate, adapt, and absorb new information in innovative and changing domains.

BIHER coordinates multi-disciplinary studios and gatherings for the understudies of various resources for refreshed elite exploration. Interdisciplinary examinations help in tackling an issue that is so expansive or complex that it can't be tended to through a solitary discipline or field.

What are your views about the global perspective for students, especially students who have suffered due to the war in Ukraine?

The Ukraine Embassy in India has made clear that the recent war with Russia can have a huge impact on the educational system of our country, mostly in the fields of medicine, pharma, information technology and engineering.

Keeping this in mind, BIHER provides economic subsidies to the affected international students to restart studies, which they might have discontinued, in our Chennai campuses.

The research opportunities and facilities that are provided in the institute are among the best in the world. How do you ensure that the research is impactful and helpful in availing patents?

Established organizational structures of BIHER aid in the planning, execution, and monitoring of research activities, as well as the formulation of rules, regulations, and policy frameworks for the use of our facilities and resources.

A thriving ecosystem in BIHER intends to give a boost to long-term research and innovation, foster collaboration between governments, universities, research institutes,



and businesses with an aim to give students inter and intra-institutional exposure.

BIHER has created a long-term research ecosystem with high throughput technologies and advanced infrastructure that result in increased productive results. We collaborate with national and international sectors to encourage collaborative research and expose students to inter-disciplinary and trans-disciplinary fields in order to make research outputs useful.

BIHER's administrative structure allows it to develop strategic alliances with significant industrial players, research groups, institutions, associations, NGOs, and government authorities.

Mutual assistance from funding agencies, companies and the government has strengthened resource sharing.

BIHER projects, including design and developmental interventions as well as methodologies incorporating a theory of action, intervention components, and preliminary evidence to enhance educational results, are patented.

After filing a patent application, the design and development research is assessed for wider-scaling,

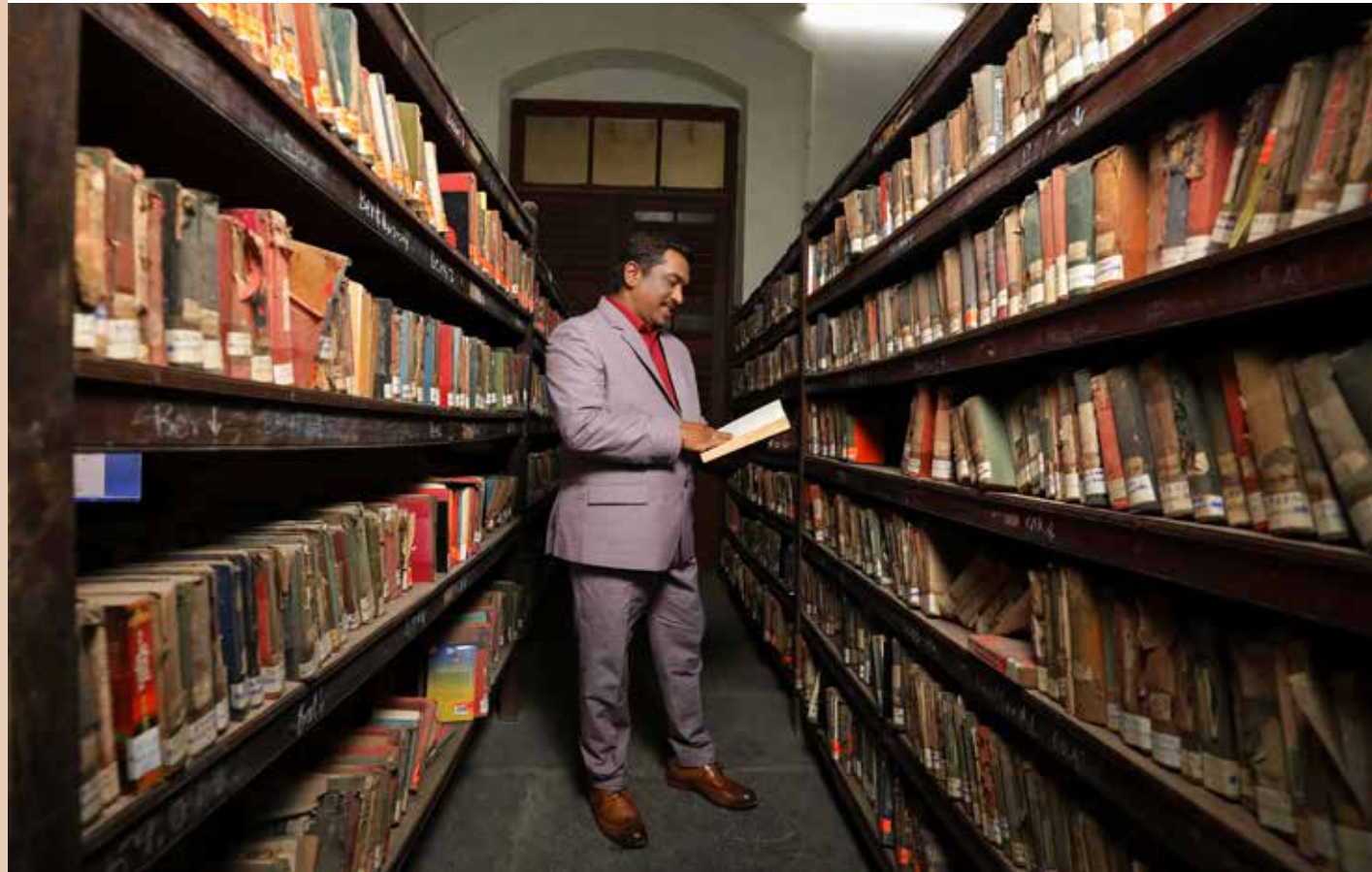
implementation and commercialization. Research on implementation, adaptation, and adoption is an important part of our endeavours.

Apart from research, it is necessary to collaborate with industry players to make students professionally prepared. How does the institute implement such collaboration?

We encourage collaborative businesses and start-ups, and the sharing of ideas between industries and students.

The institute provides various national and international programs like seminars, conferences, internships and training. In addition, we encourage the concept of techno-entrepreneurship and sustainability of viable bio and healthcare enterprises. We support both large-scale and small-scale industrial projects, and even provide students with incubators to develop the same.

On Campus, we have created an ecosystem which offers every student to have a chance to be innovative, creative and tactical to achieve mastery in their respective fields of study.



Tell us about your plans for further boosting the centre of excellence and research publications?

At BIHER, centres of excellence are defined as organizational environments that strive for and achieve high standards of conduct in a field of research, innovation, or learning.


Centre of Excellence schemes combine academic and socioeconomic goals. However, a common distinction was made between plans primarily aimed at generating scientific excellence for someone whose purpose is to stimulate technological innovation in some sector and those with broader social objectives, such as adaptation measures or major development guidelines in a field of research, innovation, or learning.

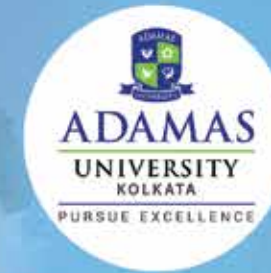
The unifying goal for BIHER's Centre of Excellence is to support systematic and applied research and expert knowledge with potential industrial applications. This usually involves funding internationally competitive research

and development in strategic and applied scientific knowledge (which includes medicine) with the goal of motivating innovation.

BIHER brings the resources and capabilities together for technical development and industrial application. This includes concentrating interdisciplinary team expertise in specific research domains to advance the development of products, mechanisms, and services, typically by focusing on problems requiring more effort than smaller projects can provide.

We bring the researchers and users closer together to improve the chances of industry scientific research and to make the university more suitable for industry needs in general. One of the goals is to provide PhD training in areas of industry interest.

A publication strategy can also assist in resolving some common conflicts in the direction of academic inquiries, such as how to reconcile personal research interests, local research strategies and funding. A well-thought-out publication strategy will aid in the production of an optimal portfolio of research outputs, maximize academic impact, and support career development. 



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A portrait of Dr. Jagannath Patnaik, a middle-aged man with dark hair, wearing glasses and a red vest over a white shirt. He is looking slightly to the right with a gentle smile. The background is a soft-focus outdoor scene with greenery.

VOCATIONALISATION OF EDUCATION IS NEED OF THE HOUR

Dr. Jagannath Patnaik

Vice Chancellor

Institute of Chartered Financial Analysts of India, Sikkim



An erudite scholar and educationist, **Dr. Jagannath Patnaik**, Vice Chancellor of Gangtok's Institute of Chartered Financial Analysts of India (ICFAI) is a vehement advocate of vocationalisation of education. In a freewheeling chat with **Education Post's** Tanay Kumar, Dr. Patnaik says that formal studies need to be coupled with industry practices.

In a recent article, you wrote, "In this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds." Please shed light on these effective practices?

First and foremost, you should know where you are in your career presently, and where you would like to be. Many people want to develop their careers but they don't answer these questions. That is called professional development: it means creating a plan from getting from where you are to where you want to be.

When I was at the Sikkim Manipal University, I decided I should become a registrar. And you will not believe that I got that position. When you think positively and when you act on your ambitions, you can get where you want to be using your knowledge and your talent.

The reason IIMs or IITs graduates are able to fetch high-paying jobs is because their mindset is different. You start believing that since you are from an IIM or an IIT, you should get a particular job and that should be your ambition.

When our traditional universities impart education, they don't attempt to change the students' mindset. They

keep the students in confusion. Students are unsure about what they want to do in their lives.

We depend on the government, industries and our universities to find us placements. During our days of studying, we never expected an external entity to find us placements. If you are talented, industries will run after you. You are the creator of your own self, you're the creator of your own mistakes. If you want to play the blame game, you should blame yourself.



Your mindset is far more important than your qualifications. If you notice, many rich and important people in India have little formal education. Yet, they are running big business empires successfully.

We have become mechanised; we only have faith in computers. Today, for any research you reach out to your computer. In our growing years, when we were told to write essays, we would just go ahead and write them fairly easily. Today, a kid will struggle to write an essay using a pen and paper. If they do, their handwriting is so bad that it's hard to even read.

You studied at University of California have been engaged with many other educational organisations around the world. What are the key differentiators that can improve higher education in India?

The Indian education system has still not warmed up to vocationalisation. That's exactly what Indian Prime Minister Narendra Modi frequently talks about – start-up and stand-alone schemes, which also find mention in the National Education Policy (NEP) 2020.

Why is it that nearly 60 percent of our students are opting to go abroad for studies? It is because, in universities abroad, the emphasis is on practical inputs. They provide assignment models rather than theoretic models. That's how one develops qualities of learning and problem solving.

Indian education is almost entirely based on theoretical knowledge. Students are told to write whatever they study in course books, and after passing out from school or college, they forget what they studied. But, when you talk of foreign education, every student is given an assignment and you have to complete that assignment to get credits.

Education needs to be changed from "Answer Learning" to "Action Learning". Employers believe that an inexperienced fresh graduate is a burden because he/she won't have the relevant knowledge or skills.

That's why our industries think that a fresh graduate is a kind of burden on them because they think that the students don't have the relevant knowledge or skills. My point is that education coupled with skill-based learning will definitely give Indian students an edge.

Today, engineering students opt for an MBA after completing engineering, only because they feel after an MBA will fetch them higher salaries. Their minds are fixated on salaries. Back in 1991, during my

first job interview, I was asked about my salary expectations. I told the interviewer that I was there to work, and you first see my work. When he insisted that I give him some figure, I told him all I want is two square meals a day and a half-way decent accommodation. I was the only candidate chosen for the job out of more than 100 applicants.

Sustainable Development Goals (SDGs) have become indispensable for the future of our planet. How can this inculcated in education?

Sustainable development in education is employability of your education. How your education gives you the employability, is a part of sustainability. Sustainability is also the concept of a crime-free society. The idea is to infuse moral values in education.

From 2002 to 2005, you were Education Advisor at Aptech University, which is mainly a university for vocational courses. What are your thoughts on vocational courses alongside academics?

As I was saying, vocationalisation of courses has become important now. Coupling of industry-driven studies and courses are today's need of the hour. Today, we have around 1,056 universities, among them are deemed universities, private universities, central and state universities. Most of the central and state universities don't have the infrastructure. Private universities are believed to be more successful than central or state institutions. That's why we need to shift to a more vocational model of education.

The New Education Policy emphasises on a three-language formula. Your thoughts?

Besides my mother tongue, Odia, I can speak five more languages: Hindi, Tamil, Telugu, Kannada and Bengali. I believe the three-language



formula is a strategy. The first language should be one's mother tongue, which is very important as a regional language. Second language could be Hindi, or even any other Indian language, and the third should be English, which is the language largely used in our education and careers.

When you know more languages, you become more conversant with the region you travel to. People of that region feel that you you're one of them. Right now, I am in Sikkim, so sometimes I speak Nepali. When I was in Karnataka, I used to speak Kannada occasionally. I have picked up these languages more for my own my skills, not as a national policy.

This three-language formula is definitely going to benefit Indian education. Whenever Prime Minister Modi goes to any Indian region, he makes sure to speak a few words or sentences in the regional language, which makes people feel a connect with him.

What is the difference, if any, in the educational administration of universities in India and universities abroad?

