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IIRF 2022

BEST BUSINESS SCHOOLS

EXCLUSIVE INTERVIEW



Prof. Rishiksha T Krishnan
Director, IIM Bangalore



Prof. Debashis Chatterjee
Director, IIM Kozhikode



Prof. Shailendra Singh
Director, IIM Ranchi



Prof. Manoj Kumar Tiwari
Director, NITIE Mumbai



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ARE INDIAN B-SCHOOLS GOOD ENOUGH TO SHAPE A GLOBAL CAREER?

We all feel proud when an Indian rises to become the CEO or COO of a multinational giant. We share messages and write tweets. But do we ever think about their journey that has led to such success? Most of these well-known corporate success stories are born in Indian B-schools. The leaders have had their management education in India and then moved to other countries for work or specialized courses. Do we need more proof to support the capability of Indian colleges to prepare students for global careers?

Let us look at some of the changes over the past few decades in the Indian education sphere that has made this transformation possible. The story starts with the birth of the Indian Institute of Management (IIM) Ahmedabad. Then it was just a matter of time that more IIMs came up across the country, with IIM Bangalore, IIM Calcutta and IIM Lucknow taking the lead. They selected and trained the best minds in the country and set an example for other B-schools.

Rigorous research-based curriculum, international case studies, and interaction with top-notch educators transformed the conception and delivery of management education in India. The most vital skill that Indian management students learnt with this new-age pedagogy was the ability to be lifelong learners and problem solvers. Apart from being diligent, they are accustomed to coping with challenges and performing under pressure. The assessment models and criteria are harder in Indian colleges. Moreover, they have to refer scarce resources, complete assignments, and do projects in a limited time.

The New Education Policy further augments the preparedness of the MBA colleges in India as far as making students global professionals is concerned. It lays the ground for higher collaboration between Indian and international B-schools, and facilitates

industry intervention for training and research. The top-class B-schools also have international exchange programs, which allow students to visit prestigious colleges in other countries and study there for a certain period. They also invite guest faculties from most reputed international colleges. These factors make graduates from leading Indian B-school ideal candidates for global careers.

Entrepreneurship has also played a significant role in preparing students for a global career. The incubation cells at IIMs, ISB, XLRI, MDI Gurgaon and other leading business colleges are known the world over for supporting the potential of students and nurturing ideas. Symbiosis MBA college has successfully launched start-ups by students, after providing them a springboard at the entrepreneurial centre in Pune. TISS (Tata Institute of Social Sciences) Mumbai has a centre for social entrepreneurship, which is the first of its kind in India. Buoyed by the astounding success of budding entrepreneurs, many industry collaborations are being formed, which further strengthen the college infrastructure. This is a highly attractive aspect for companies from across the globe. They are looking at Indian managerial talent and want to hire them for the best of roles.

Going by the latest data, the IIM Ahmedabad is the leader in sending students to foreign companies. In fact, all the IIMs have considerable foreign placements. Other colleges in the league that boasts of placement in MNCs are FMS Delhi, XLRI Jamshedpur, MDI Gurgaon, Symbiosis Institute of Business Management Pune, to name a few. The list is growing and we are confident of seeing Indian B-school graduates reaching higher echelons in global careers.

Devika Bhattacharya
Officiating Editor

AWARDS AND ACHIEVEMENTS

TIMES B-SCHOOL RANKING



Salient Features

- ◆ Rich legacy in imparting Industry Endorsed Management Education
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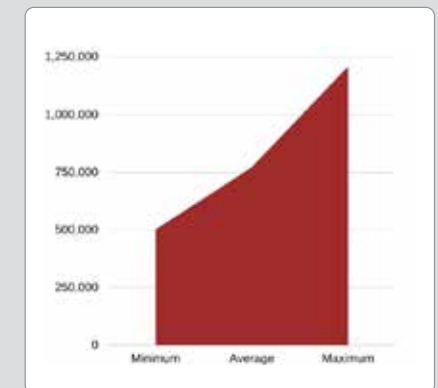
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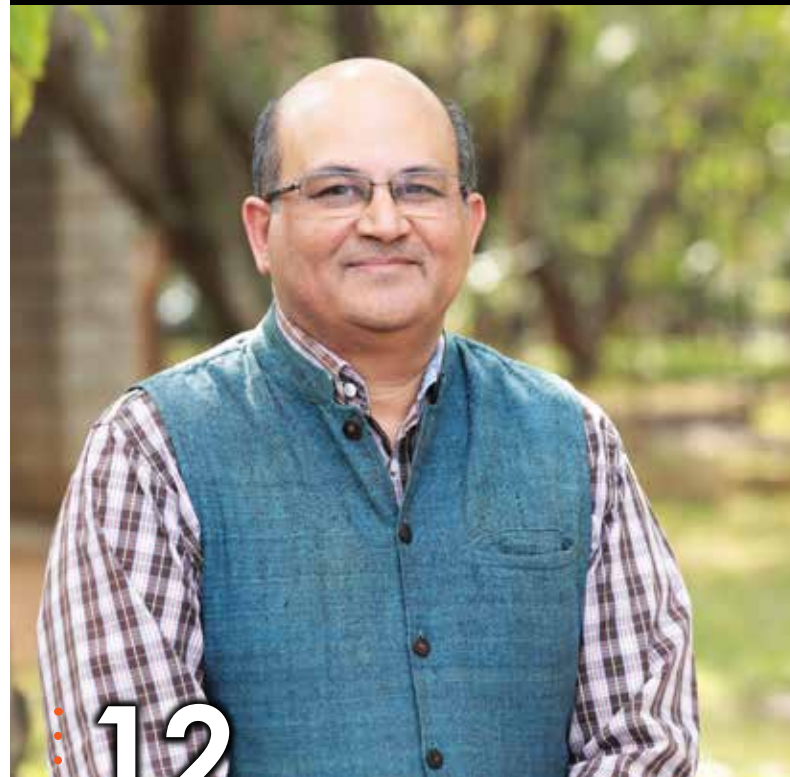
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Rishiksha T Krishnan

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WE FOLLOW THE LARGER GOVERNMENT FRAMEWORK

**BECAUSE THE MODELS ARE SET
BY THE GOVERNMENT**

Rishiksha T Krishnan, Director, IIM Bangalore
shares with *Education Post*

.....

Prof. Krishnan, a veteran in the IIM ecosystem, has not only taught students at various campuses of the prestigious institute but has also contributed significantly to their development. An author, academician, and administrator, Prof. Krishnan champions the cause of bringing innovation and lean, strategic management in Indian organisations. He has received the Thinkers 50 India Special Innovation Award, amongst many more honours. Let us learn from him what helped him to be an effective leader, how academic research systems are progressing, and much more.

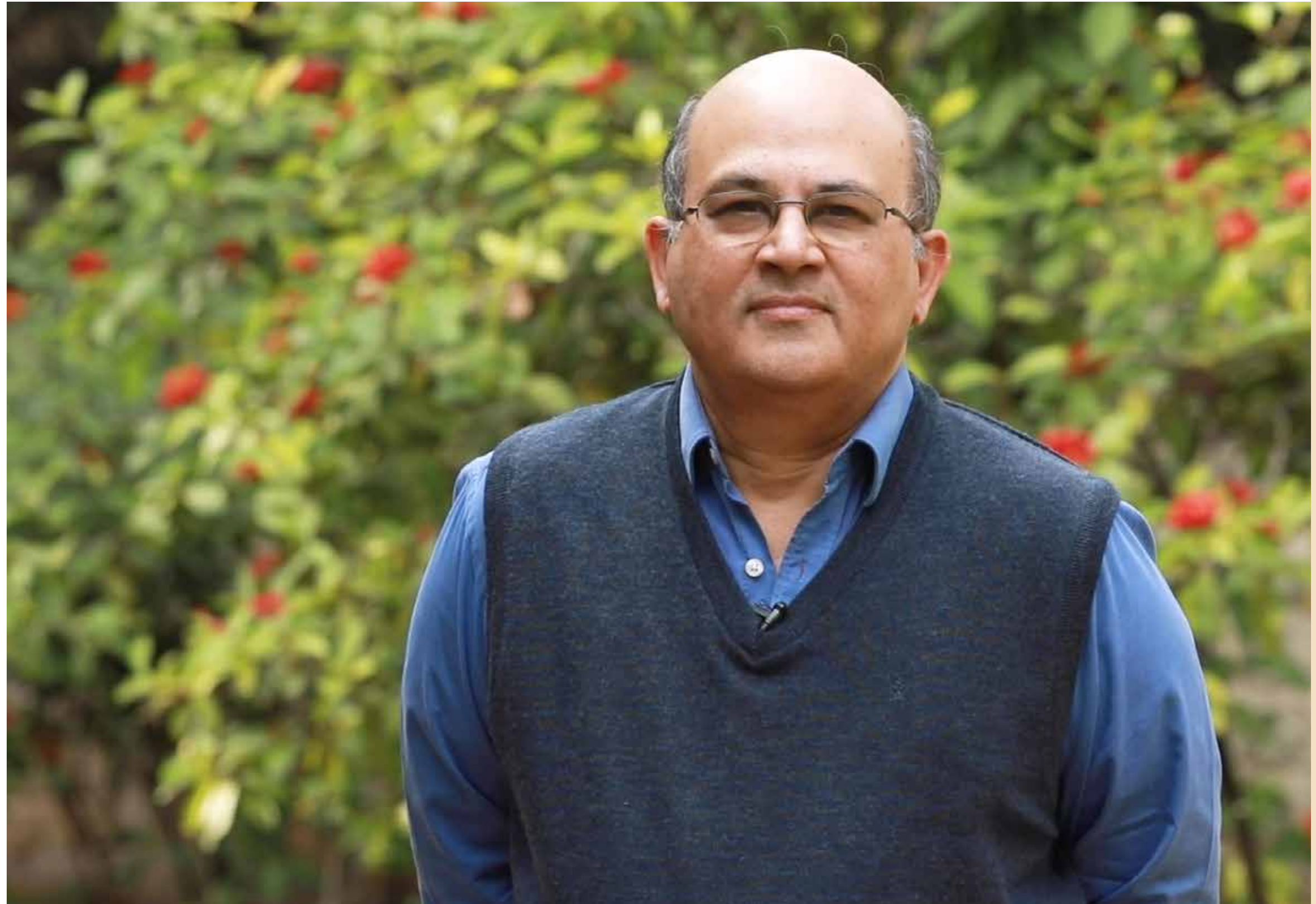
Tell me about your book, from Jugaad to Innovation, and the concept behind it.

My first book is titled *'From Jugaad to Systematic Innovation: The Challenge for India'*. That book looked at what you need to do to make India more innovative at the macro and industry level, considering the country and its policies. This is not to say that India does not have creative and ingenious skills but more to discuss how do we translate these into larger innovations in the organizational context.

My second book named *'8 Steps to Innovation'* talked about eight steps that companies can follow to go from Jugaad to Innovation. This book was written in collaboration with Vinay Dabholkar. In this book we look more specifically at what to do at the organizational level, to make innovation a more structured and innovative process. So, we identified 8 different steps across 3 themes. The book essentially gives a roadmap that companies can follow to develop what we called systematic innovation capabilities.

You have worked at multiple IIM campuses, handling highly responsible positions in the academic and administrative domains. Are there any distinct differences between these institutes?

The first major difference between institutions is that they are at different stages of evolution. IIM Ahmedabad and IIM Calcutta are





celebrating their 60th anniversary this year. IIM Bangalore, which is the third institution, will be 50 in 2023. If you look at it broadly, there are three sets of institutions, one that has been in existence for 25+ years, then another set was born in 2010-2011, and then there is a third set, which was born between 2015-2016. The older ones are now quite mature and have the entire complement of faculty in place, multiple academic programs, are financially self-sufficient, and the organizational culture is set. But the newer ones are still going through various challenges in evolution. For example, some from the third-generation set don't even have their campus running yet, as the campuses are under construction, and they are now at temporary sites.

Obviously, things there are relatively unsettled compared to the mature institutes. What is also true about new institutes is that they are quite small in terms of faculty strength.

What we have seen in the past is that it takes 15 to 20 years for institutes to reach a level of maturity where all the systems and processes are in place, there is a critical mass of faculty, good research output, etc. So this is the basic difference between different institutes. The newer institutes will eventually catch up, but the question is how long it will take for them to do so.

Even if you look at IIM Ahmedabad, IIM Bangalore, and IIM Calcutta, which are the three oldest institutes, at one time there were somewhat distinctive differences between the two, but over time those have narrowed partly because people have moved around. I studied at IIM Ahmedabad, but I am a faculty member at IIM Bangalore. People move from one institute to another. IIM Ahmedabad had a collaboration with Harvard Business School in its early years. This brought some distinctiveness but overtime all the institutes have picked up the case method, so some of the differences got diluted.

Your academic journey has been illustrious, with degrees from the best national and international institutes. What has helped you to be an effective leader and administrator?

It's a very good question. The way our institutes work or our Indian education system works, we don't get formal training on how to manage our institutes. Most of us learn on the job. We do smaller jobs first; for example, I was the



chair of IIM Bangalore's MBA program almost 20 years back, as quite a young faculty member. So, largely I learnt through experience rather than through any formal training.

I had the opportunity as you mentioned to be at the helm of multiple institutes, and it helped to develop my perspective. But I think there are a few basic things, which you have to get right. You have to treat people with dignity and respect, you have to try to be as process-oriented as possible so that things run smoothly, are predictable, and are not subject to the whims of individual people.

Academia is a very people-intensive business, and you want to provide the best possible environment for people to flower and bloom. Generally, in the IIM system, we have good faculty, as they all have PhDs from the top institutes in India and abroad, and are experts in their respective subjects. So, you need not boss them around. What you need to do is provide them with a conducive environment, so that they can give their best.

I think these aspects are straightforward, but in practice, we need some effort to make them work. These need to be done consistently. We are depending on the expertise and genius of individual faculty members to take the institute

forward. We have a great advantage in that we have excellent students.

Also, we have a fair amount of flexibility. Of course, we follow the larger government framework because the models are set by the government. But within the larger government framework, we generally have a supportive board of governors and have evolved good internal processes over time, we manage to have some degree of flexibility with the process-orientation to manage things well.

After the NEP 2020, how will the higher education scenario be impacted? Are the changes presently being implemented or will it take time for the system to evolve?

Some elements of the Education Policy are already part of what we do. The focus on quality, research, accreditation, good governance processes, are all very much part of what we do in IIM. So, these are not posing new challenges to us.

We do have some degree of multi-disciplinarity, but we can do more. One thing

we are all actively looking at is collaborating more with other institutions in the same city, for instance, in Bangalore, we have the Indian Institute of Science, National Law school, IIT, and several other good institutions.

So, we are discussing with these institutes about how we can make courses available to each other's students. So that's one way of bringing multi-disciplinarity. One thing which is different about our plan at IIM Bangalore is that we do plan to start undergraduate programs in 2023. Given the orientation of the education policy, we are currently looking at four disciplines in which we will start undergraduate programs: Economics, Psychology & Behavioural Science, Data Science, and Environmental Sustainability. The philosophy of these programs will be liberal arts-oriented, so we will focus a lot on critical thinking, leadership, developing all-around skills; but surely it will have a focus on strong academic inputs as well. We have a new campus land, which is about 25 Km south of the current campus, so we plan to develop the undergraduate programs at the new campus.

Tell us about the importance of Entrepreneurship by youngsters, and how the IIMs facilitate entrepreneurship?

We have an entrepreneurship centre at IIMB. This was set up 20 years back, so we celebrated our 20th-anniversary last year. The entrepreneurship centre does many things, like providing incubation services and mentoring. It runs a lot of programs for entrepreneurs. Also, thanks to the focus on entrepreneurship, we are providing a lot of entrepreneurial inputs to our students as well. We are one of the few institutes, which has an entrepreneurship course as a part of the core MBA program.

In the first year, students compulsorily have to do a course on the entrepreneurial mindset and motivation. This is one of the initiatives, which we think will create people with an entrepreneurial bent of mind. We do not think that entrepreneurship necessarily means you have to do a start-up, there is a good scope for entrepreneurship even in large companies. Large companies are constantly looking for avenues for growth and diversification, and they need people



Our institutes work or our Indian education system works, we don't get formal training on how to manage our institutes. Most of us learn on the job. We have to treat people with dignity and respect, you have to try to be as process-oriented as possible so that things run smoothly, are predictable, and are not subject to the whims of individual people. Academia is a very people-intensive business, and you want to provide the best possible environment for people to flower and bloom.



inside the company who can lead those efforts. Even if students are not doing their own start-ups, the fact that they have gone through this entrepreneurship orientation will help them when they are working in larger companies.

Our incubation activities are quite widespread and quite large in scope. We are working with thousands of people these days because we will be doing big programs with the national commission for women, where we are working with 2000 women entrepreneurs. We have a Goldman Sachs 10k program, in which we are working with hundreds of experienced entrepreneurs. We have a women start-up program, which has been sponsored earlier by Goldman Sachs, and now by Kotak Bank, which again focuses on women start-ups. Now we have specialized programs, which are focused on mobility, for which we are collaborating with Maruti, we have a program in Fintech, where we are collaborating with ICICI securities. So, there is considerable action in the entrepreneurship space.

You have penned over 100 research papers. Is the Indian education system moving towards a profitable research and patents system, as well as higher collaboration between industry and academia?

That's probably more immediately relevant to the engineering colleges and, there we have seen lots of things happening in the last few years. During the pandemic, many of the IITs have come up with products for ventilators, testing kits, personal protective equipment, and lots of things. I think this emphasis was not there earlier. The skills do exist, and when there is an application that has to be met, there is the capability to address that application. To facilitate this on an ongoing basis, perhaps some changes need to happen inside our institutions.

For example, in the way we measure the contribution of the faculty. Traditionally we measure their contribution only in terms of their research outputs, we don't look at the contribution to start-ups, we don't necessarily look at the new products they have created. Hence, we need to review the way we measure and incentivize faculty within institutions. Some of the IITs for example, are doing this quite well. If you look at IIT Madras or IIT Bombay, they have already got huge start-up incubators, they have a faculty and student start-up policy, and hundreds of faculty members and students are getting into the start-up mode. So, the recipes are available.

In management, things are a little different because we don't work so much on technical ideas, we do things that go into service businesses. But even then, there is scope for faculty members to get more involved in translating their ideas into actual businesses. We are looking at different models, and how we can encourage and promote the translation of faculty ideas into businesses.

Strategic management and innovation are the need of the hour. Which sectors will provide the best avenues for students who are passionate about these streams?