According to me, the Indian educational administration is based on a Hindi word

called "Jugaad (makeshift solution)." This does not exist in institutes abroad, where you will be required to follow the necessary process. They give more time to administration.

In India, we occupy ourselves with unnecessary work. Of course, India is rich in resources and also highly populated compared to any Western country. But take United Arab Emirates (UAE) for example: it is so tiny compared to India, but their earnings are far more. It is because UAE's focus is to the point. In India, administrators will make you wait for days for an approval before eventually turning it down.

If you see the academic administration in our system, we are good at research and development, but innovation is lacking. The first focus of universities abroad is innovation, followed by entrepreneurship and then theory.

Foreign university administrations rank better than their Indian counterparts because innovation, critical thinking, diversity and being result oriented.

If there was one thing that could be uprooted from the Indian higher education system, what would it be?

The first thing we should create is a desire to learn courses that impact sustainability. I have decided on becoming a stakeholder in meetings of gram panchayats, zila parishads, with collectors, educators, educational reformers and academicians. The idea is to discuss a model to transform education in a way that it helps sustainability. Unless we change our mindset, India can't change. We have to change.


What would be your key message to Indian students and academics?

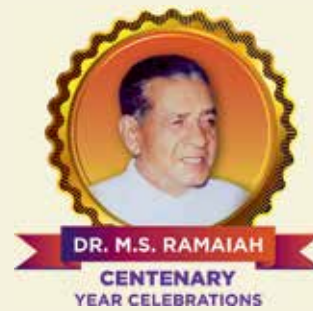
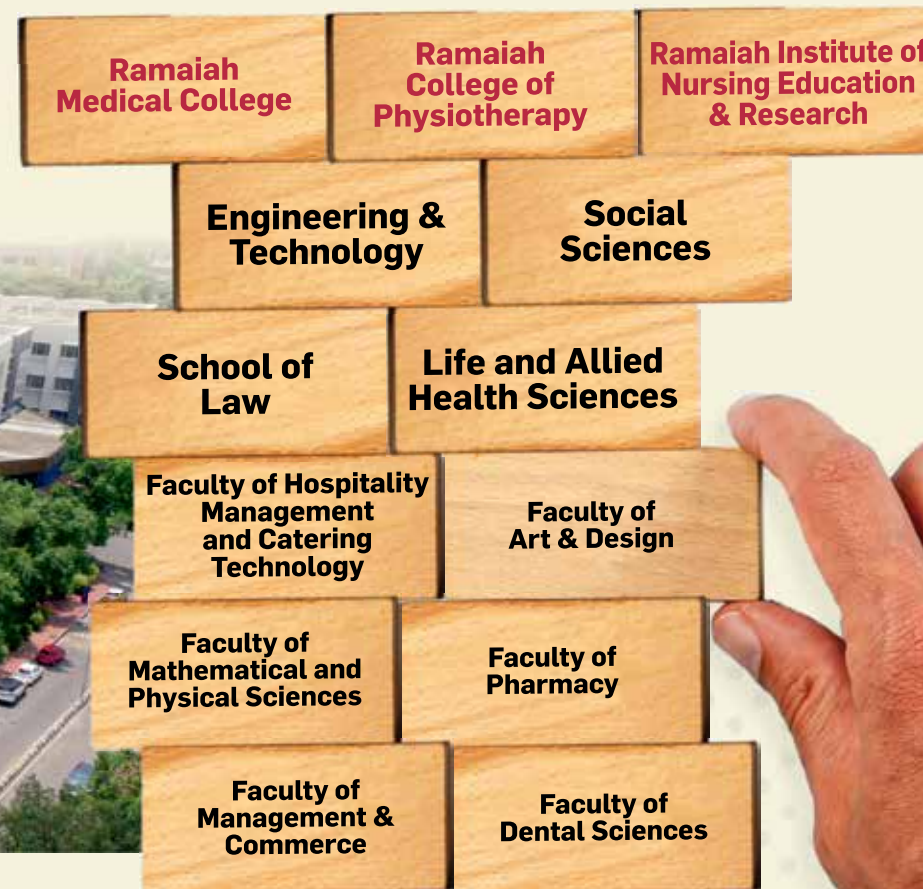
My message to every student and academician is to learn yourself, try to be yourself, don't depend upon

The Indian education system has still not warmed up to vocationalisation. That's exactly what Indian Prime Minister Narendra Modi frequently talks about – start-up and stand-alone schemes, which also find mention in the National Education Policy (NEP) 2020. Why is it that nearly 60 percent of our students are opting to go abroad for studies? It is because, in universities abroad, the emphasis is on practical inputs. They provide assignment models rather than theoretic models. That's how one develops qualities of learning and problem solving.

your teachers, come with questions and find your answers.

What's happening now is, students are underprepared and they listen to whatever the teacher is saying, without realising that the teacher is also repeating what's written on some digital slides.

We tell students to ask questions. If you don't ask questions, your education is incomplete. So, find questions and try to get answers. It doesn't matter where the answer comes from. 



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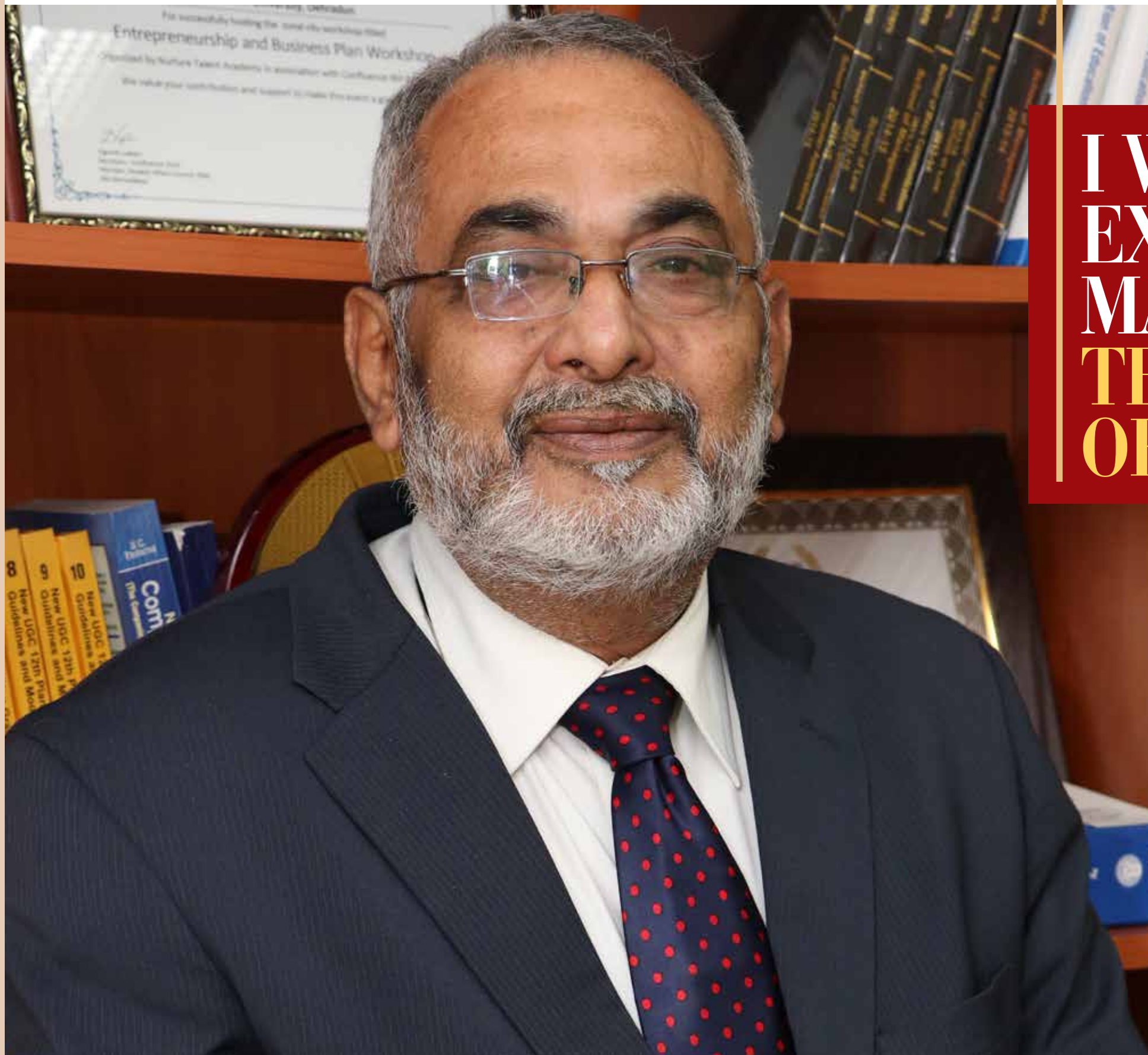
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I WANTED TO EXPOSE FUTURE MANAGERS TO THE REALITIES OF RURAL INDIA

Dr. Gautam Sinha
 Vice Chancellor
 IMS Unison University, Dehradun

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Venturing into academics after a rich industry experience of 25 years, Dr. Gautam Sinha talks about why smoothly running institutions are necessary for academic excellence in the country. Being a pivotal person in setting up IIM Kashipur from scratch, Dr. Sinha also reveals how he inspired management students to know the real India.

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What inspired you to choose academics and teaching as a profession?

After completing B.Tech in production engineering, I got a job with the SAIL (Steel Authority of India Ltd). While working there, I completed my M.Tech in industrial engineering and management from IIT (ISM) Dhanbad. This enabled me to become a corporate trainer at the SAIL. I then did my PhD from IIT Kharagpur.

I had worked in the steel industry for nearly 25 years, and had started to feel that my potential and expertise were not being fully utilized. That's when I took a job as a professor at IIT Kharagpur. I was 49 years old when I switched to teaching, but looking back, I am really happy about my decision.

Your LinkedIn profile says that you "revitalized" PhD programs in all five schools at IMS Unison University. Do you think, research programs in non-technical studies attract fewer applicants than research programs in STEM courses?

While I was completing my Ph.D in my 40s, I realized that, in the coming years, more and more people would opt for a doctorate degree while working in a job.

While we were founding IIM Kashipur in 2014, our team designed and launched an Executive Fellow Program in Management (EFPM), designed especially for senior working executives. My own experience of doing a PhD while employed in a fulltime job shaped the design of this program. This was a radical step, more so, for a new IIM. This was followed by Fellow Program in Management (FPM) in 2015.

On joining IMS Unison University, Dehradun, in 2019, a review of the PhD program revealed certain lacunae. With concerted efforts of the Deans, Heads of Departments, and PhD guides, the mentoring of research scholars was

enhanced. Also, the non-PhD faculty were encouraged to register within the university so that they could pursue their doctoral research while working. It gives me great satisfaction to see that at the end of my three-year tenure, two scholars have defended their PhD thesis, one scholar (IMS faculty) has submitted his PhD thesis and two more scholars are at the pre-submission stage.

My experience with PhD programs is limited to IITs and IIMs, hence my opinion is strictly personal. IITs are research-oriented institutes, which offer enormous support to research scholars. Many of the research projects are generously funded by external agencies, especially those in engineering and technology. PhD scholars in IIMs receive similar support. Research scholars in STEM courses find employment in industrial research and academics. Hence, pursuing research has definite employment outcomes. Non-technical research does not attract similar funding. There are not too many openings for PhDs in non-technical areas and, hence, the only career option is academics. This may be reason why there are fewer PhD applicants in non-technical courses.

In one of your blogs, you mentioned that the visit of then-President Dr. Pranab Mukherjee to IIM Kashipur in 2013 would "wake even the dead in Uttarakhand bureaucracy." Does this imply that bureaucracy is a hurdle when it comes to academic needs?

Setting up of an IIM or IIT in a state is, in some sense, a joint venture between the central government and concerned state government. The centre funds the project and its operation for initial years, and the state provides the land and infrastructure, like electricity and water supply, and often, the temporary campus.

IIM Kashipur started operations in June 2011, but till May 2012, there was very little effort on the part of the Uttarakhand government

to really facilitate the new IIM. Perhaps, the political ambition of the state government and its bureaucracy had been achieved with the setting up of IIM Kashipur. No more political mileage could be achieved, so why expend additional effort?

The imminent visit of the Indian President raised the antenna of the bureaucrats because it would automatically entail presence of the Governor, the Chief Minister and the who's who in the state government. The collective presence of these people in power lead to a review of the progress, ultimately exposing the laggards, and thus the somnolent bureaucracy was galvanized into action. To be fair, after that I had the fullest support from the state government.

Besides bureaucracy, what were the other challenges you came across while setting up a new institution?

Not all challenges arise because of bureaucratic delay. When one embarks on setting up of an institute of national importance like an IIM, to live up to the legacy of earlier institutes is a challenge. In the initial years, operating from a temporary campus can be a challenge because the prospective and new entrant both carry a grand image of what an IIM should look like. Therefore, to attract students is a challenge. The next challenge is to attract faculty because they expect an organisation that functions smoothly, whereas you can only offer the promise and chaos of a start-up. Convincing companies to recruit your students for internships and jobs remains a challenge for new institutes. The location, if not favourable, itself would aggravate all the above challenges.

What inspired you to introduce the "Knowing the Real Bharat" project for MBA students?

The Lal Bahadur Shastri Institute of Management (LBSIM), Delhi, had a social internship program as a part of the PGDM curriculum and covered nearby villages in NCR. This project was conducted over the entire

semester and the students visited their project site one day every fortnight. The idea was to expose the young would-be managers to the realities of rural India.

As expected, the outcome was a report submitted at the end of the semester with many pages, charts and graphs, but seldom any real change on the ground.

I challenged the batch to make one difference to the lives of the villagers, no matter how small, that was visible and would remain long after their last visit. I very proudly remember that one group created a few toilets for women with money raised from donations by the villagers and support of Sulabh International, an NGO that builds and maintains public toilets across India.

In your virtual session with Dehradun University, you talked about the difference between the technology adaption rate among generations and teachers. Does this difference affect Indian education? If yes, what is the solution?

Each generation has its own characteristics and learning styles. At 68, I consider myself the "Jurassic Park generation". We were used to the traditional banking system of education wherein the teacher is the depositor, and the student is the account.

Knowledge is to be deposited and stored, to be used later, when needed. Examinations entailed regurgitating the gained knowledge on paper. This negates the spirit of enquiry and fosters passivity in students.

Most teachers today are millennials or Gen Y, born between the 1985-2000 period. They are the first digital natives, who grew up with mobile phones and worked with computers. They communicate in text language and are familiar with social media, but most likely were taught in the banking system of education.

Today's students are Gen Z, born in the 21st century. They are second generation digital natives. They don't wear watches, grew up with smartphones and are more likely addicted to their mobile devices. Their attention span is short. They communicate with images and emoticons but are very good at multitasking. They prefer multi-modal learning and knowledge on demand. In personal life, they want utility and experience but not ownership.

There is an obvious mismatch between the teaching and learning styles of the teachers and students. This has been further exacerbated by the online delivery of education due to Covid in the last couple of years.

Recent research in education seems to indicate that to engage with Gen Z, the teachers need to use multi-modal and blended learning. The teacher needs to foster creativity, collaboration and problem solving. This can be achieved by having a mix of individual and group projects. The teacher can inculcate curiosity and fearlessness by encouraging questions, rather than passive acceptance. A good teacher in the eyes of Gen Z, according to S Kraus & S Sears (2008), is approachable, creative, encouraging and caring, enthusiastic, flexible and open-minded.

In November 2015, three students of PGP went on a motorbike ride with you during your tenure at IIM Kashipur. Do you believe that engaging with students in non-academic activities should be inculcated to build stronger student-teacher relations?

I have been an avid biker for over 45 years now and continue to ride my motorcycle. There have been many memorable rides with students of IIM Kashipur between 2012 and 2018.

The MBA curriculum includes rigorous and extensive interactions between the teachers and students. Interactions outside the class through sports and recreational activities definitely helps build a strong bond between teacher and students.

Knowledge is to be deposited and stored, to be used later, when needed. Examinations entailed regurgitating the gained knowledge on paper. This negates the spirit of enquiry and fosters passivity in students.

Why is it that Indian management institutions fail to figure in the world's top 100 list?

In my opinion, our management institutes do not have intimate connect with the industry. This affects us in two ways. Faculty are distanced from the latest industry practices and research remains theoretical. The industry does not benefit from the research and industry managers are unable to share the latest with the academia.

Further, we recruit absolute freshers into MBA. In contrast, the best business schools in the world recruit students with three to five years of work experience. It is heartening to see Indian universities warming up to the idea of "professors of practice" and rising percentage of experienced students in the MBA cohort. **EP**



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Dr. Manoj Prasad
Vice President
Reliance Industries Limited, Mumbai

Calling “upskilling” and reskilling” necessities of the 21st century, **Dr. Manoj Prasad**, Vice President (Talent Development & Digital Transformation) of Reliance Industries Ltd, explains how digitization has disrupted human resource functions. A crusader for transformation and agility in the VUCA (volatility, uncertainty, complexity, and ambiguity) world, Dr. Prasad spoke at length with **Education Post** about aspects that are impacting the domain of people management. *(All the views of speaker are personal and none of the views are related to his current organization.)*

COVID AND A PLETHORA OF RESIGNATIONS HAVE MADE HR EXECUTIVES AWARE OF MANY NEW PARAMETERS

Tell us about the concept of talent transformation.

Talent transformation is not a very dogmatic term nowadays. Over the past two years, due to several events around the world, organizations have been practicing this concept.

Every organization is going toward a digital transformation, and human resources (HR) is also going witnessing a major change.

In any organization’s HR department, the focus is more on changing from engagement to

empowerment. Most organizations have accepted the hybrid working model, including those in the manufacturing sector. Companies have started seeing talent transformation as smart, fast and effective. To enable the transformation, they are creating a lot of touchpoints within the organization that can prove to be an immersive experience for employees.

Digitization does have its advantages. For example, if I want to see something related to talent data or talent analytics, I can go to some of my firm's systems and I can see how many people have gone for the new training session or any other change. So, while those advantages are there, talent is becoming core for any supply chain management in the organization.

People should be the focus of any firm. You can change the technology and the process, but the people will remain the same. Therefore, companies are also becoming very knowledge-focused and knowledge-oriented and there are no more only blue-collar or grey-collar employees.

And, the methods of engagement with employees have also changed. Earlier, it was working in silos, and a lot of things used to depend upon HR, whose face value is now diminishing gradually. What matters now is what value you can add to an organization.

Things are becoming very proactive in that way and I can see the way HR is changing – upskilling and reskilling has become the focus. Business operations are changing very fast; you might have seen that many start-ups are coming up with very different values related to HR.

So, if you aren't focusing much on people – your employees – you're going to be out of the market in no time.

“The Great Resignation”, which is happening globally, has also taught HRs many lessons because, in this period, around 40 to 45 percent workforce has left organizations. Take the example of Infosys, where almost 75,000 employees

have left the organization in the last three years. Hence, whether you are working as a CEO or MD, the focus should always be on people. This will make HR more relevant going forward.

Engaging employees effectively in a virtual setting can be challenging. What steps do you take to ensure engagement?

I guess, now, the well-accepted work model is hybrid. What I have seen in the hybrid way of working is that employees have started losing their psychological connects with their colleagues, seniors, and managers. This has emerged as a big challenge for HRs. However, the way we handled this particular problem, is highly effective. We adopted four Es to address this situation.

“Enablement”, in which you provide all the relevant tools pertinent to remote working in the pandemic. Also, employees must be provided with very secure methods of networking, which is going to be one of the challenges right now. Several organizations, have already started securing their workplaces. Earlier, it was only confined to the physical part. Now, people are not only working from home but from multiple locations also. During the last two years, I have worked from almost 15 locations. Hence, supporting and securing multiple locations is becoming important. Moreover, you should provide an enablement tool in such a manner that employees should be self-sufficient, instead of being dependent on others. For instance, if an employee has to download any software, he must take into account all the security aspects.

The second E is “energy”. During the Covid19 pandemic, the focus of HR has gone from “work only” mode to “work-life balance” mode. Taking care of physical, mental, emotional, and spiritual health has become equally important. Firms have been organizing yoga and meditation sessions

which an employee's family is also welcomed to attend.

The third is “empowerment”. Sometimes, when an employee applies for leave, he has to wait for several days to get approval. But, if you empower your employees in such a manner that if a senior doesn't act on that leave application within three days, it should be considered approved. People are thus really empowered with the help of such system and tools.

The fourth is “encouragement”. Seniors should appreciate employees for their good work and give them rewards. They should be recognized for the contributions that are significant to the organization, processes, and workplace.

So, this is how we have taken the journey from engagement to empowerment, and I think employees are finding themselves more connected to their teams and managers. And it also helps control attrition in the organization.

How do you ensure your employees stay relevant during the fast-changing business operating model?

You need to be agile in learning, which means that the organization should provide ample opportunities

Continuous learning is the only mantra if you want to stay relevant in the organization. Also, try to learn new technologies. Every technology has a different application and it depends on you how you want to apply it to your domain. For any kind of assessment, you shouldn't be alien to any new skills. You should continuously learn by acquiring different kinds of certification programs, or degrees that are important to keep you relevant, agile, and productive.

to learn any new relevant thing in the domain to upskill and reskill. Previously, upskilling programs were being pushed at the employee but now we have created a pull. Employees realize that they need to stay informed about relevant subjects.

The learning format has also changed. Earlier it used to be classroom learning. But, now due to digital technology, you can access the learning material any time, and also, it's at your fingertips. Now, one can have different formats of learning like Coursera, LinkedIn, Educast, SimpliLearn, etc. Also, many organizations provide portals to learn those skills within their interfaces which may be related to the domain, technology, or behavioural leadership.

Moreover, learning durations should also be in byte size. Now, employees feel bored in a training session that lasts three. Therefore, learning has also been changed to byte size.

If I see some reports by World Economic Forum or other research firms, they have identified two baskets of learning. One is related to behavioural learning like problem solving, critical thinking, design thinking, etc. The second is related to the technical learning part that relates to data science, IoT, blockchain, and machine learning as they are gradually becoming very important, whether

you are in HR or production, or even finance.

These are the niche skills that you're supposed to learn if you want to stay relevant. You need to make a kind of learning basket, from which learners pick the relevant subject and upskill according to the need of the organization and role.

How important is continuous learning when it comes to hiring or assessing an employee?

Continuous learning is the only mantra if you want to stay relevant in the organization. I can give you one example. I recently conducted one session with IIM and it was more of a conglomeration of the HR fraternity. When I started talking about something related to data science, SQL, python, etc., some of the participants stared with a perplexed look, as if they have never heard of these technologies. Then I told them that they have to keep a tab on the latest developments in their field if they wanted to stay relevant.

Also, try to learn new technologies. Every technology has a different application and it depends on you how you want to apply it to your domain. For any kind of assessment, you shouldn't be alien to any new skills. You should continuously learn by acquiring different kinds of certification programs, or degrees that are important to keep you relevant, agile, and productive. In the past two years, I have completed my Ph.D., and six other courses that are related to data science, python, fraud detection, etc.

You may wonder how cybersecurity or AI are relevant to the HR field. Consider the concept of a chatbot, which is related to the HR assistant, a virtual assistant. If you have some expertise, it can help you in handling the volume of queries when the HR person is not available. That artificial chatbot can

One should have a mindset for change, which means whatever comes under your domain, you should learn fast and scale yourself fast. Try to position yourself as a productive and differentiator person. You must have a uniqueness that will benefit the organisation. You should always keep a tab on anything that is emerging as new technology. If you can learn, adapt, implement and show the impact on your organisation, that will be the mantra for you to succeed in the VUCA world.

provide level 1 or level 2 solutions, and address superficial queries by the employees so that you can focus more on the developmental part of the HR. Such monotonous transactions are being taken over by the AI-based chatbot and machine learning, enabling HR to focus on employee engagement and project handling.

The gig economy is also booming since you are working for a purpose or project. When the project is completed, you can go to the other projects as well.

Digital platforms are the new way of working. How do you manage change in your organization?

When you talk of change, there will always be

some resistance to change, whether it is related to HR or any business aspect. Managing change is a kind of mixture of art and science. The first and foremost thing to manage change is to create an urge or requirement for the change. That comes only if you show its benefit to your employees. So, those benefits will be bifurcated into many things; it may be related to the process that can save their time, or maybe it will reduce the time wastage to improve productivity.

HRs need to have effective communication with employees because until and unless they are not able to identify what's in it for them, they aren't going to come on the same page in terms of upskilling or reskilling. Because when you talk of change, changing technology or the process is easier than changing the mindset of people.

So far, my experience of working at a Fortune 100 company, is that it is people who drive any kind of change. Once you have a buy-in from the leadership, and a buy-in from employees then I think you've already created a business case for change. This change is bound to happen as the benefits are very clear to impacted stakeholders and employees.

If you talk in terms of changing the ways of working, you are going to need a new training process and new technologies. You need to provide some training, handholding and create a psychological connect with employees. With support from HR and subject matter experts, create a burning platform that helps employees in their transition from a legacy system/process to new ways of working.

Many leading research works available show that 70 percent of the proposed changes have failed because the organizations were not able to handle the people part of the change. Now companies are becoming sensitive to this aspect, and they are getting the buy-in from people first.

How do you compare personnel policies followed in Indian companies with those in other countries?

If I compare the HR policies of Indian and global organizations, I can say that there are huge gaps in many ways. Most of the HR policies in India are "reactive". For example, if a female wants to work at any gold or coal mine, they aren't allowed to work. But if you compare these policies with those in Australia or the UK, they don't just have a policy on diversity, but on the inclusion of diversity as well. So, they are multinational, multicultural, and multi-ethnic organizations. Their HR policies are very proactive to the changes, which is required, and they make the changes well in advance.

Let's talk of only one parameter – diversity. Developed countries have around 40 percent of male to female employee ratio, while in India, we are still struggling at around 2 to 3 percent. If we look at some typical manufacturing organizations, this percentage further gets reduced. In IT companies this workforce ratio is around 20 to 30 percent, but we are still lagging far behind developed countries.