Some sectors are quite obvious. The Health sector is one. We have seen during the pandemic that our Healthcare system has several shortcomings, and this is a great area for students to get involved. Whether it be in products or services, there are so many opportunities in Healthcare, particularly, if you are willing to look at ways for providing affordable and accessible healthcare. Luckily, India has a long tradition in that area. We had companies like Narayana Healthcare, or non-profits, like Aravind eye hospital, which pioneered low-cost and high-quality methods of providing healthcare in their respective domains. We need more people who can use the same principles and ideas in other domains as well.

Education could be another sector. In India, we still have many problems to solve, unlike the west where most of the basic

problems have been solved and now it's all about the aspirational needs. Here we have basic "quality of life" issues, and many of them need to be addressed. There is the issue of availability in drinking water or sewage processing. You can take an issue like this where there is so much to be done. So, I would recommend that students should focus on solving the visible problems that affect the quality of life in India; that's a great place to start.

Having studied, as well as taught in foreign universities, where do you think we need to focus on for reaching international standards in education?

There is no magic wand, I think you have to go step by step. You have to focus on quality and excellence in all that you do. I think the way to go is to use accreditation processes to benchmark institutions against the best, which need not necessarily be abroad, even benchmarks against better institutions within India. We need to take the steps required to close the gaps and take the institutions forward.

I think the challenge is somewhat similar to what we saw in the quality movement in the automobile industry maybe thirty or forty years back. In India, before Suzuki entered, through the collaboration with Maruti, Indian automobile industry quality standards were not very high. But, when Suzuki came in and set up the Maruti plant, the whole equation, as far as quality is concerned, remarkably changed. If you wanted to supply to Maruti, you had to be able to improve your internal quality processes. In the history of quality development in India, the founding of Maruti Suzuki is often seen as the turning point. It acted as a catalyst.


But individual companies had to work hard to put in place the quality management systems, adopt the quality practices and it was not a process that happened overnight. In some cases, it took 10 or 15 years for many automobile-component companies to come up

Some elements of the Education Policy are already part of what we do. The focus on quality, research, accreditation, good governance processes, are all very much part of what we do in IIM. So, these are not posing new challenges to us.

to the levels required. We need to replicate such a process in academia as well.

Some institutions are doing well. We need to understand what enables them to do well, and then we need to put in place our quality processes to make similar things happen in our own institutions. Typically, in academia, accreditation is the route through which this happens. Good accreditation processes drive quality improvement. So maybe that's the way to go. That's what the Education policy also says, and we have to make it work.

Another thing that the NEP talks about is a collaboration with foreign institutions. Are there any plans for such tie-ups by the IIMs?

We have several partnerships, and we are part of many international networks. We have student exchange programs with 60 to 70 universities, research collaborations with several faculty members and institutions abroad, and some dual degrees as well. While we have some tie-ups in place, there is further scope, and we will continue to explore them. 



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UNIVERSITIES HAVE TO MAKE ECOSYSTEMS TO ATTRACT THE INDUSTRY FOR COLLABORATION

Dr. Vidya Yeravdekar, Pro Chancellor, Symbiosis International (Deemed University), outlines with *Education Post*

Dr. Vidya is a gynecologist, who can also give legal advice, promotes entrepreneurship and is amongst the who's who of the education sector in India. Meet Dr. Vidya Yeravdekar, Principal Director of Symbiosis Society & Pro Chancellor Symbiosis International University. She has led the Symbiosis group to newer echelons of success and is poised to reach many more milestones with an expansive and state of the art multidisciplinary institute. She tells us about the global collaboration for education, amalgamation of technology and healthcare, and much more in this power-packed interview.

Dr. Vidya Yeravdekar



The globalisation of education is a reality now. How it being implemented and what is are the factors that have contributed to it?

Globalisation has impacted every individual, and more importantly businesses, nations, and education. The impact of globalisation is the internationalisation of education. If you look at the history of higher education in India, even in the 4th and 12th centuries, we had some of the best universities located here in India, like Nalanda or Takshila. They attracted a large number of international students or scholars. So, though the world was not globalised at that point in time, internationalisation of higher education in the true sense was there.

Post-independence there was a focus on the massification of higher education, but if you look at the new National Education Policy 2020, you will see that there is immense focus on internationalisation of higher education. There is a whole chapter on this. This is because, in a globalised world, students need to get knowledge of what is happening in different parts of the world.

Now, when I say globalised world, it means that geographical boundaries are broken down and the world is like one big family. So, the concept of 'Vasudhaiv Kutumbakam' is becoming a reality. Hence, students have to be trained not only in issues that are related to the country but also the issues that are related to the world, whether they relate to the corporate world, climate change, and environment, or health and hygiene, we need to

prepare our students for these global issues. For this reason, internationalisation of higher education has gained importance.

How has the pandemic changed the choices of students as far as courses and admission to international colleges are concerned?

Due to the pandemic, education has undergone a vast change. The delivery of courses through online mediums was something for which we were not prepared, and while we did use technology to augment education, it was not sufficient to enable complete online delivery or to create a pedagogy that would support online delivery. So, our teachers worked very hard, and students also put in equal efforts, as it is not easy to listen to a teacher like this on the screen, capture what he or she is saying, and then use it for your assessments. It can be difficult, to say the least.

But over the last two years, we have seen almost seamless education being delivered in the online mode all across the world, and specifically in India. We are indeed facing a lot of challenges in terms of students in the rural areas who do not have any access to the internet and other facilities. But talking about the choices that students have made, for courses in 2020 or 2021, they have not changed. The impact is not so much on the choice of programme that the students wish to opt, but the delivery of the program, the curriculum being offered in the program, because we as academia, don't know what it is exactly that we are preparing our students for. The job roles that were in existence maybe a few years ago may not be the same post-pandemic.

Since the placements in Symbiosis happen in December, six months before the students pass out, students had the job letters in hand. But there was a huge uncertainty over whether the offers would hold good and the placement would continue or not. What we saw was that the companies continued with those job offers but transformed the nature of the work. They made it more research-based, which could be done online. So now, while we prepare students for the jobs that we think would be on offer, probably jobs would be completely different. The emphasis, therefore, would be on generic attributes like critical thinking, team-building, thinking out of the box, and collaboration. These are becoming extremely important along with the core subject knowledge that is imparted to students.

So, universities are also tweaking their pedagogy

and curriculum to ensure that what they offer to students will last for long and is not limited only to the training or the skilling part, for the jobs that we think may be present. There is a change in the way we offer education, frame curriculum, and deliver education. That is something that we see different from what was prevalent two years ago.

What is the scope of industry collaboration with academia in India and how will it impact the growth of research and patents acquisition by scholars?

Industry interface is something that is much talked about these days, and no university can work successfully in isolation without collaboration with the industry. Finally, what are we preparing our students for? It is for making them ready to be employed and this is key to any program delivery. Apart from employment, we also see a lot of entrepreneurship and capacity building that happens on university campuses. But, when it comes to industry-academia partnership, we at Symbiosis have been doing it from the very early days. We have a very strong partnership with industry members, right from their participation on academic councils, board of studies, and management boards. They help us to prepare a curriculum that is in line with the industry requirements.

In many colleges, you will see industry people just coming into classrooms and giving lectures to students. But we involve them more with planning the modules and even in evaluation. So, our visiting faculty do not only visit for giving lectures, but we look at how deeply we can engage with them. They are an integral part of our higher education system through participation in the framing of curriculum and evaluation.

Speaking about the research, I think that industry research and university-led research still work in silos and we need to integrate them. We don't see as much research collaboration happening between academia and the industry here. Even though we have some projects with the industry, related to behavioural studies or waste management, etc. But hard-core R&D projects which need in-depth research work, are rarely done. We are in talks with some well-established industry players for setting up a state-of-the-art R&D centre, with an emphasis on scientific research, where studies will be done on immunology, vaccinology, drug discovery. For this, we will create labs that have a very strong industry interface.



Look at the Symbiosis Centre for Medical Image Analysis, where we work on the analysis of brain scans. For this, we work closely with Philips, however, Philips research and innovation centre is not established on a university campus, but is in isolation in Bangalore. Likewise, we have set up many research centres, with a focus on industry interface, but I think this should grow in India

Universities also have to make ecosystems to attract the industry for collaboration, and industry must also encourage the initiatives where they outsource their research to the universities. So, this area needs to get more emphasis.

You have acquired multiple degrees in domains as varied as medicine and law. How will the new education policy enable colleges to be multi-disciplinary and help students pursue different subjects?

Yes, I have done medicine, MD in obstetrics and gynaecology. Then I did pursue law and my Ph.D is in Internationalisation of Education. I think that multidisciplinary education shapes your character. What attributes are we trying to imbue in our university students? Do you just want them to be skilled in a

particular area, or do you want them to be good human beings and inculcate global citizenship qualities in them? I think this comes from a multidisciplinary education. For me, I did medicine because I was passionate about medicine and wanted to be a doctor.

But when I joined Symbiosis, an institution that my father established 50 years ago, I felt that knowledge of Law is important as I was handling administration. So, though it is the administration of education, legal knowledge opened up my mind. Earlier, I had a tunnel view, limited to treating patients and doing surgeries. But I did not have the wherewithal of what was happening around the world. So, when I did Law & PhD, it opened new avenues and with an open mind, I could accept so many things about which I wasn't even in the knowhow.

Then, I did a PhD in the internationalisation of higher education because it was again something I was passionate about. I was a member of the University Grants Commission and worked on this very topic. There's so much in policymaking that I was involved in, that I thought I may as well research in this field of higher education. Multidisciplinary education is, hence, very important and fortunately we are already a multidisciplinary university, having 8 different faculties. These are faculty of Law, Management, Humanities & Social Sciences, Health Sciences, Architecture & Design, Engineering, Computer Science, and Media & Communication. So, there are a variety of courses.

So, the aspect of multidisciplinary education which the NEP talks about, we have been doing for a long time, as we believe that students should not only be skilled in the discipline that they choose but also have skills of humanities, as we want them to be a well-rounded human being. At the Undergraduate level, we have a concept of '12 floating credits' and students have to take these from other institutes apart from their own discipline of study. This aligns with what the NEP says that you can have core courses that define your main area of study, but take in electives from other streams so that you can become better global citizens and perform well at any job that comes your way. Multidisciplinary education helps you to fit in any role possible and do well in any role that comes to you.

What are the steps that leading Indian universities need to take to ensure world-class standards of academics and the holistic development of students?

I was a part of a committee that was constituted by the UGC which focused on the internationalisation of education. We have

done so many deliberations and I have had excellent members on the committee. If you refer to the report on the website of UGC, you will see that we have worked on how the internationalisation of education can be integrated with the curriculum of universities and colleges. When you talk about bringing world-class standards in higher education, it does not only mean being ranked in the top 10 or top 100 universities globally. Though ranking is important, as it sets a benchmark that is used as a goal for the university to advance, it is not the only measure.

Research is given a lot of importance in rankings, so, when we are talking about research, instead of chasing publications and numbers, let us look at the research work that gets applied to the society, and how the common people benefit from such research that you are conducting in the university. Otherwise, it does not make sense. You can do any amount of laboratory-led research work, but if it has no significance to the common man, then I would say that the research is insignificant, regardless of the journals in which the papers get published. I interact with my faculty and tell them that we must observe the common problems that people in society face, and try to find innovative solutions for them. That is what research is all about. It is about finding a problem statement and finding a solution to that problem.

If you look at the international academia, they pick up simple projects, based around simple problems that

occur every day to people around us. Then people from interdisciplinary programs, come together and find a solution. For instance, in Pune, the problem is waste management on the streets. So, can people from different disciplines like engineers, doctors, humanities or social science scholars, and management graduates come together, and find a solution to these problem.

That is the kind of work we are doing. We have adopted 22 villages in the neighbourhood of university, and we are doing work on sanitation and waste management, by setting up centres of excellence and seeing how the waste can be segregated. On our campus, we have set up biogas plants with every food hall, because the food waste that comes out is converted to biogas. This is something that we are trying to replicate in the villages and see how the waste that is coming out of the kitchens in the houses can be converted to biogas and be channelised to a community kitchen for the residents of the village. Similarly, we are working on solar power and fertilizers. One of our students became an entrepreneur by converting the by-products of the biogas conversion process into manure and fertilizer. We have set up that business idea as a start-up in our technology business incubator. This is how we inspire and encourage our students.

So, these are experiments by students and faculty that are relevant to society and must be encouraged by universities. There is a lot of emphasis on health science technology, and we have set up a hospital with a capacity of 900 beds, where free of cost treatment is provided. Our engineering and medical faculty and students worked together to find solutions to so many problems that these patients encounter.

Also, when you talk of world-class education, I think it must be relevant world-class education, rather defined by rankings. We have always been amongst the top 50 universities in India as per NIRF rankings,

Tell us about the various co-scholastic initiatives like the Literary fest that gives students at Symbiosis an opportunity to acquire global-cultural knowledge.

Symbiosis is a student-led university. So,

if you look at our institutions, be it the institute of management, or liberal arts, or economics, the students play a major role in the administration. Almost 40% of the budgets are handled by students. The kind of festivals that they organize is exemplary. We have four BBA campuses across the country, and they organize the 'Sympulse'. Students festival It is a combination of academic and extra-curricular activities and has a budget of about Rs.75 lakhs. Everything is managed by the students, from sponsorships, budgeting to logistics. We feel that this is experiential learning, where they are creating an event like Sympulse and managing the fest with participants from not only India but foreign universities as well.

Similarly, we have other student-led festivals. When the pandemic hit us, we were preparing for our golden jubilee celebrations. We used it as an opportunity and organised the Symbiosis golden Jubilee lecture series. We invited people from across India and outside India. Eminent people like Dr. Devi Shetty, Shri Javed Akhtar, Dr. Kiran Majumdar Shaw, Dr. Sudha Murthy, Mr. Amitabh Bachchan, Saurav Ganguly and many others spoke to our students virtually. I believe that students learn a lot from such interactions than just classroom teaching.

We also have distinguished professors like Dr. Vijay Gokhale, Amb. Pavan Verma, Amb. Gautam Bambawale, Chef. Sanjeev Kapoor, Amb. Talmiz Ahmed and others, who have worldly-wise knowledge and deliver lectures that are interdisciplinary and students from multiple programs join these lectures. There is the Literary Festival where we promote the belief that literature is something that we need to integrate with all the subjects. During the COVID pandemic, we have organised many health-related talks by eminent persons, on health-related issues.

You have successfully led Symbiosis to become an international institute of eminence. What is your vision for further growth and in what domains?

We started the Symbiosis Medical College for Women two years back, which is like a feather in the cap for the university. We have been known for Law, management, etc. In the last few years, we have seen advancements in medical technology, and with the medical college, life has come a full circle for me,

being a medical professional.

The University has many ongoing Research Projects, received grants from national agencies and recently the Department of Science and Technology (DST) has given a grant to set up a Technology Business Incubator. Symbiosis Centre for Research and Innovation (SCRI), a dedicated department of SIU for promoting and facilitating research among students and faculty focuses on developing institutional research agenda and to formulate policies to nurture quality research culture within the University and is engaged in translating SIU's vision of creation of knowledge for the benefit of the Society into reality.

SIU has collaborations with more than 70 universities across the globe for student and Faculty exchange, and I am glad to share that SIU Institutes have consortiums with European Universities under the Erasmus+ in which we have 6 ongoing Research Projects over varied areas ranging from Revitalizing European Studies across Asian Universities, Quality Assurance Management & Benchmarking, Risk Management & Antibiotics Resistance among others.

The Faculty of Health Sciences (FoHS) has been established to address the growing concerns regarding healthcare delivery and education including training of healthcare professionals across all cadres and also offers full-time as well as distance education programs meant to professionally upgrade the healthcare professional. The faculty has eight Institutes under its ambit namely Symbiosis Institute of Health Sciences (SIHS), Symbiosis College of Nursing (SCON), Symbiosis School of Biological Sciences (SSBS), Symbiosis School of Culinary Arts (SSCA), Symbiosis School of Sports Sciences (SSSS), Symbiosis Centre for Health Skills (SCHS), Symbiosis University Hospital & Research Centre (SUHRC), Symbiosis Medical College for Women (SMCW). The Symbiosis Medical College for Women (SMCW) is located in the scenic campus of the Symbiosis International University at Lavale. The annual intake will be 150 students. The medical college and its attached Symbiosis University Hospital and Research Centre will have state-of-the-art infrastructure and facilities. The presence of sister institutes within the campus like the Symbiosis Institute of Technology, Symbiosis School of Biological Sciences, Symbiosis Centre for Entrepreneurship & Innovation and the



Research Centres such as Symbiosis Centre for Stem Cell Research (SCSCR), Symbiosis Centre for Medical Imaging and Analysis (SCMIA), Symbiosis Centre For Emotional Wellbeing (SCEW), Symbiosis Centre for Applied Artificial Intelligence (SCAAI), Symbiosis Centre for Behavioural Studies (SCBS), Symbiosis Centre for Nano-Science and Nanotechnology (SCNN) & Symbiosis Centre for Waste Resource Management (SCWRM) will assist in the strong focus on academics and research. Symbiosis Centre for Advanced Legal Studies and Research (SCALSAR) has been established to consolidate the research activities (under the Faculty of Law) in Science, Technology and Innovation specialization, with a focus on healthcare and medicine, Biodiversity Laws, cyber law, Nanotechnology, Artificial Intelligence and IP Case studies.

The Health Science and Technology Park creates a unique ecosystem for collaboration between the recently set up University Hospital and Research Centre and Symbiosis Institute of Technology and the incubation Centre which are located around the Hospital. The HSTP will also make provision for other Med-tech companies to be set up in the vicinity, to give students an opportunity to work on live projects and internships and the hospital will also provide the synergy for the existing Research centres as well.



Prof. Debashis Chatterjee

OUR ENDEAVOUR TOWARDS
LEARNING HAS ALWAYS BEEN
**TO PROVIDE
GREATER
FLEXIBILITY
AND FREEDOM
TO STUDENTS**

Prof. Debashis Chatterjee

Director, IIM Kozhikode says in
conversation with **Devika Bhattacharya**

Tell us about your journey at IIM Kozhikode. How did you take forth the transformation of the institute?