Currently, we have implemented the new labour code which works as a kind of bandaid solution for HR and Indian companies. It says that women will be allowed to work in SEZ (special economic zones) or the STPI (Software Technology Park of India), SPZ (Special Promotion Zone), etc. But when it comes to the freedom of agility and focus on the well-being part, there are many miles to go. Take the example of the UK. Its social safety net is so strong that once you retire from the job, they take care of every kind of requirement be it related to your unemployment, allowances, health, or food. This is lacking in India.

Also, the way they raise their issues and address managers is very different. While working in Copenhagen and the UK, I noticed that there is good team spirit between the employees and the manager, irrespective of the seniority level or hierarchy. But in

India, still there are lots of hierarchies that have to be followed in any organization. Government organizations have many layers of bureaucracy, but even in many private Indian companies, the culture of addressing as “sir” still exists.

So, there is a huge gap, but we have started the journey and we are also trying to adopt some of the best policies and the best practices. But it will still take 10-15 years.

What would be the future of HR five years down the line?

Whether it is a developed country or India, diversity and inclusion are going to be the thrust areas for organizations. Many things will become digital, but the most important part will be related to high-tech, and high-touch is going to be the focus. Third, the organization will start focusing more on wellbeing. Managing the employee’s spiritual and mental life is also going to be the prime focus.

Organizations will also focus more on human-centric designs, that are related to enabling and empowering employees so that they can take charge of their growth and career path.

Also, “gig talent” is going to be a new way, because if you see the Gen-I and Gen-Z, their focus is more on the agility of the work. They will look for those organizations where they could get meaningfully engaged. They won’t look for those organizations where they could get employment for a lifetime or only salary hikes. While salary is important, the work culture of the organization, flexibility in work, and meaningful engagement will be the key factors in the future. HR will always be relevant in any organization, whether it is system-oriented or process-oriented or even a technology-oriented organization because the focus will always be on being human-centric.


You have persistently reinvented yourself. Share with our readers some qualities that will help them become productive and resourceful assets to their workplace.

First will be, of course, the learning agility.

Developed countries have around 40 percent of male to female employee ratio, while in India, we are still struggling at around 2 to 3 percent. If we look at some typical manufacturing organizations, this percentage further gets reduced. In IT companies this workforce ratio is around 20 to 30 percent, but we are still lagging far behind developed countries.

To quote American writer and futurist Alvin Toffler, “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.” So, the first thing should be the ability to continuously learn new skills, which comes under learning agility.

Secondly, one should have a mindset for change, which means whatever comes under your domain, you should learn fast and scale yourself fast. Try to position yourself as a productive and differentiator person. You must have a uniqueness that will benefit the organisation. In my current organization, the number of employees is almost 3.5 lakh, and bringing change is like boiling the ocean. But, with top management support and commitments, change is a smooth process.

At last, I would say, you should always keep a tab on anything that is emerging as new technology. If you can learn, adapt, implement and show the impact on your organisation, that will be the mantra for you to succeed in the VUCA world. 



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Rohit Mehra

.....

INDIA'S 'GREEN MAN'

ON A MISSION TO TURN OUR COUNTRY INTO A VERTICAL FOREST

.....

When his son's school declared a holiday due to the rising levels of pollution, it prompted taxman **Rohit Mehra**, an Indian Revenue Services officer of the batch of 2004, to take matters into his own hands. Now known as the "green man of India", Mehra has created more than 700 vertical gardens, or green buildings, across the country using just plastic waste. He spoke to **Education Post** about his aspirations and the importance of imbibing green habits in children.

Q Your company has set up vertical gardens, or green walls, in several building complexes in India. Do you see such a concept being implemented by private and public organizations?

We have already created close to 750 vertical gardens using some 80 tons of plastic waste, which would have otherwise gone to landfills.

Seeing our work, several private as well as public organizations have associated with us to make their office structures green. These organizations include Confederation of Indian

Industry (CII), Federation of Indian Chambers of Commerce and Industry (FICCI) and Tihar Prisons among many others.

In one of your interviews, you had mentioned that you were inspired by vertical gardens in Singapore and Malaysia. Why do you think the concept of green walls entered India so late?

Each individual should do his or her bit to save the planet. The philosophy of reuse, refuse, recycle, reduce has to be imbibed in each of us. That has not happened yet. We should imbibe as many green habits as possible in our daily lives.

You created 200 mini forests with sizes ranging from 2,000 square feet to eight acres in area. How did you arrange funding for creation of these forests?

Creating a forest doesn't cost as much as you think if you know how to use local resources. Like, we use dry cow-dung, which is waste material for India's gaushalas. Similarly, we use stubble, which is again a waste bio material. Industry people channelize their corporate social responsibility (CSR) for funding micro-forests. Many people are planting forests in the name of their family members. We have got a very good help from the forest department, who gives us trees to plant generously.

Your name figures in a school syllabus text book of Jharkhand. Similarly, our school curriculum has many chapters stressing the importance of ecology and environment. What are the positives one can take from it?

All of our schools should imbibe practical green habits in children. We should teach them practical ecology. For example, some of the schools associated with us have started giving home projects as planting a plant, culturing and protecting it. The students are given marks for this assignment, which is a very good idea.

How did you come up with the idea of "tree ambulance" and "tree hospital"? Tell us about their functioning.

We have started world's first tree and plant hospital equipped with an ambulance.

The population of the world can be divided into vegetarian and non-vegetarians. Vegetarians are those who eat a plant-based diet and non-vegetarians are those who eat those plants, which in turn eat other plants. In both cases, the health of human beings is dependent on the health of plants and trees. So, we thought of making a tree and plant hospital, which is totally free of cost and uses natural products to heal and cure plants.

According to you, how and what aid should the local administration of

any district provide to environmentalists?


There is a lot of scope for sustainability at the local level. They should encourage more and more forests, which we term as "green lungs" to sustain the urban eco-system.

Along with controlling use of plastic, waste management has become the need of the hour in India. What steps must we take to act in this regard?

We should make use of waste as part of our culture and habits. Parents and schools should teach children how best to use the waste so as to reuse plastic, like waste bottles, for vertical walls, seed balls and plant care.

What are your future plans?

I want to start plant hospitals in each district of India. By the end of this year, I want to make 1000 mini forests out of which I have already made 200. Our forest-making skill has been made part of the syllabus of the National Skill Council of India. We want to take this further.

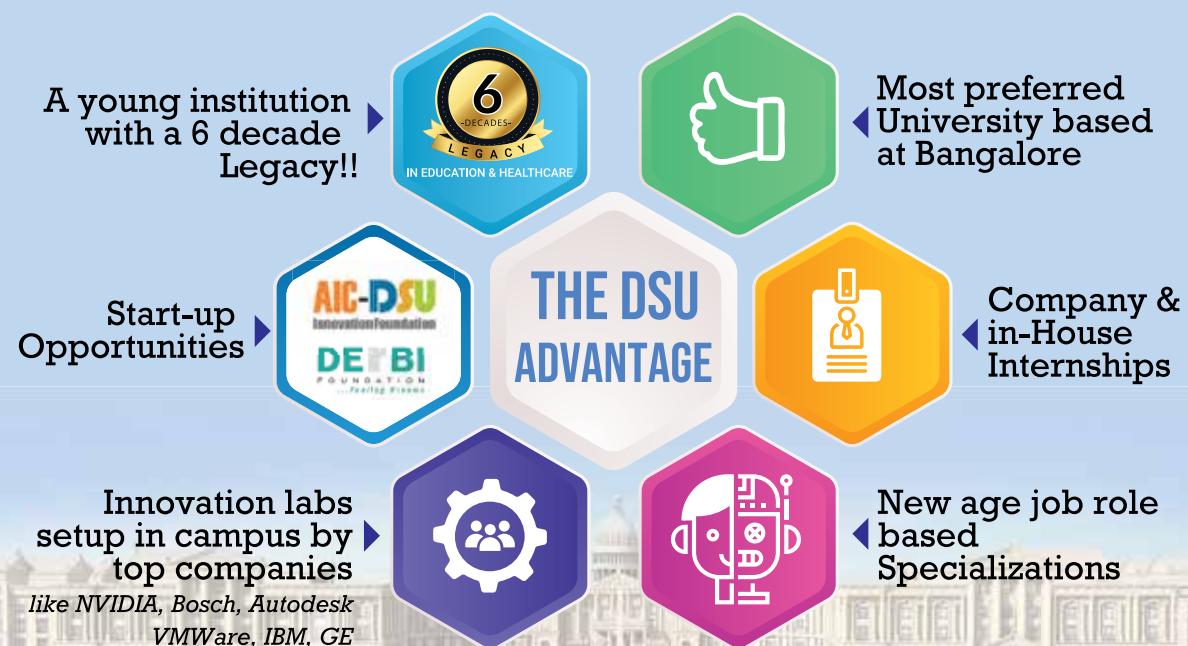
We have written books – "Super Child-52 Habits of Parenting", "31 Green Habits to save the Planet", and "Gift Lungs to Future Generations". We want to spread the message contained in the books. 



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"AN UNEMPLOYED WOMAN IS NOT AN EMPOWERED WOMAN"

Sudeep Kumar Sen
Vice President
Gi Group India, Bengaluru

Being a part of dynamic work culture and leading growth in a multitude of organizations, **Gi Group India Vice President Sudeep Kumar Sen** talks to Education Post about diversity in the workplace, women empowerment, trends in the personnel management space and his tried and tested tenets of success.

You have worked in various domains of management in your career. Tell us how these different facets are connected and what are the challenges in moving from one domain to another.

I have more than two decades of experience in the human capital services industry and have been in various roles in each organization. The common facets have been a deep understanding of the business, the addressable market, and the organization's short-term and long-term goals. Building

a consistently high-performing team and executing the tasks are also fundamental qualities.

All these organizations have been extremely aggressive when it comes to a mindset of growth. They possess an attitude of high learnability and flexibility to adapt to the changes and work with cross-functional leaders. Getting the job done has been the key milestone during this journey. The willingness to learn and unlearn, develop new skills to meet the demand at work, and exhibit leadership has helped me a long way.

One of the challenges has been to keep myself motivated during the downtime, as performance is the key. One needs to find balance between “must” and “should” activities. For instance, being consistent in sales, while digging new wells before one is thirsty, for long-term benefit. The virtue of “eat what you kill” – be a tiger not a hyena – needs to be developed as a culture within the team. It is the only way to have a high-performing team consistently.

The ability to dissect internal and external challenges and have plans to execute solutions is imperative. One of the other most important aspects is mental well-being and good health conditions.

Women’s empowerment in the workplace is seeing a multitude of efforts across the globe. What measures do you think would be effective in this direction?

I firmly believe and have ranted about it for the last few years across all forums and podiums. The only way to enhance women’s empowerment is to make them financially independent and engage them in informal employment. An unemployed woman is not an empowered woman. Hence, employment across demography and castes is key. We need to break the traditional mindset and start believing that women will earn their jobs on merit. They just need a mark of respect on the same lines, and they have their own hero

in mind who inspires them. We need to accept their progressions and inclusivity.

Diversification shall take its own course to glory, but only when they have respectable employment opportunities across all types of jobs in a congenial work environment.

Creating a diverse workplace is another issue that many organizations face. How important is it to have differently-abled people or employees from various ethnicities as part of a workplace?

It is critical to have an organization built with people from different geographies, backgrounds, and cultures as it inspires creativity and drives innovation. Knowledge and insight of the local markets make a business more competitive and profitable. Cultural sensitivity, and local knowledge mean higher quality, targeted marketing. Drawing from a culturally diverse talent pool allows an organization to attract and retain the best talent.

A diverse skill base supports an organization to develop a broader and more adaptable range of products and services. Multicultural teams are more productive and perform better. There is a greater opportunity for personal and professional growth. Cross-cultural understanding, along with local market knowledge, lends itself to the creation of effective marketing strategies and materials.

Making diversity a part of the recruiting process will broaden your talent pool of prospective employees. In a diverse workplace, employees are more likely to remain loyal when they feel respected and valued for their unique contributions. This, in turn, fosters mutual respect among colleagues who also value the diverse culture, perspectives, and experiences of their team members.

How different are personnel policies in a service provider company vis-à-vis in a manufacturing environment?

Human resources are more critical to the success of organizations in the services sector as

opposed to the manufacturing sector. The HRD function in manufacturing industries is often concerned with payroll, administrative work, and mediating between the management and the workers. The manufacturing companies lean on the HRD function in the face of labour unrest and strikes.

On the other hand, the HRD function is pivotal to the success of the service sector companies as they are seen as enabling and empowering the employees. The manufacturing companies classify employees into blue-collar and white-collar roles, which creates a barrier in the way they are treated and their rights. On the other hand, the services sector has only white-collar roles, which means that labour arbitration and mediation between organized unions and the management are virtually non-existent. This is a crucial distinction that often determines the differing perceptions of the HRD function in these sectors.

However, with the advent of technology, focus on productivity, and social media awareness, human resources are witnessing a paradigm shift in all sectors. There is more inclusivity, use of technology, data-driven decision-making, and performance as a culture for growth. With this outlook, we shall further see changes and bridge the gap we see today between the sectors.

What are the benefits of having temporary employees in an organization?

Here are some trends and clear benefits that accrue from temporary staffing:

SCALE UP YOUR WORKFORCE QUICKLY: using temporary staff is a fast and efficient way of scaling up your workforce at short notice.

FAST-TRACK HIRING: temps can usually start working within a few days, avoiding long notice periods or interview processes. The staffing firms have pan-India presence and core competencies to hire at a faster rate and in a cost-effective manner. Hiring a temp while recruiting a full-time employee will reduce the pressure to hire quickly and


minimize the strain on the rest of the team. Plus, your new recruit will thank you for clearing their workload before they start.

HIRED AND TESTED MODEL: it is a model wherein companies engage workers on a temp job and check on the associates in terms of their cultural fitment and productivity. After a fixed-term contract period, companies make a permanent job offer and absorb the good associates, depending on the need and performance. Otherwise, they have the flexibility of extending the contract or even curtailing the same with a notice period of 30 days. It is a methodology to discover future leaders of the organization as well.

COST-EFFECTIVE FRESH SKILLS: temporary staff bring new and valuable skills to your company. They can also give you a new perspective on existing processes and bring ideas from other companies.

PARTNER TO RENDER END-TO-END HR SERVICES: organizations look to partner with pan-India and compliant HR services companies like the Gi Group. The compliance adherence pedigree and the track record give them a safety net and enable them to focus on their own business. It saves funds in keeping resources for administrative jobs. Moreover, all the HR services technology is availed without directly investing in them as the partner will have the same in their armoury.

Share some qualities that a student must develop to attain fast professional growth.

To fast-track career growth, a candidate must decide to join an organization that exhibits a growth mindset and performance-driven culture. Considering that such choices are often not available, one needs to constantly develop skills like building good narratives, doing problem analysis, and finding solutions. They must develop interpersonal skills to work with people and get the job done, understand diverse people and cross-functional work, and be flexible and ready to contribute. It is essential to understand business goals and look for innovation to meet them, stand up, and get counted in case of business exigencies. 



Dr. Jaskiran Kaur

A dynamic academician with over two decades in education, talent management and student relations, **Dr. Jaskiran Kaur**, the Pro Vice Chancellor of Faridabad's Lingayas Vidyapeeth, talks to **Education Post's** Tanay Kumar about the post-pandemic methods of education and the urgency to educate girls in India.

"STEPS NEED TO BE TAKEN TO INCREASE RATE OF FEMALE LITERACY"

Dr. Jaskiran Kaur
Pro Vice Chancellor
Lingayas Vidyapeeth, Faridabad

You graduated in Business English Communication from Cambridge University. Tell us about this course and your motivation to take it up.

I was already teaching when I took up Business English Communication at Cambridge. Simply put, it teaches you communication skills used in the workplace – negotiation, meetings, small talk, report writing, presentations etc.



Being a business student all my life, I realized this course is necessary for my students as well. If I end up learning something good, I want to the same thing for my students. Besides, this course has given me very good results.

I am very passionate about my students doing well in academics and the academics benefitting them in the chosen careers.

You did your research in Microfinance and Women Empowerment in Punjab. Shed light on the findings of the research.

The results were mostly positive. I tried to understand how empowered women in Punjab were, politically as well as socially – the voting percentage of women during panchayat elections, their decision-making power at home etc. There were some negatives, too. Some women were

misusing a help scheme.

But the one thing that really surprised me was the work of some self-help groups in Rajpura, which organise financial help for women in the area and have now established a wonderful system that connects them via the internet and help them sell their products.

It just reiterates the fact that is given a chance, women can do as much as men, if not more.

The New Education Policy (NEP) 2020 is garnering a lot of attention with its developmental and inclusive provisions, such as the three-language formula or emphasis on vocational courses. Your thoughts?

I was part of the team of educationists that gave inputs for the NEP 2020. I was at the Chandigarh

Group of Colleges, where we communicated amongst some academicians and sent our recommendations.

Honestly speaking, the ancient education system of India was fine, too. The Harvard Business School has also done a case study on our 1000-year-old Gurukul system. But I am thankful to the government for bringing in the NEP 2020, which focuses of skill development.

You hold key positions in curriculum and academic development of 11 Indian colleges. What methodologies and procedures do you adopt while designing curriculums?

Being academicians, it is our responsibility to stay updated about new systems, technologies etc., to understand what is required in the curriculum and what futuristic skills we could help students develop.

It's a hard task that cannot be managed alone.

We have meetings which involve several stakeholders, such as industry employers, faculty from various IITs and IIMs, the college's alumni, and some students. According to their inputs and suggestions, we update our syllabus to stay relevant. The syllabus goes through several rounds of brainstorming sessions before it is finalised.

During your tenure at the Ludhiana Group of Colleges, you helped establish the Developed Entrepreneurship Development Cell with the Ministry of Small and Micro Enterprises (MSME). Tell us about this?

Just recently, we signed an MoU with the MSME and launched a virtual incubation centre at

Lingayas Vidyapeeth. It will help students get their start-ups off the ground – assist students with their detailed project report, connecting them with banks for loans, and with venture capitalists.

It will benefit the students tremendously.

There is an intriguing feature on the website of Lingayas Vidyapeeth which depicts the career opportunities that a student can pursue in a particular school of study. How does the institute ensure that all schools get an equal number of placement opportunities?

I try to ensure that every stream gets that required exposure. If I talk about B.Sc. students, they don't usually aim for the industry. They first aim for University Grants Commission (UGC). So, there is a UGC cell at the university to help those students in their preparations. Take another example of journalism students: they don't necessarily want to join a newspaper or a content writing firm. Some of them want to be radio jockeys (RJs), so we have connections with radio channels to help get the students placements.

Multidisciplinary Teaching is also an emphasis of the NEP 2020. So, we are also providing in that kind of diversified education.

Much before the Covid19 pandemic forced the Indian education system to shift online, you had presented a research paper on "Modernisation of Education in the Era of Digitalisation". What's your opinion on offline and online methods of teaching?

When the pandemic struck, we were not at all geared up to tackle the new method of teaching. Since everyone had smart phones, surely, Zoom and Gmail provided some immediate relief. But many teachers did not have laptops. So, we started taking permission to send them laptops. Teachers were

working for close to 12 hours a day – waking up at 6 am, check the internet speed, see who has logged in, check students' attendance online etc.

Then there was a problem of boredom among students, who would want to step out to attend regular classes in their colleges – everyone wants a college life.

Here in Lingayas Vidyapeeth, we have psychologists on board. They talk to the students to check their stress levels. Those under stress undergo some more sessions with the psychologists.

In the post-pandemic world, it will never be possible to go 100 percent offline. Education has completely changed now. But then there are some subjects, like algebra, that cannot be taught online; offline teaching is essential. We need to be clear about the subjects that can be taught online or not.

A recently conducted survey revealed that nearly one-third of Indian girls – 31 percent – have seven or less years of schooling. According to you, what are the key problems India needs to address so that more girls get educated till at least class 12?

The basic problem is acceptance for a girl. I found out during my Ph.D days that, in rural India, when a girl is born, she is not as warmly accepted as a boy child would be. Usually, girls are not given equal rights. Laws have been made, but the societal acceptance of those laws is yet to take place.

Female literacy must be increased. It is happening in some villages of Punjab, but the literacy rate is still far too low. We have a long way to go.

We must go to the grassroot level. There should be a law on mandatory education for females for a certain number of years. We should go door-to-door and encourage families to send their girlchild to school. Also, villages that show improvement in the male to female sex ration should be given incentives and rewards. 🇮🇳



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Rank* (Survey/Perceptive Based)	Name of College (Under Pvt. University Programme)	City	State	Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)	Zone	Zone Rank
1	NMIMS Mumbai - Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra	181.2	180.0	120.6	114.0	204.0	799.80	West	1
2	SCMS Pune - Symbiosis Centre for Management Studies	Pune	Maharashtra	177.0	177.6	121.8	115.5	200.4	792.30	West	2
	Amity University	Noida	Uttar Pradesh	173.0	188.0	123.0	114.0	187.5	785.50	North	1
3	Bennett University	Greater Noida	Uttar Pradesh	180.8	164.0	117.0	121.2	199.2	782.20	North	2
4	Manipal University (MAHE) - Manipal Academy of Higher Education	Manipal	Karnataka	183.2	173.6	106.2	115.8	201.0	779.80	South	1
5	VIT Vellore - Vellore Institute of Technology	Vellore	Tamil Nadu	173.0	181.6	120.6	112.2	189.0	776.40	South	2
6	BIT Mesra - Birla Institute of Technology	Ranchi	Jharkhand	174.2	182.0	111.0	121.8	186.0	775.00	East	1
7	IBS Hyderabad - IBS Business School	Hyderabad	Telangana	172.8	172.0	123.6	120.0	182.4	770.80	South	3
8	Nirma University	Ahmedabad	Gujarat	176.0	190.0	117.0	99.0	186.0	768.00	West	3
9	Jamia Hamdard	New Delhi	Delhi	180.8	160.0	114.0	117.0	192.0	763.80	North	3
10	Bharath Institute of Higher Education and Research	Chennai	Tamil Nadu	172.8	178.0	109.2	120.0	180.0	760.00	South	4
11	Banasthali Vidyapith	Jaipur	Rajasthan	168.8	176.8	117.0	117.0	177.0	756.60	North	4
12	DYPUSM Mumbai - School of Management Dr. DY Patil University	Navi Mumbai	Maharashtra	180.2	166.4	108.0	102.6	198.3	755.50	West	4
13	Christ University	Bangalore	Karnataka	171.2	172.0	124.2	115.5	170.4	753.30	South	5
14	Mittal School of Business LPU Phagwara - Mittal School of Business (Lovely Professional University)	Phagwara	Punjab	153.0	164.0	99.0	102.6	232.8	751.40	North	5
15	BVIMR New Delhi - Bharati Vidyapeeth Deemed University Institute of Management and Research	New Delhi	Delhi	167.4	174.4	108.0	120.6	179.1	749.50	North	6

Rank* (Survey/Perceptive Based)	Name of College (Under University Programme)	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
16	Chitkara Business School	Patiala	Punjab	160.0	162.4	108.0	99.0	218.4	747.80	North	7	
17	MS Ramaiah University of Applied Sciences	Bangalore	Karnataka	164.4	173.6	120.6	105.6	174.6	738.80	South	6	
18	GITAM Institute of Management	Visakhapatnam	Andhra	165.0	160.0	117.0	120.0	175.5	737.50	South	7	
19	PES University	Bangalore	Karnataka	178.6	156.0	120.0	105.6	175.2	735.40	South	8	
20	SRM University Chennai - SRM Institute of Science and Technology	Kattankulathur	Tamil Nadu	170.6	154.4	116.4	108.0	183.9	733.30	South	9	
21	BSAU Chennai - BS Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	164.4	164.0	99.6	84.6	218.4	731.00	South	10	
22	REVA University	Bangalore	Karnataka	162.0	168.0	117.0	111.0	171.0	729.00	South	11	
23	Shiv Nadar University	Greater Noida	Uttar Pradesh	166.4	164.0	124.8	105.0	166.8	727.00	North	8	
24	Dayananda Sagar University (DSU)	Bangalore	Karnataka	168.0	164.0	129.0	105.0	159.0	725.00	South	12	
25	KSOM Bhubaneswar - KIIT School of Management	Bhubaneswar	Odisha	171.2	160.0	108.0	96.6	184.8	720.60	East	2	
26	School of Business- University of Petroleum and Energy Studies	Dehradun	Uttarakhand	148.0	168.8	115.5	73.8	212.7	718.80	North	9	
27	IMED Pune - Bharati Vidyapeeth's Institute of Management and Entrepreneurship Development	Pune	Maharashtra	166.4	160.0	103.2	109.2	177.6	716.40	West	5	
28	Amity University (Lucknow campus)	Lucknow	Uttar Pradesh	158.0	176.0	111.0	105.0	165.0	715.00	North	10	
29	Graphic Era University	Dehradun	Uttarakhand	164.8	160.0	103.2	111.0	174.0	713.00	North	11	
30	Faculty of Business Administration-GLS University	Ahmedabad	Gujarat	158.6	160.0	123.6	105.0	164.4	711.60	West	6	
31	Presidency University	Bangalore	Karnataka	148.0	152.0	111.0	99.6	199.5	710.10	South	13	
32	Adamas University	Kolkata	West Bengal	160.0	160.0	114.0	105.0	168.0	707.00	East	3	