During this past decade, I have been fortunate to be a part of IIM Kozhikode's remarkable journey as it started coming of age and started counting among the top 4 B-Schools in the country, which is a mammoth achievement for a self-sustaining institution just 25 years young. My team and I believed that IIM Kozhikode can put away its geographical disadvantage by drawing the best brains of the country and offering them the best environment to grow and prosper. We already had a strong technical platform by means of



being the first B-School in Asia to have a satellite based education programme back in 2002. We built it further and offered programmes to executives who were keen to learn the nuances of a quality MBA programme by bridging the technology gap and also dedicating a satellite Campus to the cause based out of Kochi in 2012. We also led the way in pioneering and introducing gender as well as academic diversity. We were the first to achieve gender parity way back in 2013, with PGP-17 recording more than 50% women MBA candidates and breaking the glass ceiling. We did a repeat of the feat last academic year, making our intentions and aspirations loud and clear. We established India's only Business Museum at IIMK in 2013. Our Journal IIMK Society and Management Review of which I was the founding editor in 2013 is now drawing serious worldwide attention as the only B-School journal to find a place in both ABC and ABDC lists. From being the first IIM to bag AMBA

(UK) accreditation to now placing ourselves on the brink of global triple accreditation, IIM Kozhikode has always dared to go beyond the conventional. The best example being the introduction of Liberal Studies Management as a full time MBA, drawing rave reviews and exciting responses to the programme thereby initiating the multi-disciplinary approach recommended by NEP 2020.

We have also consciously chosen to think in terms of what IIM Kozhikode will be able to contribute to India and the world some three decades from now with 'Vision 2047: Globalizing Indian Thought.' The Institute has set for itself a pre-eminent role with the above motto. The sheer scale, scope and potential impact that India will have on 21st century business make us believe that this is a legitimate aspiration. We truly believe IIM Kozhikode's mission is bigger than just disseminating academic or even professional courses. Our

vision extends to those major challenges like infrastructure, healthcare, education, managing the aspirations of an ever-growing population with scarce resources. We truly wish to play our part in the creation of a new and resurgent India.

Your popular book *Invisible Arjuna* explores the lessons from ancient times. How did you get your inspiration to explore the epic and what were the top 3 teachings?

In *Invisible Arjuna*, I have attempted to list out the nine stages of a person's life that make one a hero. We can easily apply each one of those nine lessons to our lives to become better professionals or "professional heroes," so as to speak. As someone who interacts with scores of different professionals on a daily basis while imparting education and discharging my responsibilities as Director of an IIM, I can vouch for the fact that people have immense potential in them but are either not aware of it or do not know how to maximise that potential. There is a beautiful passage in the book that says, "A hero's talent lies latent within the self. It sleeps within him as seeds of possibilities. When discovered and nurtured, the seeds grow and flower. This flowering of his talent is a hero's true vocation... When a grain of corn falls on the earth and decides to remain a grain, its identity as a grain is lost over time. Yet, when the same grain decides to sacrifice itself to the soil, the grain becomes a seed and bears much fruit." Through this book I have tried to convey the message to recap the fact that the journey to being the supreme or the best may not and will not always be easy, but is not impossible either. The onus lies on us!

India would simply be incomplete without its two epics – the Ramayana and the Mahabharata. My inspiration to explore them in detail comes from childhood memories of the two being beautifully narrated by my grandmother. It has stayed with me since then. Both the accomplished works guide us through the ways that uplift our soul (self or Atman) to the greater self or Paramatma that is Him.

How different is it to head an educational institute in a country like Singapore, vis a vis in India?

Singapore is a mature economy. It has a fairly programmed, efficient and seamless work culture. Heading an institute in a country like Singapore gives you not only the advantage of working in a first-world context but also the ability to connect with a whole range and variety of people from multiple nations. For me, it was like having a global experience in a city. Unlike in India where you can count on the inefficiencies of your competitors to succeed, in Singapore the level of competition is very high and the tolerance for inefficiency is pretty low. So, one wanted to always be on one's very best, not just to survive, but to flourish. I remember having persuaded the prime minister's office in Singapore to rename a bus stop in the name of the school that I was heading rather than the condominium which the bus stop was named after. It happened almost overnight. This was possible not only because of my proximity to the then Prime Minister of Singapore, Lee Kuan Yew, whom I met in Harvard, but also because of Singapore's way of doing things based on pragmatism and world class efficiency.

A large number of educators and academic leaders have also benefited from your guidance. How do you guide them to follow the best practices in pedagogy?

Our endeavour towards learning has always been to provide greater flexibility and freedom to students that will enable them to think out of the box and re-define their skills and creative abilities. Having said so, the ability of learners to skilfully resolve problems cannot appear by itself but must be mentored and trained through the learning process that involves the application of the concepts taught. The current blended learning approach we have undertaken due to this unexpected crisis did not eliminate the role of creative teaching in the classroom. Instead, it takes a large group of students and breaks it down into more manageable chunks. This way, we attempted



for more creative lesson ideas to go through an iterative process. Our focus was also on developing the emotional quotient of the students as the current workplace is largely focussed on technical (hard) skills, with a need for those more equipped with emotional and creative intelligence. Recruiters very often make a mention of the lack of people skills, out-of-box thinking, and cultural sensitivity of the students. They have shared experiences where students were given a simple human related issue to tackle which needed more emotional intelligence than anything else and how in tackling the issue, only a few students succeed. This clearly implies the need for exposure to courses non-quantitative in nature in addition to the quantitative ones. At IIMK we specifically work on imparting these skills through our MBA programme.

Please share something about your role at IMI Delhi, a first of its kind business school.

My role in IMI Delhi was that of Director General. I was in charge of three campuses: Delhi, Calcutta and Bhubaneshwar. So my role was pretty much taking on a fairly established school and turning it around in a way that it begins to deliver on the promise in which it was built. Firstly, I tried to highlight the international footprints of IMI by strengthening the ITEC programme which gave a steady stream of participants from several countries to the school. I also recruited some high quality faculty from across a spectrum of academic areas so that the quality of academic life was enhanced. I rebranded IMI not just as a Delhi school that catered to a handful of rich and affluent children, but as a national school with international footprints. We got our global accreditation from AMBA and we began to strengthen our new programmes in all three

campuses. My idea was to integrate the three campuses of IMI as one unit so that IMI could serve as a brand. My year and a half in IMI was described by many faculties as the most stable, creative and productive experience they have had in the history of IMI and I am grateful to them for that.

What are the main aspects on which you guide corporate leaders and managers around the globe, and how have they changed after the pandemic?

It is very essential for them to appreciate that the future of their



business will depend entirely on the quality of their actions in the present. The first step for them is to be conscious of an old mindset that they are carrying in their head about business as usual. Yet we can see that business as usual does not work anymore, just as the business school as usual does not work for me anymore. That is the old normal. The new normal post the pandemic is not sitting there like a target you have to hit. The new normal is what you create through your karma— your thoughtful and conscious action.

The new attitude that generation Z will bring to the enterprise will shift business thinking from consuming to caring. This will have an impact on consumption patterns. The new generation will see attitudes shifting from the egocentric managerial world towards a more eco-centric, purposeful business. Businesses will be a lot more accountable for carbon footprints they leave behind. Enterprises will be hauled up more for outsourcing the social and environmental cost of doing business and making money. Another attitudinal shift that will come about in organizations is the movement from the rigidity of structures and processes to flexibility and freedom to innovate. Leaders should give the graduates of the COVID-19 world the flexibility to manage their own time.

In times of uncertainty, the only way to grow is to accelerate the pace of learning. This requires an attitude of humility and an enduring belief that intelligence is not frozen but fluid in nature. Those with growth mindsets, according to Dweck, believe that intelligence can be enhanced with effort. In the times of uncertainty, those with a growth mindset will be the ones who would survive and thrive.

You have taught and done research at the prestigious Harvard University. How will you compare the research facilities there with those in Indian institutes?

Research is a part of the DNA of Ivy League schools. Harvard was not an exception. The physical knowledge and the intellectual infrastructure for research is already in place in a way that we still do not have in India. The research facilities and the funds for research at Harvard is incomparable not just with Indian but with most universities in the world. Billions of dollars worth of funding is available not just from Harvard's own funds but from across the world because Harvard is the biggest educational brand that the world has. So they attract a lot of investors and research funds. We cannot compare any


Indian school in that scale or scope of research funding. However, in terms of talent pool for research, India has got enough. The only problem is that our research acumen has not been honed because we do not have a research culture in this country. Harvard has perfected a research culture and therefore research is a spontaneous part of the knowledge creation and knowledge dissemination process. In India, building research universities is only a recent phenomenon and the funding for this is not anywhere close to something that Harvard can give. However, given our new education policy and its thrust on research and interdisciplinary work, I do hope that our research and innovation will soon touch a new orbit going forward.

Please share with our young readers one success mantra that you prescribe for students.

If it is about just one specific trait that we are speaking about, I would say to the students to develop the art of listening! As Stephen Covey rightly says, "Most people do not listen with an intent to understand; they listen with the intent to reply"

In my new book 'Karma Sutras', I have argued that mature listening is the most powerful tool in leadership. The listener matures through three stages of listening: the factual, the intentional, and finally the transformational. Mahavira, a contemporary of Buddha, described transformational listeners as 'shravakas': they were people who would learn and seek enlightenment just by deep listening." Listening was valued in the sacred traditions because it was synonymous with learning.

We learn more deeply through our ears than through our eyes. Our eyes only skim the surface of reality as a succession of forms. The eyes are very linear in their reception of images. While listening, we absorb information from multiple directions. That is why when we think deeply about something, we tend to close our eyes and listen more through our ears. Deep listening facilitates the flow of intelligence in communication by removing the physical, physiological and mental barriers that separate the speaker from the listener. If you are able to find your own voice amongst the chaos then you have set your own path to success.

The relation between the tongue and the ear is not like a mechanical relation between one organ of the body and another. It is not as though the tongue pours out information and the ear receives it. Leaders know that the purpose of listening is to create not eloquence but understanding. 



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**(FPM Batch 2022-2023)
(Approved by AICTE)**

**ADMISSION CRITERIA:
ELIGIBILITY:**

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

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

SELECTION CRITERIA:

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

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

MINIMUM TWO YEARS OF WORK EXPERIENCE

AREAS OF SPECIALISATION:

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FINANCIAL SUPPORT:

FPM scholars will receive financial support including scholarship, contingency grant, conference grant, etc.

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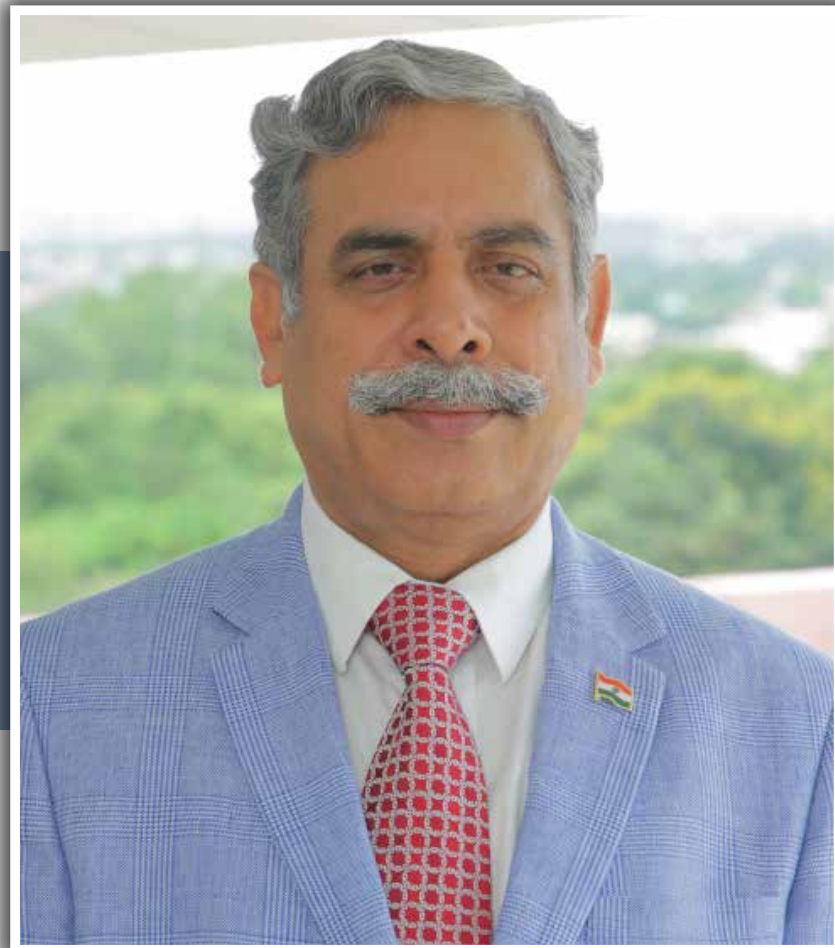
Application
Deadline:
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(Monday)**

Programme
Commencing:
June / July, 2022

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Prof. Shailendra Singh
Director, IIM Ranchi

Prof. Shailendra Singh earned MA in Psychology from the University of Allahabad and Ph.D. in Organizational Behaviour from IIT Kanpur. He has more than 34 years of post Ph.D. research & teaching experience. He also has a vast and varied experience in training, administration and consultancy. Prof. Singh was the Dean (Research) and a Senior Professor in the area of Human Resource Management at Indian Institute of Management Lucknow. He has also served as the President (2013-14) and has been elected as a Fellow (2018) of National Academy of Psychology India.

EDUCATION DEMOCRATISED WITH THE OPENING OF THE DIGITAL SECTORS

Q With opening up of the digital education sector during the pandemic, how has the possibility of learning from international institutes improved for students?

The digital education sector was open much before the pandemic. Many premiere Institutions like IITs and IIMs were already using the digital education platforms to deliver online certificate programs. IIM Lucknow had collaboration with NIIT and Reliance to deliver online courses. Yes, after pandemic many more platforms have come up. Digital learning can be of two kinds : synchronous and asynchronous. In synchronous system, students and teachers are present in real time mediated by a computer. Online classes where teachers

is available to respond to the questions of students and provide feedback to students on their solutions.

Asynchronous classes happen where teachers recorded lecture are available on predefined topic but the teacher is not available to respond to students' queries. To overcome this problem, sometimes teachers organize live chat sessions.

With the opening the digital education sector, education is democratised. All kinds of students have exposure to online learning. And now international faculty can be invited to deliver lectures in Indian classrooms and vice-versa. More online degree, diploma and certificate programmes have been started by International Universities with pocket friendly budgets which even a middle class student can afford.

However, let me state that the digital education



cannot fully substitute face to face education as learning in face to face classes is having media richness and relational advantage. Further, we require very stable and reliable internet connectivity to get full benefit on online digital classes. The best use of the digital educational platform is for busy executives or students who can't be present for very long in face to face classes due to various reasons, they attend initial classes physically and rest of the classes in online mode. Definitely online / digital platforms

have proved as a boon when movement was totally restricted.

Experiential learning is a dominant concept now, right from the stage of elementary education. How do you implement it at the higher education levels consistently?

Experiential learning is in thing now, but the same has a very ancient origin. Panchatantra is the book which taught Rajputras through stories. Dronacharya's Gurukula also imparted learning by doing.

According Confucius, "What I hear I forget. What I see, I remember. What I do I know." Thus, learning by doing is the most fundamental process of learning. Internship, practical work experience, simulation etc. are being used

to generate learning of a subject or concept following the same philosophical underpinning.

According to an experiential learning theorist David Kolb, people have different learning styles. He talked about four learning styles: Concrete experience, Reflective Observations, Abstract Conceptualization and Active Experimentation. These four learning styles are generated based on contrasting two dimensions: abstract vs concrete and active vs

reflective. Persons who learn from concrete observations may be Police, Journalist etc. Similarly, Abstract Conceptualization may be done by scientists and mathematicians. Reflective Observation may be done by psephologist and Active Experimentation may be done by those who are trying to change and improve the situation. We are mix of all the styles, but some styles may more dominant than the others and dominant learning style may be our primary style of learning. It is suggested that teachers delivery methods should be such that it suits to the need every learner.

Management education has always been on the forefront of participants centred learning. Harvard Business School has mastered case method of teaching. IIM Ahmedabad received the training in case method of teaching from Harvard Business School. IIMA replicated the model of teaching in India. Business schools in India who subscribe to HBS Cases are also being trained HBS faculty. Now multiple business schools are offering case method teaching and case writing workshops. Apart from case, management game and computer-based simulations are being used for student engagement and learning.

Other experiential pedagogies successfully used in management education are : team-based learning or Training Group learning, Role plays, instrument based survey and feedback; real time case study projects, blogs etc. these are also successfully used apart from traditional lectures and dialogues sessions. In business schools, ownership of learning is with the participants and faculty is entrusted with role of facilitation of learning.

You have served long tenure at IIM Lucknow, at various positions. How has the institute developed over the past 2 decades?

IIM Lucknow is a great organization. Established in 1984 when Sheila Kaul was Minister of State for Culture, Education and Social Welfare Independent charge at the Centre and also represented Lucknow

Lok Sabha Constituency. The first director Prof. Ishwar Dayal established the strong work culture and work ethic. Initial staff was highly committed and were ready to go beyond the call of duty whenever the Institute required their services. The committed faculty, motivated staff, brilliant students, influential and supportive alumni, support and guidance of the Board of Governors, shaped the IIML as it stands today.

IIM L started its doctoral programme (FPM) in the year 2000. In the year 2005 IIML took bold initiative to start its second campus in NOIDA, Uttar Pradesh and became the first IIM to have its second campus.

Prof. P. Singh an excellent trainer himself gave acceleration to the



executive education activities. NOIDA Campus was his brainchild. He wanted to exploit the executive education business of National Capital Region through NOIDA campus of IIML. Now IIML has 20 acres fully operational campus housing multiple executive programmes like Post Graduate Programme for Working Executive (WMP), International Programme for Executives (IPMX) and Executive FPM. It also has a full time Post Graduate Programme in Sustainability Management (PG-SM)

Academic curricula are delivered through 11 interdisciplinary areas namely, Business environment, Communication, Decision sciences, Finance and accounting, Marketing, Human resource management, Operations management, Information technology and systems, Strategic management, Agribusiness management and Legal Management. Rich pedagogies are employed including but not limited to cases, projects, simulations role plays, business games lecture -cum-discussions, movies and experiential exercises.

IIML over the years has emphasized internationalization and International accreditation. As of now IIML has partnership and students exchange MOUs with 24 management Institute/Universities in Europe, USA, Canada, China and Singapore. The Institute also has dual degree programme arrangement with the ESCP France Europe. Currently, IIML is AACSB and AMBA accredited. EQUIS accreditation is also in advanced stage. IIML with more than 1100 students and close to 100 academic staff maintains a healthy students-teacher ratio.

IIML has also helped the Ministry of Education in the establishing the younger IIMs. IIM Rohtak, IIM Kashipur, and IIM Sirmour have been mentored by IIML. The latest in the list of IIM family, IIM Jammu has also been assigned to IIML for mentoring. In mentoring process, IIML initiated academic processes and did handholding for initiating and running Post Graduate Programme along with recruitment of initial academic and nonteaching staff. Some IIML faculty and staff having long experience also role modelled the functioning of various committee like Admission, Post Graduate Program, Placement, Purchase, Administration, Project etc. Mentoring process also incorporated



Digital education cannot fully substitute face to face education as learning in face to face classes is having media richness and relational advantage. The best use of the digital educational platform is for busy executives or students who can't be present for very long in face to face classes due to various reasons, they attend initial classes physically and rest of the classes in online mode. Definitely online/ digital platforms have proved as a boon when movement was totally restricted.

the culture building role. I am happy to write that today five of the twenty IIMs are headed IIML professors. This reflects the administrative and governance capability of the Institute.

In my assessment IIML is a dynamic organization which has a great future as it faculty members are entrepreneurial and continuously update themselves to remain relevant.

What impact does emotional intelligence have on the academic and professional growth of youngsters nowadays? How can they develop it positively?

Emotional intelligence (EI) is being intelligent with our emotions. EI, is also known as emotional quotient or EQ, is the ability to understand and manage our emotions and the

emotions of others. It can be defined as a set of skills pertaining to accurate appraisal and expression of emotions in oneself and others, effective regulation of emotions in self and others and the use of feelings to motivate, plan, achieve in one's life. There are many models of EI but most influential one Hay Group model talking about four dimensions of EI namely, Self-Awareness, Self-Management, Social Awareness and Relationship Management derived through a 2X2 conceptualization namely, Self and Others and Awareness and Management.

The first building block of EI is Self-Awareness. The ultimate aim of EI is to manage relationship. The ultimate goal Relationship Management can be achieved through both routes, through developing Social Awareness or developing Self-Management. According Goleman who wrote the famous books Emotional Intelligence and Working Emotional Intelligence, that EI is an essential feature in leadership effectiveness. Emotional Intelligence is positively associated with job performance, job satisfaction and health. EI is also associated with high academic achievement. Young people with higher EI have better probability of career success. How EI can be developed.

EI model of Goleman consists 18 subdimensions organized within 4 dimensions:

<p>Self Awareness</p> <p>Emotional Self Awareness Accurate Self Assessment Self Confidence</p>	<p>Social Awareness</p> <p>Empathy Organizational Awareness Service Orientation</p>
<p>Self Management</p> <p>Emotional Self Control Trustworthiness Conscientiousness Adaptability Optimism Achievement Orientation Initiative</p>	<p>Relationship Management</p> <p>Developing Others Influence Conflict Management Inspirational Leadership Change catalyst Building bonds Team building & Collabo...</p>

Figure1: Subdimensions of EI

We learn through practice and feedback. We can also develop EI through practice and feedback. Of course, anything that we want to learn, we need to have some willingness or preparedness

for learning. It takes long time to develop EI, but it can learned and honed. People may like to cultivate certain habits to develop EI including develop listening habits, be receptive to feedback, develop system of receiving 360 degree feedback, develop empathy, try to focus on self and others emotions, attend training programmes focusing on self-awareness and self-management. **A generic EI development programme is given below:**

EI Development

- Assess the job
- Assess the individual
- Deliver assessments with care
- Gauge readiness
- Motivate
- Make change self directed
- Focus on clear and manageable goals
- Prevent lapse
- Give Performance feedback
- Encourage practice
- Arrange support
- Provide models
- Encourage
- Reinforce change
- Evaluate

Do you think that there is greater need to study psychological aspects and create a support system for the students and professionals, given the competitive scenarios?

Psychological support system in academic as well professional studies was always needed. With rise of competitiveness and career uncertainty, the same has become more important. Ministry of Education, Government of India has emphasized that students may be provided with counselling support, so that people can get support timely. We envisage multi-tired support systems:

1. **Faculty Mentoring Support System** where a student in need can approach the assigned faculty.

2. **Alumni Mentoring Support system;** In this system, if alumni volunteers want to give one hour to their alma matter, then interested alumni can be approached by these students. Buddy system can also be introduced, where buddy can a senior, a junior or a peer who accompanies the focal students. Many times, just by socializing, problems get clarified and pent up emotions get catharsis and issues get resolved. But these systems of mentoring are not substitute of organized system of counselling and consulting. Institutions should also keep them in place. During pandemic time such psychological support services has become more important as fear and loneliness have become more rampant.

You have interacted with students and academic leaders in leading Indian and international institutes. What are the standards of resources available to students abroad as compared to Indian institutes?

Institutions vary in terms facilities, resources and standards. Our IITs and IIMs and many excellent private universities and institutes have facilities, resources and standards at par with the good institutions in the world.

If our students go abroad, they do well in their academics in these Institutions. But when it comes to average institutions of our country, then we lag far behind. We need to augment our academic infrastructure, resources including human resources. New National Education Policy is a welcome document, if implemented with sincerity, we may have transformative changes in the education system of India.

What will be the focus areas of growth for IIM Ranchi over the next 5 years?

IIM Ranchi was established on December 15, 2009. We have entered into thirteenth year of existence. In July 2010, we started our journey with 44 students with no diversity. Today we are having more than 1000 students and seven programmes. Five are full time Post Graduate programmes namely, MBA, MBA -HRM, MBA Business Analytics, and a Five Year Integrated Programme in

Management (IPM) and Doctoral Program leading to Ph.D. Our executive education programmes include MBA for Executives (PGEXP) and Executive Doctoral Programme leading to E-Ph.D. Besides these, we have multiple executive education programmes ranging between three days certificate Programme to one year certificate programme.

In the year 2022, we also launching our Journal entitled ' IIM Ranchi Journal of Management Studies (IRJMS)'. We have also established centres excellence in following names: 1. Atal Bihari Vajpayee Centre for Leadership, Policy and Governance, 2. Birsa Munda Centre for Tribal Affairs and 3. Rekhi Centre for Excellence in Science of Happiness. We will undertake contextually relevant research and training programmes in the aegis of these centres.

In coming five years our focus areas growth will be:

Research, augmentation of faculty resources, achieving Internationalization and International accreditation for our Academic Programmes and completion of our campus project.

Research: Any institution of higher learning is known by its researchers and research output. Currently our research is based on faculty guidance of doctoral scholars and from Ph.D. work of newly recruited faculty members. We want to make it broad based where each faculty is doing collaborative and externally funded research. We will also host national and international conferences for exchange and cross-fertilization of ideas.

Apart from peer reviewed journal and conference publications we will be interested in policy research which can influence perspectives of the Government. Our endeavour will also be to strengthen our journal and bring the same into Scopus indexed Journal network. The Institute will also be funding the invited scholars having track record of high impact research as Scholar in residence with whom our faculty will learn and collaborate. Also, we will host international scholars visiting India on various scholarships like Fulbright, DAAD, Indo-Canadian Shastri etc. Such initiatives will substantially enrich research ecology of the Institute.

Augmentation of Faculty Resources: Faculty-student ratio is considered one of the important parameters in NIRF ranking. From Institute's point of view 1 : 10 is ideal and 1:15 is acceptable. We

are trying attract faculty from all over the world. Currently, our faculty represents Ph.D. and Post-Doctoral training from US, Germany, Japan, Singapore, IIMs, IITs, etc. We are also having special recruitment drive (SRD) to recruit the faculty from reserve categories namely, SC, ST, OBC,PHC, and EWS. We keep on recruiting faculty on rolling basis and gives attractive benefits on research publications and very flexible work culture. This is continuous process but a very crucial input variable for making IIM Ranchi a well-rounded business school.

Internationalization and International Accreditation: To develop global outlook among our students we are providing international exposure through International seminars, webinars and workshops and courses covering international business practices like international Marketing, International HRM, International Finance etc. We also have student exchange arrangements with multiple B-Schools and universities in US, Russia, France, Thailand, South Korea, Greece and Bangladesh. We want expand and enrich this network by adding more countries and business schools.

IIM is a brand in itself. The Government of India has also accorded it, the status Institution of National Importance. Still, we are seeking International Accreditations as it gives us a position in a fraternity of peer reviewed Institutions. IIM Ranchi is having member status in AACSB and EFMD Global. We are also a signatory of UN Global Compact Principles of Responsible Management Education (UNGC PRME). Our endeavour will be complete the processes of AACSB and EFMD in next five years and get accredited. These accreditations also encourage our faculty members to understand the linkages between our activities, processes and outcomes and will our students and faculty members if they are seeking international opportunities in teaching, higher education, visiting assignment etc.

Completion of Permanent Campus: Thirteenth years is on and we got into our permanent campus. But the journey has been quite challenging. I joined IIM Ranchi in March 2017 and delivered welcome address in 6th Convocation of IIM Ranch on 6th April 2017 in which Shri T.V. Narendran, M D of Tata Steel was the Chief Guest. Our function was organized in Dr Ram Dayal Munda Auditorium.



That day itself I had declared that three years after this, we will have our 9th Convocation in our own permanent campus. That time, the campus construction not even conceptualized. Due to Pandemic things got further derailed. But God help them who help themselves. We got the first building of our permanent campus inaugurated on December 14th, 2020 by Shri Parimal Nathwani Ji who graciously helped us with Rs 13.56 crores from his M P LAD fund. And our 9th Convocation was organized in our own Auditorium and the Chief Guest was Hon'ble Defence Minister Shri Raj Nath Singh Ji. Work is still going on. We are in the process of getting possession of 75k Sq metre constructed area housing the buildings of faculty and administrative offices, sixteen class rooms, library, computer centre, director's house, three hostels, Students Dining, Faculty and Staff housing and a Community Centre. What we still need to get on priority basis in our campus are : more hostels , guest house, MDP building, more faculty and staff residences, Health Centre, and a Sports complex. It may take close to two years to get the campus fully complete in all respects.



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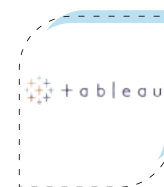
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- Brilliant faculty, both scholarly and practice who have superb credentials and are passionate mentors
- Outreach programs that promote real-world learning
- Our students represent greater than 600 of the best organizations in India and abroad

Industry Collaboration & Engagement

 <p>DSU SCMS has entered in to a academic alliance with Ui Path Robotic Process Automation (RPA) tool recognized by Gartner in Gartner Magic Quadrant (GMQ) to provide global certification to our students</p>	 <p>Data IKU (GMQ) has exclusively collaborated with DSU-SCMS to train our students on their platform on end-to-end data science problems to meet the industry need of Business Analysts</p>	 <p>Surya Software in collaboration with DSU-SCMS has launched a Business Analyst course where the intellectual pool will be used in creating and delivering content to our students.</p>
 <p>DSU SCMS in collaboration with FutureSkills, a joint venture between NASSCOM and Ministry of Information Technology has developed Certification based training courses on technology and professional skills to our MBA and eMBA students to enable them to become skilled and future ready.</p>	 <p>DSU-SCMS has a strategic alliance with IBM University Relations to extend IBM academic programs, resource material and certification to our students.</p>	 <p>Tableau (GMQ) is a data visualization toolon which our students are trained to convert raw data into impactful visuals to communicate the business insights to non- technical stakeholders.</p>

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Prof. Manoj Kumar Tiwari

THE NEP IS A BLESSING FOR THE EDUCATION SECTOR

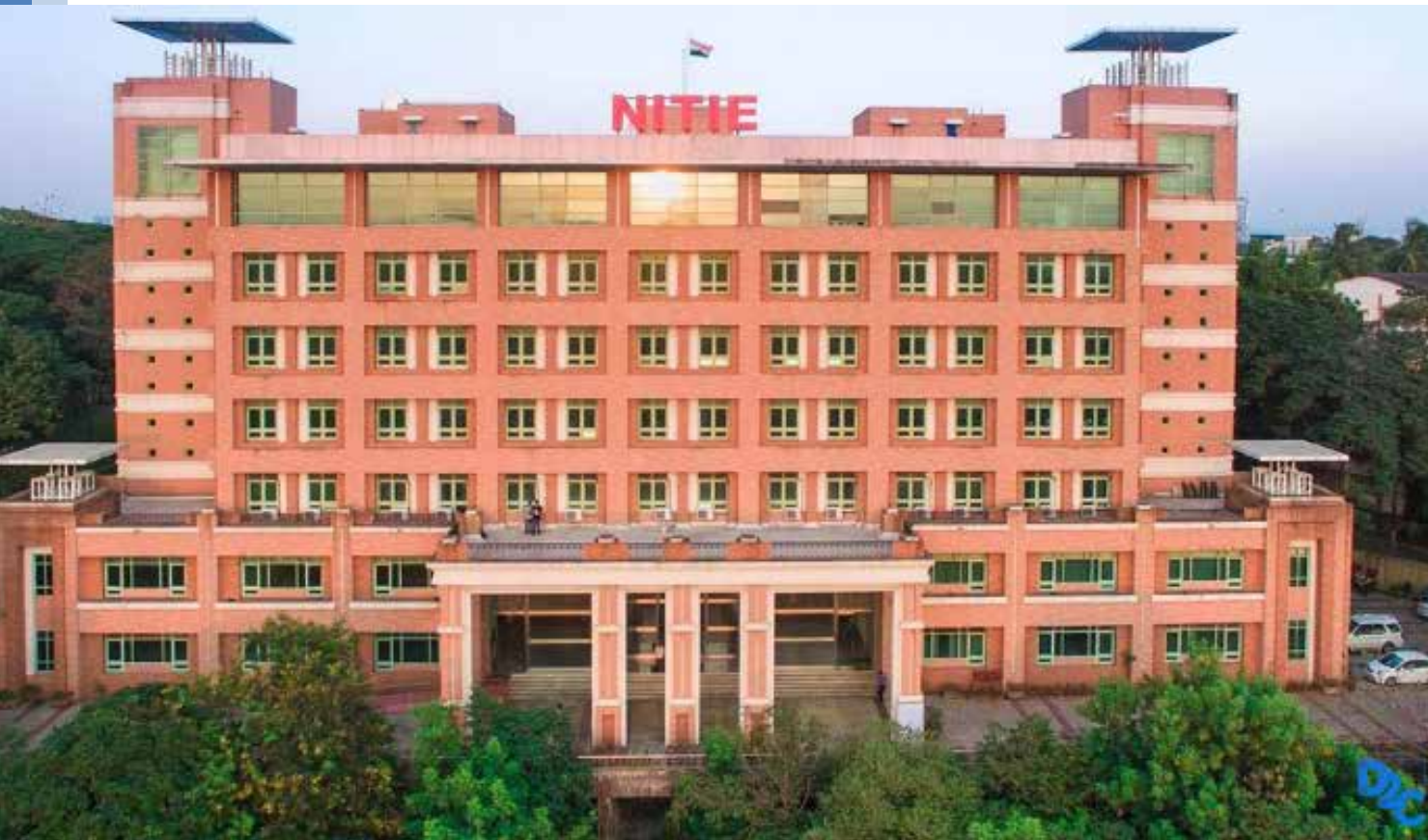
AS IT SPELLED OUT A NEW APPROACH TOWARDS EDUCATION

Prof. Manoj Kumar Tiwari

Director, National Institute of Industrial Engineering (NITIE), Mumbai

You have worked for many years and been associated with various institutions. Do you perceive any difference in the working culture and educational aspirations among those Institutions?

I think it's more or less the same in all the institutions as skilled individuals are the same across institutions as well as corporate lines. Educational Institutes are known for their academic rigor. Engineering and Management institutions cater to the growing needs of the corporate houses. NITIE being situated in Mumbai, the commercial capital of India, is more connected to the industries and there is a growing association of industry and academia.



What changes can be observed recently in the industry and what will be the impact on different sectors?

Since last year businesses have been pivoting online across all industries, earlier the online mode was limited to the interactions between the customer and the Business, but now even crucial internal processes are executed virtually. The Manufacturing sector is witnessing this digital transformation, accelerated by exponentially growing technologies such as intelligent robots, autonomous drones, sensors, and 3D printing. With the advent of Industry 4.0, monumental changes are expected as new technologies would help managers optimize and augment their equipment virtually. This, coupled with the faster computing speeds provided by 5G and better semiconductor chips, would broaden our manufacturing

landscape and become a global hub for production. Businesses in the IT and related sectors are expected to become more flexible, with workflows becoming more transparent, decentralized, and less hierarchical.

What steps have you taken towards building a connection between the industry and academia?