Rank* (Survey/Perceptive Based)	Name of College (Under University Programme)	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)						Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)		
33	Amity University Gurgaon - Amity University	Gurugram	Haryana	163.2	164.8	115.5	93.0	168.0	704.50	North	12
34	Galgotias University	Greater Noida	Uttar Pradesh	150.0	165.6	112.8	75.0	199.5	702.90	North	13
35	Dr MGR Educational and Research Institute	Chennai	Tamil Nadu	148.0	164.0	111.0	72.0	205.5	700.50	South	14
36	Ahmedabad University	Ahmedabad	Gujarat	152.0	156.0	102.0	78.6	208.8	697.40	West	7
37	Sathyabama University - Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	147.2	160.8	102.0	99.0	186.0	695.00	South	15
38	Integral University	Lucknow	Uttar Pradesh	132.0	163.2	102.6	90.0	205.8	693.60	North	14
39	NMIMS Hyderabad - Narsee Monjee Institute of Management Studies	Hyderabad	Telangana	156.0	160.0	102.0	78.9	195.0	691.90	South	16
40	SSSIHL Prasanthi Nilayam - Sri Sathya Sai Institute of Higher Learning	Puttaparthi	Andhra Pradesh	136.8	168.0	104.4	75.6	205.2	690.00	South	17
41	BML Munjal University	Gurgaon	Haryana	153.6	160.0	117.6	85.2	172.2	688.60	North	15
42	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu	148.0	159.2	99.6	84.0	196.2	687.00	South	18
43	GITAM HBS Hyderabad - GITAM Hyderabad Business School	Hyderabad	Telangana	152.0	162.0	108.0	84.6	178.8	685.40	South	19
44	DPU Pune - Dr DY Patil Vidyapeeth	Pune	Maharashtra	144.0	164.0	118.2	80.4	177.6	684.20	West	8
45	SRM Institute of Science and Technology- Ramapuram Campus	Ramapuram	Tamil Nadu	154.0	164.0	108.6	82.5	174.0	683.10	South	20
46	Vels University Chennai - Vel's Institute of Science Technology and Advanced Studies	Chennai	Tamil Nadu	148.0	160.0	111.0	71.1	192.0	682.10	South	21
47	NMIMS Bangalore - Narsee Monjee Institute of Management Studies	Bangalore	Karnataka	152.0	160.0	108.6	81.6	178.8	681.00	South	22
48	JSS Academy of Higher Education and Research	Mysuru	Karnataka	156.0	158.0	116.4	75.6	174.0	680.00	South	23
49	BBDU Lucknow - Babu Banarasi Das University	Lucknow	Uttar Pradesh	160.0	158.0	108.0	85.0	168.0	678.99	North	16

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
1	PSG College of Arts and Science	Coimbatore	Tamil Nadu	183.2	178.6	104.4	115.8	198.0	780.00	South	1	
2	St. Xaviers College	Mumbai	Maharashtra	180.0	166.0	108.0	108.0	216.0	778.00	West	1	
3	SXC Ranchi - St. Xaviers College	Ranchi	Jharkhand	180.8	176.4	111.0	117.0	190.8	776.00	East	1	
4	SP College Pune - Sir Parashurambhau College	Pune	Maharashtra	183.2	178.8	104.7	115.8	192.0	774.50	West	2	
5	BMCC Pune - Brihan Maharashtra College of Commerce	Pune	Maharashtra	177.0	172.6	111.0	115.5	196.8	772.90	West	3	
6	Mount Carmel College	Bangalore	Karnataka	181.6	175.8	108.0	105.0	200.4	770.80	South	2	
7	Pillai College of Arts, Commerce and Science	Navi mumbai	Maharashtra	172.8	169.6	119.1	120.0	187.2	768.70	West	4	
8	KJ Somaiya College of Science and Commerce	Mumbai	Maharashtra	174.2	176.8	109.8	123.0	183.0	766.80	West	5	
9	St. Xavier's College	Kolkata	West Bengal	164.8	162.0	129.3	111.0	198.0	765.10	East	2	
10	Bhavan's College	Mumbai	Maharashtra	174.4	172.0	118.5	114.0	184.5	763.40	West	6	
11	PSGR Krishnammal College for Women	Coimbatore	Tamil Nadu	173.0	168.6	108.0	112.2	199.2	761.00	South	3	
12	SJCC Bangalore - St. Joseph's College of Commerce	Bangalore	Karnataka	176.0	156.0	126.0	102.0	198.0	758.00	South	4	
13	Badruka College of Commerce and Arts	Hyderabad	Telangana	178.6	174.2	118.5	105.6	180.0	756.90	South	5	
14	GCC Pune - Mes's Garware College of Commerce	Pune	Maharashtra	156.0	168.4	117.0	120.0	193.2	754.60	West	7	
15	ALC Vijayawada - Andhra Loyola College	Jvijayawada	Andhra Pradesh	172.0	160.0	129.0	100.2	192.0	753.20	South	6	
16	St. Joseph's College	Bangalore	Karnataka	176.0	172.0	115.8	99.0	187.2	750.00	South	7	

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
17	IMS Ghaziabad (University Cources Campus)	Ghaziabad	Uttar Pradesh	160.0	168.0	126.0	97.5	195.6	747.10	North	1	
18	Indsearch	Pune	Maharashtra	156.0	176.0	120.0	117.0	176.4	745.40	West	8	
19	Loyola College	Chennai	Tamil Nadu	171.2	168.0	119.7	117.0	168.0	743.90	South	8	
20	The American College	Madurai	Tamil Nadu	158.4	172.0	118.2	117.0	176.4	742.00	South	9	
21	BESC Kolkata - Bhawanipur Education Society College	Kolkata	West Bengal	160.0	156.0	106.5	102.6	215.4	740.50	East	3	
22	Anwarul Uloom College	Hyderabad	Telangana	156.0	163.2	118.5	108.6	192.0	738.30	South	10	
23	SJES College of Management Studies	Bangalore	Karnataka	166.4	168.0	113.7	105.0	183.6	736.70	South	11	
24	Rajagiri College of Social Sciences	Ernakulam	Kerala	165.0	160.6	115.5	120.0	174.0	735.10	South	12	
25	Gayatri Vidya Parishad College for Degree and PG Courses	Visakhapatnam	Andhra Pradesh	158.4	156.0	111.6	120.0	186.0	732.00	South	13	
26	AIMS Institutes	Bangalore	Karnataka	156.0	148.6	97.5	102.6	225.6	730.30	South	14	
27	Ness Wadia College of Commerce	Pune	Maharashtra	164.0	168.0	108.0	96.0	192.0	728.00	West	9	
28	Jai Hind College	Mumbai	Maharashtra	160.0	154.8	118.5	117.0	175.8	726.10	West	10	
29	PB Siddhartha College of Arts and Science	Vijayawada	Andhra Pradesh	152.0	160.4	108.0	115.5	187.2	723.10	South	15	
30	Lala Lajpat Rai College of Commerce and Economics	Mumbai	Maharashtra	157.0	152.6	120.0	119.4	172.5	721.50	West	11	
31	IIMC Hyderabad - Indian Institute of Management and Commerce	Hyderabad	Telangana	168.0	160.0	96.0	84.0	212.4	720.40	South	16	
32	St.Alberts College	Ernakulam	Kerala	154.0	149.6	124.5	123.0	168.0	719.10	South	17	
33	Loyola Academy Degree and PG College	Secunderabad	Telangana	160.8	164.0	108.0	99.0	186.0	717.80	South	18	
34	Nagindas Khandwala College	Mumbai	Maharashtra	156.0	162.0	126.0	110.4	162.0	716.40	West	12	

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
35	Maharaja Surajmal Institute	New Delhi	Delhi	160.0	152.0	117.0	102.6	183.0	714.60	North	2	
36	Indira Institute of Management	Pimpri-Chinchwad	Maharashtra	166.4	160.0	123.0	109.2	154.8	713.40	West	13	
37	Mithibai College Mumbai - Mithibai College of Arts Chauhan Institute of Science and Amrutben Jivanlal College of Commerce and Economics	Mumbai	Maharashtra	162.0	158.4	115.5	114.0	162.0	711.90	West	14	
38	PIMR Indore - Prestige Institute of Management and Research	Indore	Madhya Pradesh	166.4	162.0	101.7	109.2	170.4	709.70	Central	1	
39	MIT College of Management	Pune	Maharashtra	160.0	152.0	119.1	105.6	171.6	708.30	West	15	
40	Dr Ambedkar Institute of Management and Research	Nagpur	Maharashtra	156.0	164.0	102.0	111.0	174.0	707.00	West	16	
41	St.Joseph's Degree and PG College	Hyderabad	Telangana	156.8	148.0	98.1	87.0	216.0	705.90	South	19	
42	IITM Janakpuri - Institute of Innovation in Technology and Management	New Delhi	Delhi	160.0	158.0	114.0	90.6	181.2	703.80	North	3	
43	Gauhati Commerce College	Guwahati	Assam	156.0	160.0	105.0	104.4	177.0	702.40	East	4	
44	JIMS Rohini - Jagan Institute of Management Studies Rohini	New Delhi	Delhi	156.2	151.8	114.0	108.0	171.3	701.30	North	4	
45	MOP Vaishnav College for Women	Chennai	Tamil Nadu	160.0	155.6	111.6	105.0	168.0	700.20	South	20	
46	St.Mary's College	Hyderabad	Telangana	160.0	153.4	109.5	102.6	173.7	699.20	South	21	
47	Maharaja Agrasen Institute of Management Studies	New Delhi	Delhi	152.8	158.4	102.0	105.6	178.8	697.60	North	5	
48	JIMS Kalkaji - Jagannath International Management School Kalkaji	New Delhi	Delhi	154.0	149.6	115.5	102.0	174.0	695.10	North	6	
49	RDIAS Delhi - Rukmini Devi Institute of Advanced Studies	New Delhi	Delhi	144.0	148.0	114.0	102.0	186.0	694.00	North	7	

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
50	ABBS Bangalore - Acharya Bangalore B-School	Bangalore	Karnataka	158.6	149.6	119.1	108.0	157.2	692.50	South	22	
51	Maharaja Agrasen International College	Raipur	Chhattisgarh	152.0	148.0	109.2	99.0	182.4	690.60	Central	2	
52	VIPS Delhi - Vivekananda Institute of Professional Studies	New Delhi	Delhi	152.4	156.0	116.4	99.0	165.6	689.40	North	8	
53	KES' BK Shroff College of Arts and MH Shroff College of Commerce	Mumbai	Maharashtra	159.2	154.8	110.1	94.2	169.2	687.50	West	17	
54	Institute of Management Sciences	Lucknow	Uttar Pradesh	160.0	156.0	96.0	102.0	172.2	686.20	North	9	
55	SIES Nerul College of Arts Science and Commerce	Navi mumbai	Maharashtra	156.0	158.8	112.2	93.0	165.0	685.00	West	18	
56	Banarsidas Chandiwala Institute Of Professional Studies	New Delhi	Delhi	153.6	149.2	114.3	99.0	167.4	683.50	North	10	
57	Som Lalit Institute of Business Administration	Ahmedabad	Gujarat	152.0	156.0	90.0	108.0	176.4	682.40	West	19	
58	Sri Ramakrishna College of Arts and Science	Coimbatore	Tamil Nadu	152.0	144.4	126.0	96.0	162.0	680.40	South	23	
59	Institute of Information Technology and Management	New Delhi	Delhi	155.2	148.0	108.0	103.2	165.0	679.40	North	11	
60	ICCS Pune - Indira College of Commerce and Science	Pimpri-Chinchwad	Maharashtra	148.0	150.8	114.0	94.2	170.4	677.40	West	20	
61	Marian College	Kuttikkanam	Kerala	144.0	144.0	119.1	93.6	175.2	675.90	South	24	
62	JDBI Kolkata - J D Birla Institute	Kolkata	West Bengal	152.0	143.6	114.0	96.0	169.2	674.80	East	5	
63	SCMS Noida - Symbiosis Centre for Management Studies	Noida	Uttar Pradesh	145.6	158.4	116.7	77.4	175.2	673.30	North	12	
64	St.Mira's College for Girls	Pune	Maharashtra	158.0	153.6	109.5	87.0	163.8	671.90	West	21	
65	MIT SOM College	Pune	Maharashtra	148.0	132.0	102.6	100.8	187.2	670.60	West	22	
66	DCSMAT Vagamon - DC School of Management and Technology	Idukki	Kerala	148.0	144.0	111.0	97.8	168.0	668.80	South	25	