NITIE has a strong legacy of having deep ties with the industry. We recently inaugurated a Centre of Excellence in Logistics & Supply Chain to improve the logistics landscape in our country. We've signed MoUs with Larsen & Toubro (L&T), Genpact, Procter & Gamble (P&G), Tata Consultancy Services (TCS), Jawaharlal Nehru Port Trust (JNPT), European Business and Technology Centre (EBTC), and FICCI FLO on



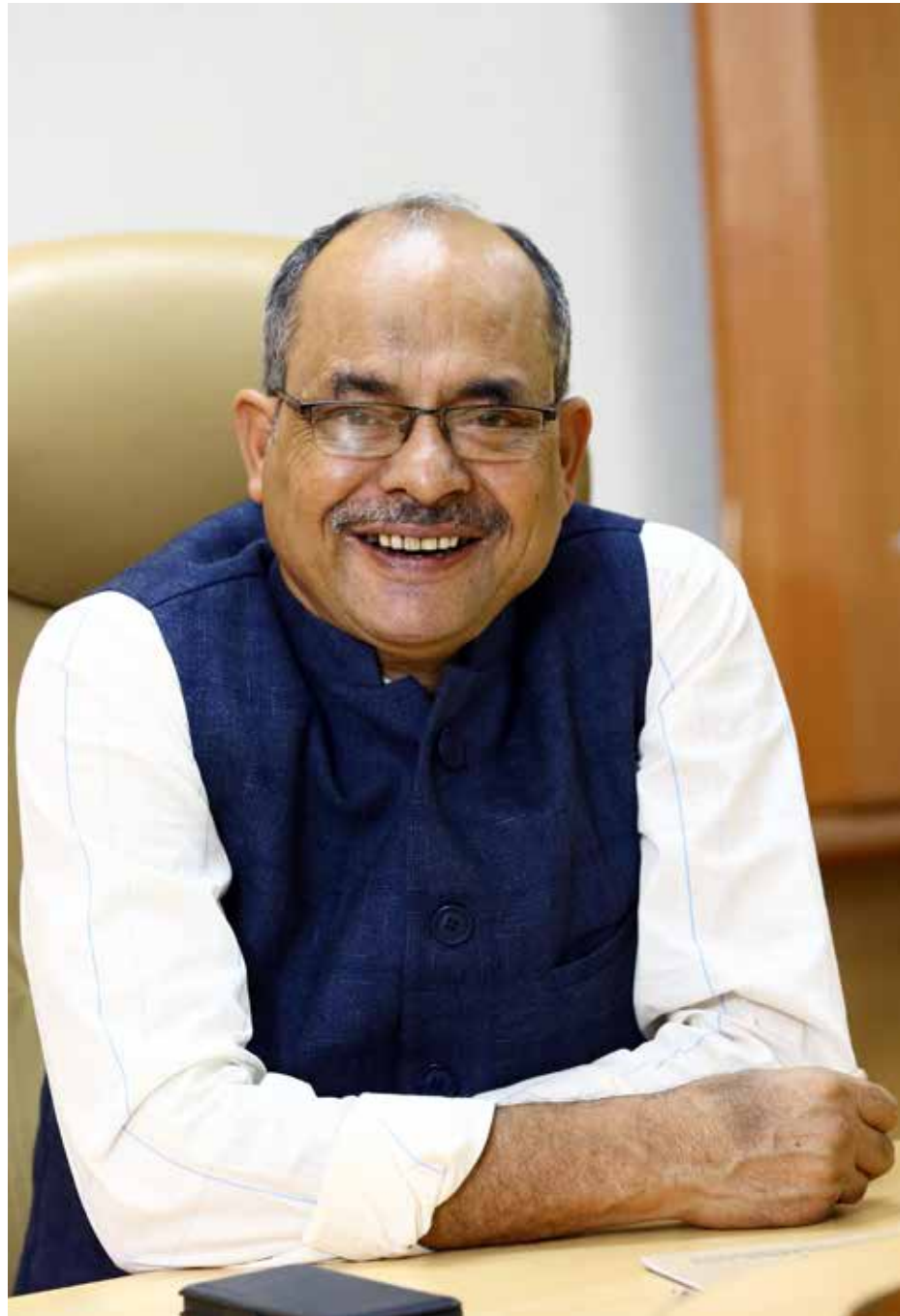
a wide range of futuristic research topics to provide implementable solutions to real life problems. We have also signed MoUs with reputed international academic institutions like the University of California, Irvine Division of Continuing Education (Irvine, USA), and Asian Institute of Technology (AIT, Bangkok) to further our academic zeal by collaboration with them on various projects. We completed 3 Global Online Certification Courses in association with Prof. David Simchi-Levi

(MIT, USA) to illuminate the current trends in Supply Chain Management. A total of 3000 individuals from 350+ prestigious national and international organizations including executives from Amazon, P&G, GE, Asian Paints, Micron, Honeywell, PWC, and Deloitte from 17 countries participated in the course. We've also completed a global course by Prof. Tadeusz Sawik (Reykjavik University, Iceland) in the field of Supply Chain Management. We have also planned another online course by Prof. Noshir Contractor (Kellogg School

of Management) in the field of Social Network Analysis. NITIE regularly hosts business leaders to share their insights and guide our students. We were glad to host Mr. Sanat Chattopadhyay, President of the Merck Manufacturing Division of Merck & Co, Mr. Harish Bhat, Brand Custodian of Tata Sons, Mr. Thomas Varghese, Business Head - Textiles, Acrylic Fibre, Overseas Spinning at Aditya Birla Group for their presence at our knowledge dissemination sessions this year.

How much do you think will be the impact of the new education policy on the way the industry employs and trains new graduates?

The NEP is a blessing for the education sector as it spelled out a new approach towards education, which is a relevant, current, and contemporary one. It opened the participation and contribution process to all people from different disciplines. It would help graduates gain a multifaceted understanding of the systems around them. The NEP targets Internationalisation



with emphasis on students' practical and application knowledge. The government wants the Indian education system to be on par with other countries. The NEP also envisages a Blended mode of imparting education. This includes online components to allow for increased flexibility, interact with peers and professors, and build a business network similar to on a full-time course. Through the Global Online Courses, NITIE plans to implement the NEP in its true spirit and develop the business leaders of tomorrow.

How has the pandemic impacted the academic journey of university students?

The ongoing pandemic means that everyone must pivot online to get things done, and NITIE is no exception. We had to move entirely online from our Admissions to classes and even the convocation. Our comprehensive admission process for the full-time courses aims at finding high-performing candidates with a curious mindset. We altered the process to suit the online setting without compromising on the evaluation of the candidate. For our classes, we leveraged online platforms to deliver our courses with an enhanced focus on case studies. Talking about the placements during the pandemic, 113 companies visited our campus, and around 32% of the class of 2022 received pre-placement offers (PPOs). NITIE has set new standards and surpassed its previous year placement statistics by a wide margin. This season recorded the highest annual CTC offered at Rs 49 lakh per annum, with the top 20% and 50% of the 2020-22 batch securing an average CTC of Rs 42.57 LPA and Rs 33.20 LPA, respectively, while the median CTC stood at Rs 22.00 LPA. We saw a jump of 12% in the average CTC compared to the last year.

We also completed the Summer Internship Process swiftly via the online mode. This year, the highest stipend offered was Rs 1,75,000 domestically, and the top 10% of the batch received an average stipend of Rs 1,56,500. The top half of the batch secured an average stipend of Rs 1,29,500, wherein the average and a median stipend of the whole batch stood at Rs 96,870 and Rs 1,00,000, respectively.

Businesses across the FMCG sector, Finance, E-commerce, IT, Logistics, Manufacturing, and Pharma came to NITIE. Recently we held our 26th convocation virtually, over 1500 students, parents, alumni, academicians, and staff members attended the virtual gathering.

What is your advice for students wanting to make a career in the field of Operations and Supply Chain Management?

Supply chain management today is emerging as a highly desirable sector for employment, providing an exciting career. Students will get an opportunity to make a professional career not only within the country but also internationally. Delivering products and services at the right time, place, cost, and at the right quantity and quality is at the heart of logistics and

The Manufacturing sector is witnessing this digital transformation, accelerated by exponentially growing technologies such as intelligent robots, autonomous drones, sensors, and 3D printing. With the advent of Industry 4.0, monumental changes are expected as new technologies would help managers optimize and augment their equipment virtually. This, coupled with the faster computing speeds provided by 5G and better semiconductor chips, would broaden our manufacturing landscape and become a global hub for production. Businesses in the IT and related sectors are expected to become more flexible, with workflows becoming more transparent, decentralized, and less hierarchical.




supply chain management. Perfect order deliveries, customer responsiveness, and cost-efficiency are critical competitive priorities in this domain. Data analytics, optimization, machine learning / AI, simulation, modelling, forecasting, problem-solving, and negotiation skills are beneficial, as is the ability to think on your feet when under pressure. Finally, we adapted students to keep pace with the breakneck technological advancements such as Supply Chain Digitisation, Artificial Intelligence, Machine Learning, and Automation to adapt by continuously upskilling and disseminating knowledge among peers.

What are your top 3 goals for the growth of NITIE?

NITIE is dedicated to acting as a driving force of transformative education and industry-inspired research to help Indian businesses attain a global presence. To make that possible, we would leverage our strength in practical solutions to problems faced by the industry. To assist Businesses, we aim to collaborate and build better strategies to improve their profitability and increase customer base to grow to their full potential. We plan to Sign MoUs with businesses across industries to assist them in building a better world. We also plan to invite global business leaders, students, and faculty to our institute to gather their valuable insights

and expand our minds in the process. So, to sum it up, a relentless focus on the needs of the Indian Industry, Robust collaboration with Academia & Businesses, and an expanding International presence would be the three goals for the growth of NITIE along with training for large number of under privilege community students.

What should the students who are coming to take admission here expect from NITIE?

Ranked 12th in the National Institutional Ranking Framework (NIRF) rankings for Management Institutes across India, NITIE is committed to creating skilled professionals to gauge the country's growing engineering and management needs. Apart from Supply Chain Management, students also get opportunities in Strategy and Operations Consulting, Banking and Finance, Sales and Marketing, IT/ITES sectors. NITIE has been producing some of the best managers over the past 50 years, with alumni at top positions and locations across the globe. NITIE is gifted by mother nature; surrounded on three sides by lakes and the lush greenery at our campus has earned it the moniker "God's Own Campus". At NITIE, we host eminent faculties from international institutes to take courses for students thus providing them a unique opportunity to upskill. 




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TECHNOLOGY WILL DISRUPT MANAGEMENT EDUCATION

Prof. Himadri Das

Director General, International Management Institute, New Delhi



Prof. Himadri Das

Tell us about the impact of the new education policy 2020 on higher education as well as on the placements of students in the corporate sector.

NEP will have no immediate impact but there is a longer term impact in terms of growth and consolidation of higher education institutions

For a Business School like ours there is absolutely no impact in placement of our students in the corporate sector. Recruiters are not bothered about NEP, they want good quality talent with contemporary relevant competencies plus an ability to continuously unlearn and relearn.

Will there be any changes in the admission criteria for IMI after the new policy?

Any changes that may happen will not be because of NEP. Changes may be considered to get more well-rounded students as is the trend with other top Business Schools in the country, where entrance test scores may

be one of multiple criteria for shortlisting students and not the only criterion.

How do you make use of your experience as an administrative head of a number of institutes at different levels?

Every role in every institute has been a tremendous learning experience where I have been pushed out of my comfort zone. This has been very helpful as I am able to apply these learnings to the current role I am in.

You joined IMI for a second stint in 2018. How has the institute grown over the years and what is your vision for further advancement in different spheres?

In the last three years, the institute has increased its focus on research, in addition to still ensuring that top quality learning outcomes for students continues. Industry and alumni engagement has increased. Curriculum has been revised to bring in contemporary



competencies such as analytics and digital marketing. Technology is being used in the pedagogy to make learning more efficient and effective.

My goal is to make the institute among the most sought after by recruiters for the high quality and relevant skill set among the student pool they have access to, by students for high quality contemporary learning outcomes that are the foundation of an excellent career by faculty for a very enabling research culture with a support structure to help them publish in top quality international peer reviewed journals


Having studied as well as taught at international institutes, what measures stuck you as being the most beneficial for students there?

The very sharp focus on assuring learning outcomes for students has been very striking for me. The focus is not to just teach well and leave the learning to the students but to focus on ensuring the students have actually learned what was intended for them to learn.

What are your most memorable learnings from your years in the corporate sector?

Working on stiff targets and working under immense pressure. Additionally the culture of innovation and trying out new things without the fear of failure.

The technology sector has got a boost during the pandemic as all sectors, including education, have adoption digital transformation. What future trend do you see for the technology sector in India?

The technology sector will be the fastest growing sector in India and the world. COVID has accelerated what was already a fast paced growth. Technology will disrupt education, particularly higher education and more so management education. People will want meaningful learning interventions at regular intervals while working and not rely on a two year MBA to give them skills that will last their entire working career. The regular learning interventions while working will be delivered on a technology platform. Even the MBA learning outcomes are likely to be delivered in a blended mode, with theory and concepts being delivered through technology and applications and problem solving in the classroom. We are likely to witness technology enabled models in management education that we have never seen before, very exciting times ahead. 

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IT IS VITAL TO KEEP RESKILLING EVERYTHING IS DYNAMIC

Vidhi Kapoor, Global HR Director, General Medicines and APAC Talent Lead at GSK, Singapore

Ms. Vidhi did her economics degree from SRCC and then an MBA from XLRI, after which she joined consulting with Ernst and Young, as a part of their people advisory practice. Then she moved to Airtel, and was there for about 2 years. Moving to GSK pharma after that, she handled multiple roles like business partnering, rewards, talent development, I&D, etc. She held regional roles as South East Asia HR head, and now handles dual roles of Global HR Head for one of the company's businesses and APAC Talent Lead role. She is based out of Singapore, and manages work across time zones.

What are the factors that ensure inclusivity and support at workplace?

I have seen that very closely as I was handling the inclusivity development in India and now, I'm managing APAC talent lead role. So, we need to ensure that the talent from Asia shines not just within Asia but globally as well. So, what I have seen is that a single approach is not effective. If you only have targets and push them, or conduct a few seminars on I&D, that's not going to work. It will look like a tokenism. It needs to be done more holistically, and has to be initiated by the global leaders. If it is not there, then the other leaders will not follow suit and it becomes only an HR agenda to keep pushing. But since it is not a priority so the response is not adequate. So, leadership buy-in is a significant step.

The next aspects can be segregated in two parts: the hardware and the software of a company. The hardware relates to the infrastructure support for diversity, which can be around disability, religion, race, gender, etc. Some of the support can be in the form of prayer rooms, maternity rooms or ramps and special laptops for the visually impaired. That is definitely one part.

The other part is concerning the policies and processes, which have to support this change. I think the one which comes in the software part is whether you are creating the overall culture and atmosphere. Are the leaders saying the right things, using the right language? Are they trained enough to manage situations that they have not handled before? Is it supported by unconscious bias training and the knowledge sharing? So, it is the whole 360-degree efforts that we need to manage, and not working in silos. Now it's not just around gender but regarding other things too, for which we need to be more sensitive.

How do you identify potential leaders from any team and take forward the process of developing them?

We have a very robust process, which is called talent reviews, wherein all the line managers come together and discuss who the high potential candidates are. So, once a year we have this exercise, to recognize the talent, and more importantly to see what support they need from the organization to grow further. We measure them on performance and potential. While performance is easier to measure, through the scales like KRAs etc. potential is harder since it is estimated. A person who is performing good today may not be able to do so in other situations later. So, for that we focus on agility; how's the learning agility of the employees, whether they will be able to handle the stretch assignments that is given to them? We see the way they respond to situations where there is crisis, or ambiguity, where there is no clear direction and they have to come up, take decisions and lead the team. These are questions that we ask the leaders, and look at suitable critical situations to identify the high potential people in teams.

We also make a robust development plan for them, depending on their own areas of development. The principal many companies

follow is the 70, 20, 10 rule, where 70% comes from on the job. So, they are given responsibilities where they need to stretch themselves. 20% is learning from others, where they need to learn from leaders or shadow others to develop the capabilities. The last 10% is the classroom training. If they want to go for leadership programs, attend conferences and webinars, we support them with appropriate training. So, this is the comprehensive process of identifying and developing talent. All these steps need to be done in collaboration with the line managers.

You have been recognized for your superior performance at various levels. What do you consider as your key strengths for delivering consistent results?

The one thing that has really worked for me is standing up for your own beliefs and voice. Sometimes, we are being told something but we know that it's not right. Do you question the status quo or just do things because you are being told to? So, what has worked for me is understanding what my own perspectives on things are and then taking the further action accordingly. Sometimes it may be that I agree to what is being said and once we do it, I will have more belief in it. But at other times it also means challenging what is the popular belief. It is tough but helps in pushing the boundaries further.

The other thing is that I get energized when I speak to people. That has helped me to connect to people across the organization, at all levels. This helps to understand the pulse of the organization, pain points, expectations of employees, etc. which lead to appropriate course corrective measures. The surveys would not be as effective as they may not include questions that are important, but not obvious. So more listening sessions are important. These are the two things that have proved to be valuable for me so far.

Tell us about the importance of international talent exchange forums for employees, and how such trends have changed during the pandemic.

In today's world, after the pandemic changed

the way we all work, the boundaries of location have been blurred to a large extent. So, it does not really matter where you are physically present and where you are working from, as long as you are doing your work. The need for proximity has also reduced. There are cases where people worked from home after joining a new job. This also works well for employees who can take up opportunities in other countries without having to physically move there, thus expanding their scope of growth.

So, companies are rethinking about whether the international forums and the cost associated with them make sense or not. It is still under consideration. The objective of such interactions is to understand how people in different cultures and countries work, what are the work ethics. We are now somehow able to get that understanding through online interactions. Though such forums have their benefits and will not be completely go away, we will see lesser of such programs going forward, specially when it comes to people who enter the workforce. Once they spend some time and understand the basics, and high potential candidates are identified, then companies can decide that this particular person needs this exposure in a certain country and the training will be more customized to an individual rather than being a blanket program that is there for everybody. This is definitely a change that has come over the past two years.

What have been the pros and cons of working in sectors as varied as telecom and pharma?

They are very different industries and I believe in having a variety of experiences. So, for me, the list of pros will be longer than that for cons, because it opens you up for different challenges, needs and dynamics altogether. Whatever I learnt from telecom, I was able to use that perspective to solve problems within pharma. Telecom is very dynamic and pharma is traditionally not so dynamic. But now, with the pandemic, we have seen the need of dynamism in pharma as well, whether it is the speed at which they need to come up with vaccines, or find out cures for COVID. Hence, gone is the time when they would go through



the set of procedures, do a lengthy R&D, and take five years to come up with a new medicine. So definitely we can apply the learnings from one industry to another.

The only con, I would say is that you cannot be an expert in any industry unless you have spent ample time there. But then again, in today's agile world, one cannot claim to be an expert of any industry, even after spending a decade there. The pharma industry has changed exponentially over the years, whether it is supply chain, the type of consumers, competition from generics or type of diseases. In fact, the biggest threat that the pharma industry faces today is from tech organizations. The leading tech companies will have their own global healthcare systems, and then the traditional pharma industry will have to reinvent itself.

With many companies changing their work policies after the pandemic, what do you think will be the key focus areas for people and cultural teams across the globe?



One of the biggest changes that I have seen in the expectation of employees is flexibility. They have now tasted it, and know that they can be productive without being physical present in office regularly or in a typical 9 to 5 shift. In a survey we found that people do not want to completely work from home, but need flexibility. Now most of the employees say that they do want to come to office as they miss the team dynamics and feel of collaboration, but maybe for three days a week, instead of five days a week.

The other thing is mental health and wellbeing of employees. Everyone has been through so much stress, they are looking towards the organizations and managers for the support and help, to allow them to take care of their own health and their families as well. So that definitely is the second factor which is changing.

The third that will be important is that to be able to work at a particular position in a particular place, you don't necessarily have to be at that location to be able to contribute. Companies are changing their mindset and we are seeing a lot of places where people are accepting a situation where they don't have their team based directly in

the same location. So, now it is about whether a person is a good fit for a position, rather than the location of the job. That has changed the whole equation. But again, things will keep revolving and we will have to come to terms with a new normal, and I don't see companies going back to the ways we worked before the pandemic.

Please share a message for our young readers

One of the key things that I would like to leave them with is that it is vital to keep reskilling themselves, because everything is dynamic. So, understanding the trend and adapting rather than just following a path that others have done before is essential, as they may not find the same results at the end anymore. People are following their own paths, and so many jobs that are present now were not there 15 years back, like influencers and YouTubers, and they are really doing well. So, there are not just pressures around education, but also pressure around finding out what you are good at and follow your own path and be dynamic.