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
67	Dr Ambedkar Institute of Management Studies and Research	Nagpur	Maharashtra	154.0	149.6	102.6	81.0	180.0	667.20	West	23	
68	IMI Indore - Indore Management Institute and Research Centre	Indore	Madhya Pradesh	152.0	156.0	105.0	96.0	156.0	665.00	Central	3	
69	Gitarattan International Business School	New Delhi	Delhi	148.0	147.6	100.5	81.0	186.0	663.10	North	13	
70	Dr BC Roy Engineering College	Durgapur	West Bengal	138.4	134.0	112.5	84.6	192.0	661.50	East	6	
71	Thakur College of Science and Commerce	Mumbai	Maharashtra	148.0	136.8	111.0	84.0	180.0	659.80	West	24	
72	Dr Ambedkar College	Nagpur	Maharashtra	152.0	147.6	102.0	81.0	175.8	658.40	West	25	
73	DSPSR Delhi - Delhi School of Professional Studies and Research	New Delhi	Delhi	148.0	152.0	112.2	72.0	172.8	657.00	North	14	
74	AIMT Greater Noida - Army Institute of Management and Technology	Greater Noida	Uttar Pradesh	144.0	132.0	102.0	79.2	198.0	655.20	North	15	
75	BPIT Delhi - Bhagwan Parshuram Institute of Technology	New Delhi	Delhi	152.0	136.0	102.0	84.0	180.0	654.00	North	16	
76	Bhavan's Vivekananda College of Science Humanities and Commerce	Secunderabad	Telangana	136.8	144.0	102.9	90.0	177.6	651.30	South	26	
77	Siva Sivani Degree College	Hyderabad	Telangana	144.0	132.0	102.0	99.0	172.8	649.80	South	27	
78	Don Bosco College	Mumbai	Maharashtra	132.0	140.0	105.0	103.2	168.0	648.20	West	26	
79	SIES College of Arts Science and Commerce	Mumbai	Maharashtra	140.0	142.8	100.5	98.4	165.0	646.70	West	27	
80	Guru Nanak College	Chennai	Tamil Nadu	144.0	132.0	96.0	96.0	177.0	645.00	South	28	
81	Sri Guru Tegh Bahadur Institute of Management and Information Technology	New Delhi	Delhi	141.6	144.0	102.0	82.2	174.0	643.80	North	17	
82	Don Bosco College	Panjim	Goa	144.0	148.0	102.0	81.0	167.4	642.40	West	28	
83	GEMS Tirupati - GEMS B School	Bangalore	Karnataka	144.0	148.0	109.5	72.3	167.4	641.20	South	29	
84	Global Business School and Research Centre	Pune	Maharashtra	144.0	148.8	99.0	81.6	166.8	640.20	West	29	

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)							Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)			
1	Woxsen University	Hyderabad	Telangana	156.0	166.4	108.0	126.0	180.0	736.40	South	1	
2	Symbiosis Skills & Professional University	Pune	Maharashtra	160.0	158.2	118.5	106.5	192.0	735.20	West	1	
3	G L Bajaj Institute of Management	Greater Noida	Uttar Pradesh	161.6	168.0	111.0	111.0	182.4	734.00	North	1	
4	Dr. Vishwanath Karad MIT World Peace University	Pune	Maharashtra	164.0	165.4	111.0	102.0	189.3	731.70	West	2	
5	Avantika University	Ujjain	Madhya Pradesh	160.0	160.0	106.5	105.0	198.0	729.50	Central	1	
6	Vishwakarma University	Pune	Maharashtra	156.0	160.0	105.0	112.5	194.4	727.90	West	3	
7	VIT-AP University	Amaravati	Andhra Pradesh	156.8	161.2	114.0	108.0	186.0	726.00	South	2	
8	D Y Patil International University	Pune	Maharashtra	155.0	155.8	111.9	100.5	198.0	721.20	West	4	
9	Birla Global University	Bhubaneswar	Odisha	148.4	149.2	108.0	96.0	216.0	717.60	East	1	
10	SRM University	Amaravati	Andhra Pradesh	153.4	154.2	99.0	105.0	204.0	715.60	South	3	
11	NEFTU – North East Frontier Technical University	Medog	Arunachal Pradesh	144.0	156.0	102.0	102.0	208.8	712.80	East	2	
12	IIMT University	Meerut	Uttar Pradesh	156.0	152.0	108.0	89.1	206.4	711.50	North	2	
13	Graphic Era Hills University	Dehradun	Uttarakhand	148.0	157.2	117.0	99.0	188.4	709.60	North	3	
14	Maharshi University of Information Technology	Noida	Uttar Pradesh	150.4	151.2	120.0	102.0	181.2	704.80	North	4	
15	Sister Nivedita University	Kolkata	West Bengal	147.0	156.0	119.1	99.0	181.2	702.30	East	3	

Rank* (Survey/Perceptive Based)	Name of College	City	State	Weighted Score out of 1000 (Distributed across 5 Dimensions)						Zone	Zone Rank
				Employability (out of 200)	Teaching Learning Resources & Pedagogy (out of 200)	Industry connect (out of 200)	Global Exposure (out of 200)	External Perception (out of 200)	Overall Index Score (out of 1000)		
16	Dr. C V Raman University	Bilaspur	Chhattisgarh	156.0	150.0	109.5	99.0	186.0	700.50	Central	2
17	Atmiya University	Rajkot	Gujarat	148.0	152.0	106.5	99.0	190.5	696.00	West	5
18	C T University	Ludhiana	Punjab	144.0	148.0	111.0	87.0	203.7	693.70	North	5
19	Sharnbasva University	Kalaburagi,	Karnataka	156.0	156.0	108.0	108.0	162.0	690.00	South	4
20	RIMT University	Madi Gobindgarh	Punjab	152.0	142.0	102.0	99.0	192.0	687.00	North	6
21	G H Rasoni University	Amravati	Maharashtra	146.0	147.2	108.0	81.0	201.6	683.80	West	6
22	Somaiya Vidyavihar	Mumbai	Maharashtra	140.0	148.0	108.3	87.0	196.8	680.10	West	7
23	MGM University	Aurangabad	Maharashtra	139.2	144.0	106.5	88.2	198.0	675.90	West	8
24	Gandhi Institute of Engineering and	Gunupur	Odisha	136.0	146.0	108.0	78.0	204.0	672.00	East	4
25	Srinivas University	Mangaluru	Karnataka	148.0	140.0	111.0	79.2	192.0	670.20	South	5
26	C V Raman Global University	Bhubaneswar	Odisha	152.0	148.0	108.0	79.2	180.0	667.20	East	5
27	Centurion University of Technology and Management	Khurda	Odisha	153.6	138.0	109.2	84.0	177.6	662.40	East	6
28	Sri Balaji University	Pune	Maharashtra	148.0	144.0	113.7	72.9	180.0	658.60	West	9
29	ASBM University	Bhubaneswar	Odisha	148.0	140.0	93.0	84.0	192.0	657.00	East	7
30	Bhabha University	Bhopal	Madhya Pradesh	152.0	136.0	99.9	68.1	196.2	652.20	Central	3

Rank	Name of College	City	State
1	Woxsen University	Hyderabad	Telangana
2	St. Alberts College	Ernakulam	Kerala
3	KJ Somaiya College of Science and Commerce	Mumbai	Maharashtra
4	NMIMS Mumbai - Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra
5	Bennett University	Greater Noida	Uttar Pradesh
6	SCMS Pune - Symbiosis Centre for Management Studies	Pune	Maharashtra
7	BVIMR New Delhi - Bharati Vidyapeeth Deemed University Institute of Management and Research	New Delhi	Delhi
8	IBS Hyderabad - IBS Business School	Hyderabad	Telangana
9	VIT Vellore - Vellore Institute of Technology	Vellore	Tamil Nadu
10	SXC Ranchi - St. Xaviers College	Ranchi	Jharkhand
11	Pillai College of Arts, Commerce and Science	Navi mumbai	Maharashtra
12	Maharaja Surajmal Institute	New Delhi	Delhi
13	GCC Pune - Mes's Garware College of Commerce	Pune	Maharashtra
14	Gayatri Vidya Parishad College for Degree and PG Courses	Visakhapatnam	Andhra Pradesh
15	IMS Ghaziabad (University Cources Campus)	Ghaziabad	Uttar Pradesh
16	Banasthali Vidyapith	Jaipur	Rajasthan
17	SXC Ranchi - St. Xaviers College	Ranchi	Jharkhand
18	SP College Pune - Sir Parashurambhau College	Pune	Maharashtra
19	Christ University	Bangalore	Karnataka
20	PSG College of Arts and Science	Coimbatore	Tamil Nadu
21	Manipal University (MAHE) - Manipal Academy of Higher Education	Manipal	Karnataka
22	Jai Hind College	Mumbai	Maharashtra
23	PB Siddhartha College of Arts and Science	Vijayawada	Andhra Pradesh
24	Dayananda Sagar University (DSU)	Bangalore	Karnataka
25	BMCC Pune - Brihan Maharashtra College of Commerce	Pune	Maharashtra
26	REVA University	Bangalore	Karnataka
27	Adamas University	Kolkata	West Bengal
28	Vishwakarma University	Pune	Maharashtra
29	Bhavan's Vivekananda College of Science Humanities and Commerce	Secunderabad	Telangana
30	Indsearch	Pune	Maharashtra

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Bharath Institute of Higher Education and Research wins award at UK's iconic House of Commons, plans to help 100 deserving underprivileged children from TN pursue research overseas

President Dr Sundeep Aanand received the Asian UK Award 2022 while being a key part of the Ideas for India conference that featured powerful speakers such as AICC MP and former party president, Rahul Gandhi, former Union Minister Salman Khurshid and TIPRA Founder, Pradyot Manikya and many others

Chennai, June 9: After winning a slew of accolades and awards domestically, the Bharath Institute of Higher Education and Research (BIHER) was accorded with a rare honour in the United Kingdom. The deemed-to-be varsity was conferred with the **Asian UK Award 2022**

at a star-studded ceremony held recently, at the **UK's House of Commons** in London – the iconic building that houses Britain's parliament. The award was received by the President of the Chennai-based Group of Educational Institutions, **Dr J Sundeep Aanand.**

Dr Aanand received the Asian UK Award 2022 for Best Edupreneur, for his impeccable track record in educating thousands of students and ensuring they get employment opportunities in the biggest companies the world over. While former Union Minister for External Affairs and senior Congress leader Salman Khurshid and Former MP and Communist Party of India (Marxist) leader Sitaram Yechury were part of the awards ceremony, the citation was given to Dr Aanand by Virendra Sharma, an Indian-origin Member of Parliament in the UK's House of Commons.

Their flagship multi-stream university, the Bharath Institute of Higher Education and Research (BIHER), was awarded for having one of the most robust systems of promoting Industry-Academia relations, as evidenced by their robust NIRF rankings over the past few years.

Dr Aanand also announced that the Bharath Group would create a program to fund and assist 100 deserving, underprivileged students pursue research grants abroad and create intellectual growth for India and Tamil Nadu, over a period of time. "No student studying in any of our group institutions should ever feel that they cannot do research overseas for lack of funds. We will help disadvantaged students with great ideas travel and conduct research and make us all proud," he said. Currently, the Bharath Group of Institutions has MoUs with 100+ international universities including legendary citadels of learning such as the University of California, Berkeley, Cornell University, Harvard University, Auckland University of Technology and URAL Federal University, etc.

Reflecting on what the award, given by WBR Corp UK, meant to him, Dr Aanand said that this was merely the beginning of the grand plans they have for helping more of their students access global education through research collaborations. "I am truly honoured and blessed that a large UK-based combine has bestowed this honour on us. We have made great strides in the kind of research we are doing, despite working with some of the most rural and underprivileged students in the South of India. We do this by encouraging this kind of forward-thinking thought process to solve society's problems as opposed to simply showing statistics. That is more important to us," he said.


During the Ideas for India conference which was organized by Bridge India, Dr Aanand, was one of the key delegates and discussed business, start-ups, defence tech, clean energy and how to tap the potential of students in rural areas with panellists who included the likes of Congress scion Rahul Gandhi, TMC MP Mahua Moitra, CPI-M General Secretary Sitaram Yechury, and Dr C Ashwath

Narayan, Minister for Higher Education et al, Government of Karnataka, London's Deputy Mayor Rajesh Agrawal, Lord John Browne, Chairman of BeyondNetZero. He said, "It is an absolute pleasure to have debated and spoken with some of India's best brains and this honour will go a long way in making our colleges sustainable and continuing our commitment to shaping some of the country's best young minds."

About Bharath Group of Educational Institutes

Started way back in 1984, what started as one of Tamil Nadu's first private engineering colleges is now a massive educational conglomerate. Comprising BIHER (One of India's most reputed multi-stream universities comprising Medical, Nursing, Architecture, Management, Agriculture, Pharmacy, Law, Management, Allied Health Sciences and Humanities and Sciences) the group also boasts of running the Bharath Medical College and Hospital and Sri Lakshmi Narayana Institute of Medical Sciences. The institutions are widely regarded as among the most well-attended in India and are known for opening their doors to students from disadvantaged families to help them get a great education. You can read about their work at www.bharathuniv.ac.in

About Dr Sundeep Aanand

Dr J Sundeep Aanand is an educationist, philanthropist, entrepreneur, tech enthusiast and knowledge center. He currently serves as the Group President of the Bharath Group of Educational Institutes and has been instrumental in driving its growth from a small educational group to one of India's biggest conglomerates for multi-disciplinary education. A skilled business watcher with an eye for start-ups and a keen investor in all things AI and defence, he routinely promotes ideas by young people because he believes they are the future of Tamil Nadu and India. He is also a leading member of India's hospitality ecosystem as promoter of luxury hotel chain, the Accord Group of Hotels and Companies. 



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ennett University, established in 2016, is backed up by The Times of India Group, a legacy spanning more than 180+ years committed to creating leaders for the 21st century. The only 360° Multimedia group with a presence in Print, TV, Digital, Radio, and Magazine extends a peerless legacy of 180+ years of The Times Group of Leadership & Innovation to Bennett University.

Bennett University has six schools offering Engineering, Applied Sciences, Management, Law, Media, and Liberal Arts programs. The School of



Management provides a BBA program (07 specializations), MBA (04 Specialisations), and Ph.D. in Management. The cross-department interaction in the University inculcates a lot of positive energy in the students, who not only get to choose courses of their interest but also assimilate the knowledge taught across different disciplines.