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Prof. Sanjay Srivastava
Vice Chancellor

Manav Rachna International Institute of Research and Studies, Faridabad

NLP AND PSYCHOMETRIC PROFILING ARE TAKING THEIR ROOTS IN INDIAN EDUCATION WITH NATIONAL EDUCATION POLICY 2020

Tell us about your book based on the wisdom of the Geeta. How did you get the inspiration to write it and how does it relate to leadership skills?

Writing Geeta has been a journey that ranges back to both my personal and professional experiences. In 2009, with a set of researchers from different IIMs and IITs of the industry, we did a research work on defining and understanding the Indian mindsets. The paper got published in the International journal of repute in the year 2009. After which, with a few American researchers, we conducted a comprehensive metric study on what are those attributes that differentiate between a leader and a super-leader. Nine attributes were identified: 5 intrinsic attributes- Learning, Laugh, Looking, Lasting Impression, and Love; 4 extrinsic attributes- Leverage, Like ability, Listening, and Lead.

When I started reading Geeta, I realized that the identified attributes in the research are already mentioned in the Geeta by Lord Krishna. The qualities of a super-leader are same that of anyone else, the only difference is that these qualities in a super-leader are optimum.

The 'Geeta' written by me has a specific chapter on Leadership that talks about these nine attributes that are a must in a leader.

How was your experience of working with the government organizations for the various training and development programs related to public administration?

Working with government organizations has always been extremely inspiring as well as motivating. I have worked with various academies of the country including NBS Academy, Sardar Vallabhbhai Patel National Police Academy Hyderabad, Nacin, Haryana Institute of Public Administration, IIPA and many more.

Every organization that I worked with, I found that their responsiveness and receptivity have gone exponentially up.

You have led the doctoral programs at Amity University and several research scholars have attained your guidance. What's your view on the current facilities and support for research studies in the Indian higher education institutions?

So far, 34 scholars have received their doctoral degree under me. When we talk about the research facilities available in Indian higher education institutions, I personally feel that as a country, we need to raise our standards from compliance zone to the zone of research and innovation. As a country, we have come a long way but we have miles to go.

As a country, we are struggling and it is majorly dominated by the Western world. If we look at the scopus index journal, we find only 5 percent Indian publications and the other 95 percent of them are foreign publishers.

How deeply are the techniques of NLP and psychometric profiling used in the Indian education system, even though we see the concepts being used widely in the corporate sector?

NLP and psychometric profiling are taking their roots in Indian Education with National Education Policy 2020. NEP 2020 also stresses the fact that students should get enough space in their schooling and higher education life to explore their passion along with their studies. This will also boost the dream of our Hon'ble Prime Minister of Atmanirbhar Bharat.

The Manav Rachna group of institutes has gone from strength to strength reaching new milestones. What is your vision for the further growth of the institute, and what will be the streams that you will focus on?

Manav Rachna is always an ever-evolving



institution emphasizing on the character-building and competence enhancement so that an all-rounded person can come out from the portal of Manav Rachna so that he/she can be a good human being and a proud citizen of the country.

We have inculcated a culture of professionalism with human touch in all our faculties ranging from Engineering to Management, Media, Law, Design, Architecture, Applied Sciences, Allied Health Sciences, Hospitality and Hotel Administration, Business Studies, and several others.


The NEP talks about multidisciplinary studies and international collaboration. How do you see these aspects being implemented in the higher education institutions in India?

In my opinion, NEP talks about the mandatory in education system. The focus on multidisciplinary studies and international collaborations to provide opportunities to students is a significant step that can have great effects. When it comes to higher education, international collaborations help students grow and interact with students

and faculty members of different cultures and communities that not just helps them in their diverse thinking but also provides them an opportunity to see the other side of the world and learn from them. This adds to their holistic development to a large extent.

Along with this, there is a great need to train our teachers and upgrade their skills and knowledge contributing in enhancing the standards of teaching and attracting quality aspirants into academia.

Do you think India's young population is a strong point for our economic growth? How can we work towards achieving the optimum results with our workforce?

As the fastest growing economy, India is home to a fifth of the world's youth and that gives it a unique demographic advantage. New technologies and the pace with which the world is moving ahead, Indian youth is to be prepared for the next-gen jobs. Preparing our young generation while they are pursuing their higher education, by inculcating in them the requisite skills and giving them proper hands-on exposure can help them be a pre-informed part of the industry. 

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Dr. Pritee Saxena

B-SCHOOLS MUST PROACTIVELY BLEND ANALYTICS AND NEW CONCEPTS IN MANAGEMENT EDUCATION

It is equally important to sensitise students to adapt to new working modes such as remote-working and hybrid platforms, gig working and entrepreneurship, which are the order of the day and of coming times.

Dr. Pritee Saxena

Sr. Director & Campus Head, ICFAI Business School (IBS), Mumbai

Share some of the factors that have helped students and educators cope with digital learning in the hybrid model of education

ICFAI Business School (IBS) took the lead in wholesome transition to the online and hybrid learning mode when the world came to a halt on account of the lockdown. This transition was possible because of the leadership and operational acumen of leadership team of ICFAI Business School (IBS), supported by highly competent Faculty and a very strong Administration and Placements Teams.

Offline to Online During the Lockdown-A Seamless Operation

The entire process of transitioning from offline to online/digital in the midst of the lockdown was done seamlessly and in record time.

- A critical factor leading to success was the unflinching resolve of the leadership team to maintain the sanctity and standard of the full-time post-graduate programme in management and the utmost priority given to academic rigour, student development for industry readiness.

- The IBS Learning Management System, Quicforce which had been set up in 2011 and was already way ahead of its time, had been functional before the pandemic as a learning support system to enhance the learning experience. While the lockdown brought most educational institutions to an impasse, ICFAI Business School (IBS) demonstrated remarkable agility in harnessing Quicforce to continue with the regular programme on the online mode by swiftly upgrading it and populating the Learning Management System with the latest asynchronous content.
- As for synchronous learning through online classes, the entire workforce of IBS rose to the occasion and the highly competent Faculty enthusiastically went through in-depth training on online teaching to learn new techniques of online teaching and student engagement. Faculty learnt to use quizzes, polls, forums, create e-notes and audio-video content so that each one of the students gets a complete learning experience.
- The administrative teams ensured seamless coordination of online classes and Students could reach out to their Quicforce Mentors, specially appointed to help them resolve their technical and connectivity problems on a 24/7 cycle.
- All online sessions were recorded and made available on Quicforce so that students could refer to them whenever they wished.
- Online communication channels such as chat box, forum, WhatsApp groups and emails enabled students to maintain a steady flow of communication with their teachers and ensure continual learning.
- A unique gesture in the form of a Faculty Section In charge for each division helped in making each student feel cared for and cope with the sense of isolation that comes with remote learning.



Moving to the Hybrid Mode- An exercise in Thoughtfulness and Safety

When it was time to move to the hybrid mode, IBS left no stone unturned to make students feel completely safe to return to the campuses.

- ◆ Students were given a choice to return to the campuses only with the consent of their parents and after being fully vaccinated.
- ◆ The campuses are frequently sanitised and temperatures checked before letting anyone inside the campus.
- ◆ Ensuring social distance norms, students and Faculty always wear their masks while on campuses.
- ◆ Hybrid classes are conducted with the use of

Smartboards to ensure complete engagement and attention to both offline and online students.

What are the elements that make leadership development at ICFAI Business School successful?

The objective of the Management Programme at ICFAI Business School (IBS) is to enable its students to become future industry leaders by instilling in them the behavioural and techno-managerial skills to perform in all situations.

The elements that make leadership development successful at IBS are :

- The focus on all-round development of the students, with equal importance being given to academic learning with case-based and project-based learning; student activities which are the heartbeat of IBS; high importance to soft skills training and encouraging students to work on live projects.
- At all the IBS campuses Students are encouraged to take part in the student club activities. The clubs are spanning across domain, cultural and social outreach etc. By participating in extra-curricular activities, students develop critical leadership competencies essential for corporate careers.
- Soft Skills training courses are embedded into the programme structure and are graded. They help the students build leadership attributes such as communication skills, assertiveness and conflict management and social skills.
- The unique 14-week Summer Internship Programme of IBS helps students get early exposure to working life.

Which domains will be the most lucrative for management students over the next few years?

The world of business is fast moving into the age of automation, technology digitisation, Analytics and Remote Working. All management domains, be they Marketing, Finance, HR or Operations, are being transformed through AI and Analytics. Management Students who pick up the hard competencies of Analytics and understand their relationship with their selected domain can look forward to bright careers in the areas of FinTech, Valuation, Marketing Analytics, HR Analytics and so on. B-Schools must proactively blend analytics and new concepts in management education. It is equally important to sensitise students to adapt to new working modes such as remote-working and hybrid platforms, gig working and entrepreneurship, which are the order of the day and of coming times.

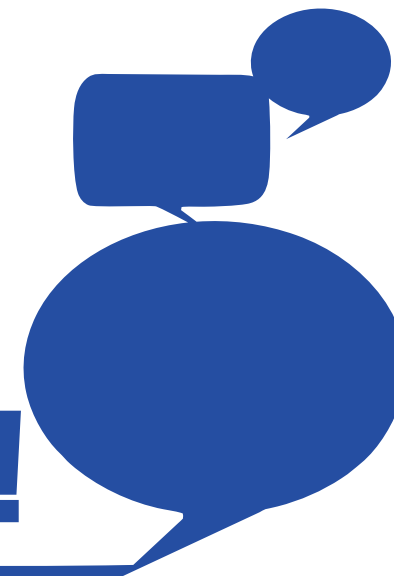


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Has industry collaboration with academia improved over the years, and has it helped to get better placements?

IBS has been highly proactive in its industry connect. With a strong industry-academia association that includes some of the best top management professionals, its recruiter network that has only grown over the years and its global alumni base, give IBS an edge over other B-Schools in getting the best jobs for its students. Industry collaboration was kept alive this year through over numerous webinars, Guest Lectures, and Fireside Chats. Certification Programmes were conducted by inviting industry experts as facilitators, which helped students add to their skill-base and acquire promising careers.


In a futuristic move, IBS formed an Advisory Board comprising of top management professionals from its recruiter network to advise the B-School on Matters of contemporary curriculum and ways to bring the management programme closer to current and future industry requirements.

IBS took the lead in developing several certification programmes in collaboration with industry experts on requisite, job-specific skills. Some of the certification programs include Data Analytics, Digital Marketing, Financial Modelling, Power BI, EY-CAFTA,

Versant, Real Estate Management, Contemporary Logistics and Supply Chain Management, Corporate Credit Analysis and Credit Ratings, HR Analytics, and SQL. The certification programmes were segregated into knowledge-based and skill-based modules and further classified as Industry-Expert Led, Corporate Led and Masterclass Series.

Tell us about the plans for growth of the institute in the next few years and how far will it focus on research and development?

In the coming years, our vision is to take IBS to greater heights and to transform our students into resilient, adaptable leaders who can change according to industry demands and who are ever willing to imbibe new skills and competencies as the world of work expands.

Our thrust on research, case writing and authoring books continues with equal rigour through participation in and by organising international research conferences and enabling our Faculty to engage in meaningful research, which will in turn lead to advanced content in management learning. Over the last two years, we continued our learning by organising several Faculty Development Programmes on Research and Analytics. Faculty Members are encouraged to publish and present papers on international platforms as well as to share their learning with the fraternity. 

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Dr. Urvashi Makkar

ENTIRE GENERATIONS OF STUDENTS HAVE GRADUATED FROM THE UNIVERSITY SYSTEM

WITHOUT CONTRIBUTING TOWARDS QUALITY
AND ORIGINAL RESEARCH

Dr. Urvashi Makkar
Director, IMS Ghaziabad

You have published many books on management and leadership. Which amongst them is your favorite and why?

As an author of numerous books published by reputed publication houses, I find it slightly difficult to respond to this question. It is as if asking a mother... which child you love the most!! Each and every book that I have worked on is painstakingly crafted after in depth study of the prevailing scenario and focuses on some unique and critical aspect which

adds value to the field of knowledge. Relevant inputs from experts in the respective domains have been taken at all stages, while preparing the initial content, in between as well as reviewing the final draft.

Still, if I have to pick one particular book, then “Customer Relationship Management”, published by McGraw Hill Education is closest to my heart due to the relevance of its theme. The current competitive post-liberalization scenario has compelled the organizations globally to adopt customer orientation and leave behind the obsolete concept of product focus. No organization can afford to have ‘Marketing Myopia’ at the cost of losing precious customers. It is here that Customer Relationship Management (CRM) plays a definitive part for all organizations. Concepts such as Loyalty Management, Customer Service, Analytical & Operational CRM as well as Role of CRM in Marketing play a major part in working of all organizations. With its illustrative style and extensive coverage of concepts, this book not only provides an insight to CRM but also helps in bridging the gap between the availability of

conceptual knowledge in CRM and application of CRM principles in the Corporate Sector.

With over two decades of experience in academia, you have set high standards of performance. What have been the most memorable achievements?

I always believe that as you get going, one must always be conscious to why you're doing what you're doing. You need to have a firm conviction about whatever goal you are pursuing and must know what you're willing to fight for. And then you are all set to showcase your achievement to the entire world. In this context, achievement to me is a very relative and qualitative term!! The definition and meaning of this seemingly simple term varies from one individual to another and is often contextual in nature.

I take pride in my hard earned doctorate degree in Marketing, the prestigious Executive Program in

Human Resource Management from IIM Calcutta as well having Leadership Certifications from Harvard University and many others. My selection as the Master Trainer for the globally acclaimed ‘AICTE- UKIERI Master Trainer’s Programme’ under the Technical Education Leadership Development Programme (TELDP) is indeed a matter of great professional satisfaction to me. To elaborate a little more on its significance, the noteworthy UK-India Education and Research Initiative (UKIERI) started in April 2006 with the aim of enhancing educational linkages between

India and the UK, a strategic priority for both the countries. The prestigious project is envisioned to create a pool of Master Trainers from the delegates trained under the TELDP programme. Being elected to the prestigious Council of Management of All India Management Association (AIMA) - the national apex body of the management profession in India as Representative of Corporate/ Institutional Members for the year 2021-2023 has indeed opened up numerous opportunities for me to contribute unflinchingly towards enhancement of management education in India.

At this point, I would like to mention one philosophy, one mantra that I personally try to follow and always tell my students and teammates also to practice. It is “Draw Lines in Sand” from one of the chapters in the international bestseller – “Rework”. The phrase is used in terms of continuously defining and heightening future benchmarks. I consciously try not to limit myself in the boundaries of my past achievements but rather redraw and redefine my goals, my milestones as well as my expectations from myself and justify the trust and responsibility that I shoulder to take IMS Ghaziabad to the pinnacle of excellence.

What are the further goals that you visualize for the IMS to be attained over the next few years?

Carrying forward the daunting legacy of 32 years, at IMS Ghaziabad, the focus is not only to achieve highest standards of academic excellence, but also to achieve highly effective corporate interface backed with multi-dimensional development opportunities. A three pronged strategy with an all-encompassing comprehensive approach towards achieving Academic Excellence, Corporate Readiness and Global Interface is interwoven throughout the PGDM Program.

We have embedded a number of innovative pedagogical tools in our





curriculum for inculcating creativity and imagination in students. Novel initiatives such as program for Pre Placement Preparedness, Competency Mapping, Personal and Professional Skills Program (PPSP), Placement Readiness & Enhancement Program (PREP) have been started to enhance the self-belief, confidence, ability & skills of the students in order to make them corporate ready and ace the selection process. The highly skill-oriented Value-Added Certification Programmes (VA-CPs) and Value-Added Short-Term Training Programs (VA- STTPs) delivered under the umbrella of Skill Enhancement & Corporate Readiness (SECR), impart a unique distinctiveness to our pedagogy. The Certifications are provided by expert agencies viz. Microsoft, Global Human Resource Development Centre (GHRDC), Micro, Small and Medium Enterprise (MSME), Center for Monitoring Indian Economy (CMIE), besides many others. Initiatives like Special Talk Series, Language Lab, Centre for Innovation &

Entrepreneurship (CIE), Mentoring Program, Mock Interview Series, programs for Students Outreach and Grievance Redressal further support us in our endeavor to develop the students for the corporate settings and sharpening their professional and personal skills.

We are confident that with our innovating pedagogy and stellar placements in numerous A Listed organizations like, Deloitte, Mondelez, Byju's, Berger Paints, ITC Ltd, Dabur, EY, S&P Global, DTDC, Square Yards, Prism Johnson Ltd., Uniqlo India, Reliance Digital, Aditya Birla Group, Wipro, Mahindra Logistics, Godrej and Boyce, XL Dynamics, WNS, Zomato, Reliance Jio, Uflex Ltd, DHL Supply Chain, Bisleri, Flipkart, Naukri.com and many more, we will consistently fulfill the aspirations of our stakeholders and be better than the best.

How much importance does research acquire in the management courses in India, as compared to other countries?

There is no denying the fact that when it comes to quality research, so far India has not done commendably well. This applies not just to the domain of management education in particular; it is almost the same in all professional courses. Due to the segregation of teaching and research in the country, entire generations of students have graduated from the university system without contributing towards quality and original research. However, currently, the time is opportune for India to play a significant role in the global knowledge system and to generate world-class research. Indian professors spread across the globe can contribute to building research capacity by participating in collaborative research and other initiatives. The National Education Policy has also proposed establishing a National Research Foundation which will have significant funds for supporting research in relevant areas.

At IMS Ghaziabad, we promote a strong culture of research both amongst the faculty fraternity as well as the students. To boost research & quality in the system of education, we have signed noteworthy MoUs with national as well as global partners such as MCX, BRICS CCI School of Analysis, CSC Academy, IBM, Northern Illinois University, Fort Hays State University, University of Fredericton, Canada, Jamia Hamdard University, Mata Sundri College of Women, University of Delhi and many more.

What is the scope of enhancing partnership between industry players and colleges, and which fields of study are better suited for such collaboration?

We all are cognizant with the hard fact that all of us are living in a tough world, a world of cut-



throat competition, where everyone is striving hard for a successful career. If we closely observe the world of business today, we will find that more than theoretical knowledge, a student is required to have a practical orientation and a global mindset.

At IMS Ghaziabad, we are not leaving a single stone unturned when it comes to supporting our students in their untiring efforts towards enhancing the career prospects and enabling them in getting their dream jobs. The institute is consistently providing Career Counseling, need based education and organization support to its budding managers. Industry Linkage through Seminars, Conferences, Symposiums, Live Projects, Certification and Training Programs, Networking Events, Industry Visits etc. is an essential aspect of our teaching learning pedagogy. A novel initiative- “Special Talk Series” comprising deliberations in five different aspects namely, Global Talk Series, Expert Talk Series, Corporate Talk Series, Alumni Talk Series, Entrepreneurial Talk Series, has also been kick started. To further broaden the horizons of our students, we have partnered with reputed Global experts to collaborate with us as Adjunct Faculty for relevant subjects.

IMS Ghaziabad has recently launched its flagship training and consulting vertical, Corporate Development and Excellence Center (CDEC) with intent to provide world class training and consulting services to the organizations through customized offerings. We have already signed MoUs with organizations like Habitat, Act 21 and Indo Gulf Management Association for collaborations in critical areas. All these alliances would undoubtedly open the gateway for new vistas of learning for students, faculty, and researchers alike. [EP](#)



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Dr. Murli Dhar Panga

Professor, Deputy Director
Prestige Institute of Management and Research, Indore (M.P.)

Tell us about the vision for the growth of PIMR over the next 5 years.

The integration of emerging hyper-tech tools for making education accessible, inexpensive, and engaging for everybody is a crucial issue on which we must focus in the coming days. The introduction of AI into school and college classrooms on a large scale could have a significant impact on the teaching-learning process in the near future. Learners would benefit from this AI disruption, which would be accompanied by 5G because it would give them instant access to the most up-to-date knowledge and help them better comprehend concepts that they could use in real-life scenarios. In addition, facilitators can pool and analyse large amounts of data on many elements of learners' activities to identify learning gaps and assist them in upskilling their abilities and preparing them for the market as entrepreneurs or skilled professionals.



Did the institute face any challenges for digital transformation that was required for offering seamless learning?

The institute did not face any challenge for the digital transformation at any stage because we were ready to face the challenges.

Setting up of Recording studio: The institute has set up a state-of-the-art recording studio that facilitates recording, designing, editing, sound and graphic mixing for its faculties

Unhindered Internet Connectivity: The Institute for unhindered connectivity has increased the speed from 50MBPS to 100MBPS speed.

They were specialised teams for the management of data over the cloud and servers. The practice has been added so that students have access to classes 24/7.

Subscription to Softwares like Zoom, mike, camera, headphones were purchased immediately to aid faculties in the delivery of lectures.

Will international business as a career domain get a boost in the post-pandemic world that is more connected?

The answer would be a Yes and a No. Yes, all the activities involving human interaction would see a drastic change with more machines. Specifically, the use of AI would increase in International business. I see new career opportunities in technology services, home entertainment, hospitals, cybersecurity, e-commerce, package pick-up and delivery services, and medical equipment suppliers. However, I would also say a No because, with the change in business models, there will be a noticeable change in the customer preference, which now would be exposed to more choices. Still, an absence of knowledge would require

more skilled people to guide the customers, design new business operations, and set new enterprise objectives.

Which are the areas of research that interest you the most and those on which you have provided guidance to scholars?

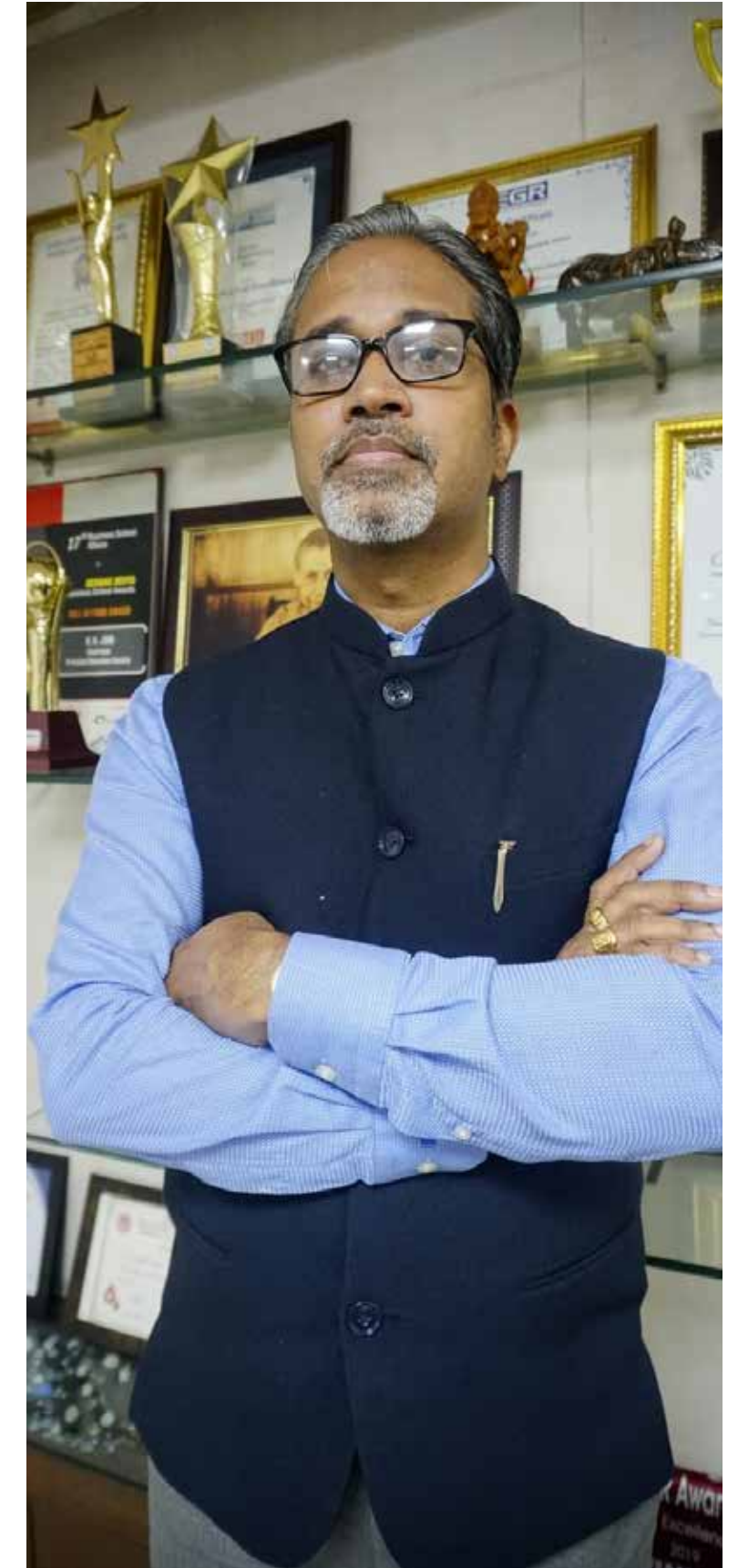
Research is an undying passion for any educator, which is the same with me. I have a zeal for uncovering knowledge in all fields about my education by my special interest: Supply Chain Management, International Entrepreneurship, and International Finance.

If we talk about sustainability goals, how have they impacted businesses across the globe?

A physical disaster has not hit the world but a COVID-19 economic catastrophe. There are no two opinions that businesses worldwide have been impacted irrespective of which economy one belongs to. Further is to develop sustainable elements that improve well-being, such as income, job quality, housing, and health. The short-term stimulus would not be effective, but a broader environment for sustainable growth is essential.

You have taught and provided career guidance to students for more than a decade. What advice would you give to our young readers when it comes to leadership qualities and choosing a career path?


Education's ultimate goal is to produce good citizens with a global perspective. We must prioritise the 'learner' in our educational policies, programmes, and practices to do this. Accordingly, our educational institutions should transform into "Centres of



Knowledge and Skills” that meet students’ intellectual, physical, and emotional demands. Through education, we should also instil the importance and necessity of a balanced ecological, community interdependence, and local and global cultural values and ethos.

We must fine-tune and adjust present procedures to achieve these broad objectives. Educational reform does not imply trashing what we’ve built up to this point. Instead, it entails implementing required adjustments to existing policies, procedures, and programmes to create a more sustainable education system that is inexpensive, accessible, and relevant to the context in which learners must always thrive.

Schools and colleges must integrate their curricula with the social and economic life of the community around them and form a partnership with them to fundamentally transform the existing model to improve learning, engagement, well-being, and a more profound sense of integration into larger community ecosystems. Policymakers should empower institutions to develop curricula that meet local and global needs. We must equip educational leaders with the administrative and governance skills necessary to facilitate future and action-oriented dialogue, infused with the energy of youth and the well-being of communities, which is critical to achieving long-term educational transformation.

We should not educate the heart as we speak volumes about community partnerships, technology integration, and other topics. Human components such as emotional well-being should be prioritised in our courses. Physical activities, games, sports, and cultural and literary events and community service initiatives should all be available at all levels of education. These will provide sufficient opportunities to develop problem-solving, stress-management, and cooperation skills, as well as options to appreciate campus life. Integration of heritage and all-faith religious education is also necessary for students to adapt to and appreciate people from all origins. 



Education’s ultimate goal is to produce good citizens with a global perspective. We must prioritise the ‘learner’ in our educational policies, programmes, and practices to do this. Accordingly, our educational institutions should transform into “Centres of Knowledge and Skills” that meet students’ intellectual, physical, and emotional demands. Through education, we should also instil the importance and necessity of a balanced ecological, community interdependence, and local and global cultural values and ethos.



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Total No. of Students opted for Placements	161
Total No. of Students Placed	150
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UNIVERSITIES SHOULD DEVELOP STRATEGIES TO INCREASE THEIR INTELLECTUAL CAPITAL AND BECOME DIGITAL ORGANIZATIONS

How do you ensure liaison between the Institute and the various stakeholders, like economic organizations and local authorities?

“Stakeholders are the Life and Breath of any project whether these are worked with economic, local, educational, government or any other authorities both at the National and International level”

Projects are like Airplanes – Once they take off and then they are hard to stop. Stakeholder communication is one of the project manager’s most important jobs because the stakeholders define the success of a project. The stakeholders must be identified, actively managed, and consistently communicated with to ensure their buy-in to the final service/product, or you might find yourself on the express to project purgatory.

We execute the following to ensure a streamlined liaison. Stakeholder communication in any domain consists of three essential Components:

- ◆ Identify the stakeholder
- ◆ Analysis of Stakeholder requirements
- ◆ Management of Stakeholder needs

It can be understated that the stakeholders who usually derail a project are the ones who were not identified at the beginning and are hence not adequately communicated with. Every project has primary stakeholders that everyone knows about, for example the Institutions for academic-industry integration or Institutes tying up for knowledge sharing with Universities and National and International level or Research work between Industry and Institutions. But it’s the secondary stakeholders who are less well managed who tend to topple down a project.

If you are to effectively communicate with stakeholders, you need to know what they need and why they need it. This analysis determines what drives the stakeholder, their underlying motivations and needs from the project. We ensure that to track each stakeholder throughout the project, stakeholders are placed on a scale identifying their support level for the project, in one of five categories:

Unaware: They are not aware of the project.

Non Supportive: They are aware of the project but are not supportive of it.

Neutral: They are neither supportive nor opposed to the project.

Supportive : They are in favour of the project.

Often stakeholders must be moved from the Unaware and Resistant columns to the Neutral or Supportive column during the course of the project. When this is the case, they require significant planning and resources, and I will add, an effective and robust execution of the plan is required. One should not underestimate the resources required to move stakeholders from a resistant status to neutral or supportive. Most Institutional projects which have these types of stakeholders must produce reports, make video presentations, and hold face to face meetings (and so on) all of which have project schedule and budget implications.

An Effective and Robust Stakeholder Communication Plan is essential for a smooth Liaison: The communication plan identifies how the stakeholder will be communicated with, the type, frequency, and medium. It establishes the content of the communication and what it intends to accomplish. Each stakeholder has their own unique needs and must be addressed individually. While it is true that stakeholders fall into groups with similar communication needs, one cannot stop at lumping stakeholders into groups. They must be communicated with on their own terms and given personal attention. Each stakeholder should have a detailed plan that includes the following types of stakeholder communication:

- ◆ Face to face conversations
- ◆ Group Team meetings
- ◆ Video Presentations
- ◆ Notice boards
- ◆ Newsletters, magazines or e-magazines
- ◆ Mailers to faculty/staff etc
- ◆ Press releases
- ◆ Annual progress performance reports
- ◆ Emails and intranets
- ◆ Web portals
- ◆ Group Thinking



Managing Stakeholders is equally important for a streamlined Liaison: Throughout the project, each stakeholder is managed to ensure their communication needs are being met. The stakeholder is tracked using better information systems to ensure they are adequately moving to their desired place of project buy-in. Not all stakeholders need to be in full approval, but often enough of an acceptance to avoid active opposition is enough. Stakeholder management throughout the project execution phase consists of the following actions:

Ensure that the Stakeholder Communications Plan is being followed. If not, take corrective action.

Assess whether the Stakeholder Communications Plan is still meeting the needs of the project. If not, update it. A review of the actual communications can indicate whether the stakeholder communication needs have changed or new information is received that affects the plan.

Few projects go through their entire life cycle without changes to communication strategies, hence it is important to re-assess the plan regularly.

The collaboration with the corporate sector is another aspect which influences brand development and placements. What's your policy for implementation of

such a partnership?

According to Kapferer & Keller "The more the stronger brand is created, the greater will be revenue generation both in short and long term" Effective branding will result in higher sales of all the products that are associated with a particular brand.

We work with a multi-pronged approach for brand enhancement through collaboration with the corporate sector. We do not only focus on placements while collaborating with Corporates but also invite top Corporate conglomerates to our HR Summit wherein they address the students about best, effective and latest industry practices. These speakers are invited both from the National as well as the overseas Corporate sector. Right from semester one we start offering Internship opportunities to our students. Also an external JURY is invited every year and the best business plans are showcased to the Jury from Industry—some of the best projects get sponsorships and mentoring from the Industry JURY which helps us with not only an effective branding and promotion strategy but also a long-term Industry-Institute relationship

Merits of campus recruitment as a branding and promotional activity while collaborating with Industry:-

Attract the Prospective individuals: A large number of applicants may be willing to join the organization based on the Placement track record and the type of companies participate in campus for recruiting.

Win-Win situation: It serves as a win-win situation for both the Institute and the Individuals who tend to enroll for the courses offered in terms of employment with reputed brands of companies.

Cost-effective: This method has proved to be cost-effective as campus placements itself are an integral part of branding and promotion and no additional expenses are incurred.

Goodwill of Institution is generated: Any activity with Corporates will in turn generate goodwill for an Institution which is an effective tool for generating admissions.

On a closing note I would like to add, that Campus placements is one of the

increasingly popular way of collaborating with the Industry and also which in turn also helps them in reaching out to potential candidates by enabling them in choice architecture of educational institutions for higher studies. However, in order to reach to these targeted audiences, educational institutes must use campus placements in increasingly ethical and effective ways. The ideal campus placements will always be a win-win situation for the individuals, industry and institutes as they get to know about new and recent placement record, outreach activities between the Industry and the Institute. A genuine partnership with the Corporates also builds up the knowledge reservoir of an Institute.

Tell us about your contributions towards the cause of upliftment of women and girls.

Angela Merkel of Germany, and Jacinda Ardern of New Zealand, came forth only to show how better equipped women are with the qualities of leadership, intelligence and courage.

IMS Noida and IMS DIA under the aegis of Unison Education foundation are the two Institutions out of our 11 campuses being spearheaded by me. We are a women dominated organization but with a difference. We practice inclusion and diversity by hiring the best talent from National and International organizations and Institutions. At the same time, I have pledged to Educate the GIRL CHILD at various levels and am also spearheading the National Committee of CEGR for the Upliftment and EDUCATION of Girl Child. Through various initiatives we have distributed books in Rural India. I have also earmarked a separate quota for educating GIRL CHILD in IMS.

The core idea is of education for sustainability which includes lifelong learning, interdisciplinary education, partnerships, multicultural education and empowerment. I give Priority to ensuring women's and girls' full and equal access to all levels of education and training whether at IMS or at the various National and International organizations where I am the Advisory level.

At the same time I have encouraged and branded close to 2000 plus women start-ups

through Community Radio station wherein these women start-ups get a chance to speak about their start-ups and brand their products and services. They also get to showcase their products and services by displays on various occasions like International Women's Day etc. I have provided services to NGO's catering to Women and GIRL CHILD needs through various education programs which train them on Dietary habits, Nutrition during pregnancy, Lifelong Education, Child-care etc. Various campaigns have been run by me to provide equal opportunities for work to Women.

With digitization of education, how do you plan to expand the periphery of knowledge sharing with foreign universities?


“There will be no time like this to be knowledge expansive and work globally.”

Digitalization of education is currently one of the most important trends that change society and business. There is no doubt that the digital economy is profoundly changing the methods of teaching and knowledge sharing and providing education services worldwide. Thus, in the education sector, expansion of the periphery of knowledge sharing through digitalization can be implemented at the levels: administrative, teaching learning, evaluation, research, development and for the benefit of society and will contribute to the expansion of knowledge sharing across global boundaries. This also brings many advantages such as time savings, transparency, overcoming Management Dynamics in the Knowledge Economy, overcoming geographical barriers, continuous flow 24x7, minimizing human error, mass digitalization. All these factors contribute to the expansion of knowledge sharing irrespective of the physical distances.

In the process of adaptation, we the HEIs must focus on improving largely on their traditional mission of on-line teaching and learning. Today, the society is asking for much more from universities regarding their contribution. They must develop a third

Universities should develop strategies to increase their intellectual capital and become digital organizations. In the new economic and social landscape, universities should be able to become leaders of change and innovation. In conclusion, we consider it important to monitor the fundamental transformations induced by the advance of the digital age, especially on the educational process in the universities worldwide.

mission that concerns the provision of services to knowledge sharing and the more active involvement in the triple helix Institutions-International Institutions-Industry. In this context, universities should contribute more to the development of students' digital skills and give them a global exposure. Digitisation has also helped in cutting costs and therefore extending a global education perspective to students through knowledge sharing, research work, projects has somewhat become an easier task.

In a world of rapid and unpredictable change, leading to a turbulent business environment, HEIs must not only adapt to all these changes but become driving forces for change and leaders in building new contracts. Universities should develop strategies to increase their intellectual capital and become digital organizations. In the new economic and social landscape, universities should be able to become leaders of change and innovation. In conclusion, we consider it important to monitor the fundamental transformations induced by the advance of the digital age, especially on the educational process in the universities worldwide. 

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TO INNOVATE & TRANSFORM
THE CONVENTIONAL
EDUCATIONAL PROCESSES**

The pace at which the institute is growing is remarkable and you recently received the 'Excellence in Education' award. What would you say are the contributing factors for this growth?