A niche curriculum designed by Industry experts is delivered by experienced and highly qualified faculty drawn from leading business schools. Industry interaction through the Times of India Group connect makes BBA at Bennett a sought-after program.

Unique Curriculum

Bennett University's BBA program offers seven industry-focused specializations in Marketing, Finance, Human Resource Management, Entrepreneurship, International Business, International Finance Accounting – ACCA Certification, and Business Analytics. These specializations prepare students for industry opportunities and provide them with skills to set up their ventures.

The School of Management at Bennett University has partnered with ACCA, UK, to offer an integrated BBA-ACCA program. This collaboration helps students exempt six papers from the rigorous ACCA exam, clearing only the remaining seven to gain ACCA certification along with their BBA studies.

The BBA curriculum is mapped to the top 10 job skills of 2025, as the World Economic Forum

suggested in 2020. The program develops three essential skills: Critical Thinking, People Handling, and Active Learning. These skills train students to take up the challenges of the present and future with updated business insights imparting real-time learning to our students.

BBA at the School of Management is amongst few undergraduate management programs in India, offering students the option of pursuing Honors as part of their 3-year undergraduate program. Thus, adding value to the degree and opening better career and higher studies opportunities for students.

To reinforce the classroom learning, students undergo a range of Interdisciplinary & practical projects on Leadership, Community Service, workshops on Design Thinking, Managerial Effectiveness, Social Immersion Internship, Corporate Internship, Discovery Walk, and Outbound Training programs.

Internships and Placement: A strong Industry Connect

BBA students at Bennett University are going places with the highest salary of Rs. 10 LPA and an average salary of 6.60 LPA in high-demand sectors of Telecom, IT & ITES, Analytics, Consulting & Ed-Tech. Some key recruiters are Deloitte USI, HT Media, Byjus, Federal Bank, To The New, D E Shaw & Co, Aditya Birla Fashion & Retail, CII, and Upgrad.

Every BBA student at Bennett University



is exposed to corporate internships, projects, built-in industry visits, and the CXO series, where students regularly interact with the corporate leaders. Some companies where Bennett BBA students have interned are Bajaj Capital, Outlook Group, Bharti Airtel, Axis Bank, GAIL, Adani, and SMC Group.

BU International Stars

More than 30 percent of BBA students annually secure admission to reputed international universities. Bennett University 2021 BBA batch students got selected for Masters in top 100 Global Universities like the University of Texas (USA), University of Liverpool (UK), Singapore Management University (Singapore), University of Greenwich (UK), SAULT College (Canada), University College Dublin (UK), to name a few.


International Academic Collaborations

Bennett University has collaborated with foreign universities such as the University of British Columbia (Canada), Management and Science University

(Malaysia); University of Wolverhampton (UK); University of Technology, Sydney (Australia), to name a few. This year BBA students have the opportunity to attend Summer Schools at the University of Dubai, The University of British Columbia, the National University of Singapore, the University of Nebraska at Omaha, Babson Global, and FPT University, Vietnam.

Thriving Start-Up Culture

The Bennett Hatchery, an in-house incubation center, gives wings to young dreams. Students benefit from the Bennett Hatchery, where their start-up ideas get to live and grow. The start-ups by BBA students like C-Safekey, by Zaid Naim, FIX Coffee by Aditya Jain, Skill Arena by Hardik Aggarwal, Gym Trainers by Nikhil Panwar, Chocolate Box by Krishnammagri Samhita, Reeyal by Reeya Sharma, and Meera Scrochet by Ayush Arora are the pieces of evidence of entrepreneurial culture at the University.

Bennett University's BBA program prepares students to take up the present and future challenges with the confidence and innovation essential to solve the problems of business and society in India and abroad. 



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Kartikay Agarwal
CEO, GL Bajaj Educational Institutions, Greater Noida



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People who watch the Rockefeller Plaza of the New York City, they remember the man on whose name the skyscraper is erected, that is John D Rockefeller. The richest person of the world at one time in the history of the world knew the vitality and importance of 'Management'.

The Group

With a firm belief that only professional education has a potential to lay a strong foundation that can result in the blissful economic and social changes to the lives of millions, Rajiv Memorial Academic Welfare Society went about reshaping diligent and dedicated Indian youths in the form of global multifaceted talents.

Through an array of Educational institutions, incepted in the year 1997, the group has demonstrated meteoric growth since the beginning. Today, it has become one of the most prestigious educational group solely devoted to equip thousands of young students in the array of higher education in diversified fields i.e. Engineering & Technology, Medical Science, Management, Architecture,

Hauling out the latest Industrial practices has been the major focus of the group. Therefore, since the first batch of students who have graduated in the year 2008, group has been witnessing unparalleled placements. In the current batch, in spite of post pandemic scenario, we already have 1400 plus placement offers for the students and placements are still continuing.

About GLBIM

With the rationale of best management and strong inclination towards imparting quality education in the management stream, GL Bajaj Institute of Management is one such institute situated in the Greater Noida/Delhi-NCR region. Since its establishment in the year 2018, the Institute has embraced quality and innovation favourable for the overall development of its students. As per fast changing atmosphere of businesses and rapid disruption in the technology adopted in the industries, the institute diligently trains and educate the students in the field of management and the IT application industries

GLBIM is affiliated to Chaudhary Charan Singh University (CCS), Meerut, and under the leadership of Chairman Dr. Ram Kishore Agrawal, Vice Chairman Shri Pankaj Agarwal and CEO Shri Kartikay Agarwal, the institute's administration and leadership is confident that the institute trains its intake students to be a trustworthy & valuable asset to any organization.

GLBIM has been concentrating to augment excellent academic delivery environment by creating learning



environment through sound pragmatic approach for societal & global recognition supported by world class infrastructure and provide a learning environment that makes students industry ready & inspires them to realize their potential and utilize it for personal and societal development. The institute develops understanding for values, ethics and professionalism that supports innovation, incubation and entrepreneurship in association with industry. The institute believes in creating an environment of honesty, trust, transparency and accountability amongst all stakeholders, i.e. alumni, parents, industry, angel investors, faculty, students, staff, society and the nation.

Placement @ GL Bajaj

Placement cell is dedicated towards proper placement of students. It advises students on career options and provides the latest information on training & employment opportunities.

Focus areas of placement team are providing guidance, counselling and bringing students and potential employers together to achieve the best possible placement depending on the market conditions. The placement cell looks after the interest of the students and the employers by providing them the necessary platform.

Students studying at GL Bajaj have been one among the top choices of the recruiters over the years. Hence campus placement at GL Bajaj has been a big success with around 85% plus placement offers for batch 2019. The campus hosted around 279 companies and student found recruitment opportunities in various sectors including IT, Management, Core Companies, e commerce etc. The students have been placed between the packages of Rs. 4 lakhs to 44 lakhs.

Placement @ GLBIM

Several years of excellence in the academics, GL Bajaj Institute of Management excels in placement record

for its students. Students have been selected in leading multinational companies like Infosys, TCS, HCL, Capgemini, BYJU's, Wyreflow, Extramarks and many more.

More to the list in achieving excellence in skill and deftness, GL Bajaj Institute of Management regularly conducts industrial visits to several industries and organizes meeting with their higher management authorities.

Infrastructure @ GL Bajaj

GL Bajaj campus bristles with well-planned and comprehensive infrastructure. The campus has well-developed Library, workshops, laboratories, computer center, auditoriums, conference rooms, lecture halls, canteen, cafeteria, hostel, mess, gym, etc. which make studying at GL Bajaj a unique and once in a lifetime experience.

The Institute has a state-of-the-art, fully air-conditioned auditorium with a seating capacity of 1200 pax, huge amphitheatre and numerous conference rooms. Auditorium and conference rooms are well-equipped with latest acoustics technology, sound system and reflect an excellent work of modern architecture. Big and spacious lecture rooms have been specially designed and created to hold lectures that are highly interpersonal. To compliment traditional methods of teaching, the use of advanced aids like LCD Projectors, Public Address Systems and various other on-line can be accessed if required.

GL Bajaj pays great attention to its laboratories and the equipment in them. All the departments at GL Bajaj are equipped with state of the art laboratories and workshop to ensure that the students learn practical aspects of technological advancement. The faculty members are actively engaged in the research and development activities with technical support of various industries and govt. agencies. The Central Library of G L Bajaj is user-focused, innovative, and excellence driven.

Infrastructure @ GLBIM

Students of GL Bajaj Institute of Management are provided with various platforms to learn and acquire exposure and in order to inculcate that knowledge which leads to the Holistic development of the students.

GL Bajaj Institute of Management provides the best infrastructure to its all student. Classrooms are equipped with all the modern necessary facilities. Uniquely designed classrooms give not only most evocative and enriching experience but also boosting environment to learn in an inspired and motivated manner.

The library is used by the students with all the



facilities that give holistic environment to infuse a motivated study atmosphere. When it comes to digital libraries, all the students get the convenience of plethora of e-books, e-magazine, digital journals, e-pub files and many more. Moreover, students and scholars can access those digital resources from anywhere within the campus via their log-in credentials. The library has always benefited from the institute's culture, is pioneer in adopting new technology and is far ahead than many libraries in the region.

Besides classrooms, hostel rooms are the second place where students spend their most of the times. In cognizance of this inevitability, GLBIM ascertains to its students the best hostel facilities, with wi-fi enabled rooms, courtyards, sports complex, ground, grass and greenery and many things.

The campus is also well equipped with modern facilities like, spacious Lecture Rooms with Audio Visual Support, Air-Conditioned Class Rooms, Advanced Computer Labs, Library with a Collection of thousands of print volumes, Transport Facility, Medical Facility and many more amenities

Training and Career Guidance @ GL Bajaj

The objective of the training department is to match the corporate expectations by providing the soft skills aptitude and technical training. The effectiveness of these training is evident from the consistent placement

results. Several companies have been visiting the college every year to tap and recruit the young talented students. Guest lectures & Mock interview sessions are being organized with the help of industry experts to bridge the gap between industry & academia.


A separate training department focuses on the all-round growth of students by offering certifications such as MTA, PTC, Cloud computing, Java, .net, Big Data, keeping each student's core subject and year in mind.

Career guidance plays a vital role in empowering individuals to identify their career options and narrow them down to choose one desired career. Only then does a person flower to his highest potential. With an aim to empower the students to make an informed career choice, the training department conducts various workshops and organises many activities round the year. The students are updated about the existing trends in the career they wish to pursue through Workshops, Expert talks and Informative Webinars, skill-based training programs, etc.

The Alumni of the institute are invited as a guiding light to their juniors and keep them abreast of the existing trends in the industry. The students who wish to pursue higher studies abroad are also guided by experts. Placement readiness tests and psychometric tests are also conducted for the students which help them identify their strong areas. Accordingly, the student has a choice to pursue his career based on his strengths.

Training and Career Guidance @ GLBIM

A full-fledged Career Guidance Cell continuously grooms BBA BCA students for the successful career. The cell arranges training program like mock interviews, group discussions, communication skills workshops etc. It also invites HR manager from different industries to conduct training programs for the students.

Several programs on career development are organized by the cell like, Personality development program, Communication Skills Programs, Entrepreneurship Development Program, In Plant Trainings, Industry Internship Programs and many more. 

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MATHEMATICS CHALLENGE

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

CMT-2020/ 29 :

If $m = u^5 + v^5$ and $n = x^{20} + y^{24} + x^{28} + y^{32} + \dots + x^{100}$,

where

$$u^2(u^2 + 3v^{-2}) + v^{-2}(3u^2 + v^{-2}) = 4uv^{-1}(v^{-2} + u^2);$$

$$(u - v)^2 - 10(u + v) + 29 = 0;$$

$$x^9 + y^9 = \sqrt{2}, \text{ and } x^8 + y^{-8} = 2x^4y^{-4},$$

then,

$$\frac{25n^3 - m}{50n^7} = ?$$

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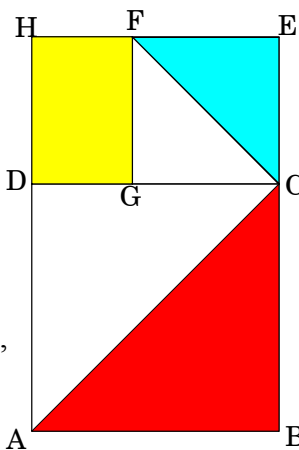
$x^{12} + y^{12}$ in terms of α and β in the simplest form.

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CMT-2020/30:

In the adjoining figure, ABCD and CEF G are two squares in which BC = x units and CE = y units.



$$\text{If } x = \sqrt{\frac{20 - 5\sqrt{15}}{5 - 2\sqrt{6}}}, y = \sqrt{\frac{5 + 2\sqrt{6}}{20 + 5\sqrt{15}}},$$

$$P = \frac{1}{2}[(AC)^2 + (CF)^2] \text{ and } Q = CD \times CE,$$

$$\text{then, } \frac{P - Q}{P + Q} = ?$$

ANSWERS : CMT-2020/27: 1 ; CMT-2020/28: 48

Answers will be published in the next issue . You can ask any queries and send your solution to

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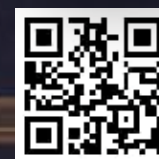


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