We are spearheading with our mission 'To innovate & transform the conventional educational processes through application of knowledge, research and industry feedback to further scale up community benefit.' These are precisely the contributing factors to our growth. We are humbled to have been recognized for our efforts on two recent occasions, by Hon'ble Minister, Shri K.T. Rama Rao who mentioned that Woxsen University is no less than leading universities in the West and then with the 'Excellence in Education' award by Hon'ble MP, Shri Suresh Prabhu.

How is management education changing in the new normal situation, which calls for greater agility, strategic planning and global collaboration?

I would highlight two major catalysts that are gathering impetus globally A) The Perpetual advancement in technology that will drive future careers and B) The need for applied and immersive learning. The increased adoption of technology by industries across domains have called for academic institutions to produce professionals who embody resilience and can embrace change in this VUCA world. Academic institutions therefore must push themselves to align their curriculum to the skills expected by the Industry and promote applied learning, to help students make meaningful contributions to the business and society at large.

Woxsen University has always been sensitive to the industry expectations from management students and hence has been on top of the minds of leading corporate for their talent needs. Students are aligned to the changing dynamics of business through immersive learning and global exposure.

Tell us about your transition from the corporate sector to higher education. What were

the challenges, and advantages?

I'd like to think I had the most unique opportunity coming from a corporate sector and heading into the higher education domain, I could bring to table my 2 decades of experience and observations. Let me break it down in 3 concise points.

- A) Corporate needs are specific in terms of their talent needs, academic institutions must align themselves to industry realms and indeed play that role of shaping talents that fit the bill.
- B) Many institutions still follow archaic pedagogy and delivery of education where the peripherals was on focus and not the protagonist which is the student. Hence, my vision was very clear, which was to put the student right at the centre stage and everything that has to be across all stakeholders for the benefit of the students, particularly.
 - To make students global professionals
 - Up-to-date domain knowledge with min 40% of the curriculum focused on application based learning.
 - Constant upgrading of curriculum and putting governance in place for strategic collaboration of industry and academics.
- C) Woxsen was established while on the cusp of the digital age. For us the challenge was to build a brand taking in stride the rapid digital transformation. Today for a fairly new university, Woxsen is reckoned as one of the few universities that is contemporary & progressive in its way of thinking and education.

Is there sufficient industry-academia collaboration, for ensuring training and industry exposure to students?

Academic Institutions must recognise that it is a huge responsibility entrusted upon us to help build careers of so many young minds. Institutions who have not upgraded their thinking towards industry-academia collaboration will definitely be left behind, and unfortunately so will their students.

The emphasis for Woxsen University has always been about introducing rich avenues towards Industry-academia collaboration for all the stake holders, be it students, faculty, or research scholars. From industry




endorsed curriculum, curriculum modules delivered by industry experts, apprenticeships, live-projects and Industry interactions, we have ensured close proximity on all fronts. Woxsen's Trade Tower, the incubation centre has been strategically designed to acquaint students to the best industry practices. The platform provides direct interaction with leaders of organizations from successful start-ups, Unicorns to the ones amongst the fortune 500s. In the recent engagement in our flagship event called 'My First Billion' series, we had invited Mr. Nandan Reddy, co-founder of Swiggy for a fire-side chat.

What are the key learnings from your professional journey that

you would like to share with our young readers?

My journey of 2 decades has given me new perspectives that I've diligently imbibed in my way of life, both on the professional front and as an individual. My message to the young readers is to **'DREAM'**...

- D** - Dare Yourself to Make it Big
- R** - Responsibility is a Virtue
- E** - Empathy will Keep Your Friends Close and Your Competition Closer
- A** - Appreciation will Take You Far
- M** - Manage Yourself so you can Lead a Team 



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Manoj Madhavan Kutty

Director (Admissions & Outreach, International Affairs and Administration),
SRM University, Sonipat

ACCREDITATION IS VERY IMPORTANT BUT IT SHOULD BE VERY MUCH INDIGENOUS

What has been your experience during the pandemic and the resulting digital model of education?

During Pandemic, our brand reputation and the rich legacy of 50 years in higher education stood in favour of SRM. It was not a very tedious task for us to quickly migrate to digital platforms because SRM is synonymous with Engineering across the country, which makes us naturally inclined towards the technical aspects.

The first thing we did was we set up an MoU with Cisco Webex and we immediately aligned all our lectures on it. Now all assessments and examinations are completely connected online. We had this digital infrastructure well in place. Moreover, the students coming to SRM comprise the middle and the upper-middle class. We were contented about the availability of devices as digital intervention is happening at a rapid pace in India, and thanks to initiatives by the government, the internet is affordable and everyone has access to it.

The attendance actually went up compared to the offline classrooms. This proved that despite all the negative aspects that occurred, we did see a lot of positivity during the pandemic and managed the situation well.

How do you see the institute growing over the next few years and which domains will be in focus?

The future is inclined towards political science, paramedical courses and to a certain extent, programs that are based on pure science. There is considerable attraction towards paramedical programs, especially programs like Medical Laboratory Technology, or other programs like B. Pharm. Not only MBBS, but anything around it is drawing students. Plus, there is higher interest in the domains of social science subjects like Psychology and Political Science. We are designing all our programs in such a way that we can cover all these avenues.

Gone are the days when students only sought limited options like becoming an engineer or a doctor. Now that trends are changing, even parents are exploring newer options. They are realizing that companies don't need just an engineer, but people who can think out-of-the-box, and have a problem-solving approach.

Tell us about your transition from the corporate world to the academic community?

That's a very interesting question and brings a lot of nostalgia. The corporate and education industry, both have their merits and demerits. In the corporate industry, people are oriented

towards revenue-generating aspects, whereas, education industry supports value generation. A company is all about meeting deadlines and creating a product. It's a fast-paced life as every product has a defined life-cycle. There are terms and clauses, according to which, after every year, or after certain years, you have to renew the products.

Whereas, in the education system, though there are different timelines and programs that we follow, at the end of the day, we do not want to rush with what are doing, because every student is different. One student can understand a concept in one day, and another can take ten days for the same. We deal with diverse audiences, and this is a sensitive target group. Students join education institutions at the age of 17 or 18 years, and during these times there are several uncertainties among the students.

The task of handling these doubts is quite stimulating, though it is not as challenging as constant revenue generation. Hence, this space is less stressful. It's a very delightful journey and I am glad that I shifted my focus from the corporate to the education sector.

What do you think about the current accreditation process and how does it help colleges?

If you see the global universities, they have matrices such as QS World University Ranking, or the higher-education ranking. There are so many ranking agencies that are celebrated across the globe that focus on infrastructure, placements, and other criteria.

The reason why Indian universities are unable to rank very high on the international scale is that those parameters are not entirely present here. In the US, education is expensive, but at the same time, they are more oriented towards entrepreneurship. But in an economy like India, where the population is high and people have different mindsets, I think the ranking framework present across the globe will not be the right parameter to judge an institution.

We need an indigenous ranking framework. That is where ranking agencies like NIRF or IIRF, as well as accreditation agencies, play an important role. Now with the New Education

Gone are the days when students only sought limited options like becoming an engineer or a doctor. Now that trends are changing, even parents are exploring newer options. They are realizing that companies don't need just an engineer, but people who can think out-of-the-box, and have a problem-solving approach.


policy laying down the parameters, we will get a real idea of standards. I think accreditation is vital, but it should be based on a country's needs. As long as it understands the requirements of the Indian institutions, I think accreditation is a good measure of where we stand.

How can we develop better relations with international institutions and form collaboration for research and training?

We need to have different universities with different mindsets.

For instance, if you look into robotics, Japan is the world leader. If you go to the US, there are some of the best institutions in the world, like Carnegie Mellon. South America has colleges that lead in drug discovery and tropical discovery, as they are excellent in research and sciences. For automobiles, it is the German or French automobile industry. Considering management education, it is always a British or French MBA that is the most acclaimed. For the Hotel Industry, the best options are in Switzerland and France. Russia has advanced technologies in aerospace and medicine. In south-east Asia, there are specialized avenues. There are many options in Taiwan, Hongkong, or Singapore for electronics.

When it comes to expanding in other countries and asking people to come and collaborate, we need to figure out the specialized segment that we want to target, and then we have to focus on the particular country that will meet the requirements. The management of our university is very supportive, and I have been to 25 countries. A few years ago, we went to Cambridge, Oxford, and the best universities in the world. We sat there on campuses, had a cup of coffee, discussed lots of things, and signed a fruitful agreement with them.

All we require is thorough research. There are national accreditation agencies, where we can check the rankings. As ranking is available online, we can refer to the list of institutions and approach them. I also use LinkedIn to great extent, for international collaboration, which has helped me to break barriers. We have been trying to establish connections across the globe, and we have 50 international collaborations at present. 



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NATIONAL RANK * (SURVEY & PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
1	Indian Institute of Management, Ahmedabad	139.14	137.14	119.99	134.28	134.56	129.99	135.71	931.25
2	Indian Institute of Management, Bengaluru	138.56	136.28	118.57	132.85	133.42	134.28	137.14	926.91
3	Indian Institute of Management, Kolkata	138.56	134.56	117.14	134.28	133.71	129.99	135.71	921.91
4	Faculty of Management Studies, University of Delhi, Delhi	137.71	133.71	119.14	133.71	133.14	126.14	135.71	919.37
5	Indian Institute of Management, Lucknow	137.42	130.85	119.99	132.56	133.71	127.14	132.85	914.23
6	National Institute of Industrial Engineering (NITIE), Mumbai	136.14	126.28	118.57	135.71	136.28	130.42	129.42	908.45
7	Atal Bihari Vajpayee-Indian Institute of Information Technology And Management (ABV-IIITM), Gwalior	135.28	128.85	119.99	131.42	129.14	129.56	134.28	905.37
8	Indian Institute of Management, Kozhikode	134.85	127.71	117.14	133.14	130.28	129.14	128.99	899.84
9	Jamnalal Bajaj Institute of Management Studies, Mumbai	129.42	128.85	115.71	135.71	136.85	124.28	128.28	894.52
10	Indian Institute of Foreign Trade (IIFT), New Delhi	129.99	124.28	117.42	134.71	135.71	125.71	121.99	887.93
11	Indian Institute of Management, Indore	129.42	121.85	117.14	134.71	128.85	126.57	127.14	881.27
12	Shailesh J Mehta School of Management, Indian Institute of Technology (IIT), Mumbai	128.71	121.28	116.57	132.14	135.14	122.85	125.71	876.45
13	Dept. of Management Studies, Indian Institute of Technology (IIT), New Delhi	127.14	119.85	114.42	135.71	138.85	122.57	120.42	873.08
14	Indian Institute of Management, Raipur	127.14	124.14	113.14	128.99	135.42	124.57	124.14	870.09
15	Vinod Gupta School of Management, Indian Institute of Technology (IIT), Kharagpur	125.28	120.57	114.85	133.99	135.99	121.71	119.99	867.74
16	Indian Institute of Management, Udaipur	123.71	119.99	111.42	135.14	131.42	125.71	127.14	862.22

* Page 6 (Disclaimer)

* Page 6 (Disclaimer)

NATIONAL RANK * (SURVEY & PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (II)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
17	Indian Institute of Management, Tiruchirappalli	124.28	121.42	111.71	131.85	129.14	118.57	121.42	856.15
18	Department of Management Studies, Indian Institute of Technology, Madras	119.99	119.14	112.85	135.71	118.57	122.85	118.57	847.44
19	Dept. of Management Studies, Indian Institute of Technology (IIT), Roorkee	122.85	114.28	114.28	132.85	122.85	122.85	114.28	844.26
20	University Business School (UBS), Panjab University, Chandigarh	117.14	119.99	109.99	136.71	118.85	119.99	120.57	840.65
21	Indian Institute of Management, Ranchi	119.99	117.14	109.14	136.28	109.71	117.71	121.28	834.10
22	Indian Institute of Management, Rohtak	120.28	114.28	111.99	129.99	114.28	120.57	120.85	830.02
23	Department of Business Economics, Delhi University, Delhi	120.85	119.99	104.99	130.28	108.57	115.99	114.28	823.76
24	MHRM Department of Humanities and Social Science, Indian Institute of Technology (IIT), Kharagpur	118.85	113.99	106.71	134.56	102.71	119.99	119.14	818.83
25	Sydenham Institute of Management Studies, Research And Entrepreneurship Education (SIMSREE), Mumbai	115.99	121.42	102.85	132.42	96.00	114.85	117.57	811.63
26	Institute of Management Studies (BHU), Varanasi	117.85	113.71	102.99	132.14	102.71	113.14	115.71	804.78
27	Indian Institute of Management, Shillong	113.42	114.14	103.42	133.42	99.14	118.85	111.42	799.58
28	Indian Institute of Management, Kashipur	109.99	115.71	105.57	132.71	98.57	113.85	109.47	795.46
29	Indian Institute of Management, Nagpur	109.42	115.99	103.14	127.42	94.14	120.28	117.14	787.93
30	Indian Institute of Management, Visakhapatnam	108.71	110.14	105.71	128.85	98.57	113.57	113.14	781.24

NATIONAL RANK * (SURVEY & PERCEPTIVE BASED)	BUSINESS SCHOOLS (GOVERNMENT)	PLACEMENT PERFORMANCE (PP)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)
				ACTUAL VALUES CONVERTED FOR 1000						
31	Dept. of Management Studies, Indian Institute of Technology (IIT-ISM), Dhanbad	101.42		109.85	107.71	128.85	111.14	111.85	115.71	777.52
32	Indian Institute of Management, Sambalpur	101.85		113.14	104.71	130.42	95.85	111.85	112.32	772.53
33	Centre for Management Studies, Jamia Millia Islamia, New Delhi	100.28		111.42	101.42	130.56	103.42	110.57	107.71	764.70
34	Indian Institute of Management, Jammu	101.42		107.57	104.28	125.71	100.14	110.57	107.57	757.25
35	Indian Institute of Management, Amritsar	103.14		106.57	106.28	117.14	94.28	111.71	109.28	749.28
36	NTPC School of Business, Noida	100.14		104.28	102.85	125.71	88.57	107.14	109.99	741.60
37	National Institute of Technology, Tiruchirapalli	95.57		102.85	103.71	123.57	91.42	118.57	111.42	736.97
38	Faculty of Management Studies & Research, Aligarh Muslim University, Aligarh	96.00		103.99	99.00	127.14	90.85	109.99	105.71	731.62
39	Indian Institute of Management, Sirmaur	97.71		100.00	105.71	120.57	92.00	103.42	104.28	727.32
40	Anna University, Chennai	96.28		102.85	101.71	122.28	89.14	104.28	104.28	724.72
41	Indian Institute of Management, Bodh Gaya	93.28		100.28	99.00	125.14	92.85	103.28	100.57	715.68
42	Indian Institute of Forest Management, Bhopal	92.42		99.14	97.85	124.99	89.28	100.00	100.28	707.50

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK	
												ACTUAL VALUES CONVERTED FOR 1000
1	Indian School of Business (ISB), Hyderabad	134.42	132.14		127.57	134.42	132.99	123.28	118.99	918.13	South	1
2	Management Development Institute (MDI), Gurgaon	132.14	131.28		126.14	131.56	133.99	121.85	117.99	907.18	North	1
3	Xavier Labour Relations Institute (XLRI), Jamshedpur	132.28	132.14		120.71	132.99	134.42	120.42	117.42	902.29	East	1
4	Symbiosis Institute of Business Management, Pune	132.85	122.99		119.28	132.71	133.28	123.71	120.28	888.46	West	1
5	S P Jain Institute of Management & Research (SPJIMR), Mumbai	129.99	127.57		116.14	133.56	130.28	120.42	116.57	883.43	West	2
6	Symbiosis Centre For Management & Human Resource Development (SCMHRD), Pune	132.14	120.99		117.71	131.85	133.56	121.85	118.14	879.72	West	3
7	Mudra Institute of Communications (MICA), Ahmedabad	127.57	123.57		114.99	132.71	131.85	126.57	117.57	874.20	West	4
8	NMIMS School of Business Management, Mumbai	128.71	123.28		113.28	132.99	121.57	117.57	128.99	868.00	West	5
9	Institute of Management Technology (IMT), Ghaziabad	127.85	129.71		108.28	125.85	114.14	118.99	118.99	855.12	North	2
10	Great Lakes Institute of Management, Chennai	128.14	130.14		106.14	117.28	105.85	117.57	124.71	840.00	South	2
11	International Management Institute (IMI), New Delhi	126.28	129.85		101.85	117.28	102.99	116.14	117.57	826.44	North	3
12	Xavier Institute of Management, Bhubaneswar	125.57	118.71		103.28	121.57	104.42	114.71	114.71	814.48	East	2

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	ACTUAL VALUES CONVERTED FOR 1000						WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK	
				RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)				
13	FORE School of Management, New Delhi	115.34	115.85		101.85	125.85	99.28	126.14	118.85	799.44	North	4
14	School of Business, Woxsen University, Hyderabad	113.85	123.85		103.28	114.42	91.28	126.14	114.99	792.66	South	3
15	Dr. D Y Patil Business School, Pune	116.28	110.71		103.14	125.85	103.57	111.99	105.85	787.42	West	6
16	Goa Institute of Management (GIM), Goa	115.71	115.71		104.71	118.85	87.85	114.71	115.28	784.11	West	7
17	Symbiosis Centre For Information Technology, Pune	115.99	115.28		102.99	117.28	89.71	116.14	115.14	781.13	West	8
18	Amrita School of Business, Coimbatore	103.42	131.28		99.71	112.28	91.28	124.99	111.42	777.55	South	4
19	ICFAI Business School (IBS), Hyderabad	118.57	113.42		104.71	114.42	88.71	110.42	105.85	776.10	South	5
20	K.J. Somaiya Institute of Management Studies & Research, Mumbai	113.71	110.71		103.14	120.42	89.14	117.57	105.85	771.91	West	9
21	VIT Business School, Vellore	116.99	109.71		103.28	114.42	91.28	110.42	105.42	766.88	South	6
22	Rajagiri Centre For Business Studies, Kochi	111.14	105.57		103.14	120.28	87.14	126.14	108.28	762.80	South	7
23	Institute of Management, NIRMA University, Ahmedabad	113.71	103.42		103.57	120.42	90.00	110.28	106.14	758.73	West	10
24	JSS Centre For Management Studies, JSS Science & Technology University, Mysuru	106.42	113.42		103.14	117.28	91.28	110.42	102.85	757.32	South	8
25	Lal Bahadur Shastri Institute of Management (LBSIM), New Delhi	103.28	109.99		99.71	125.85	91.28	113.14	112.85	756.10	North	5

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	ACTUAL VALUES CONVERTED FOR 1000						WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK
				RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)			
26	Loyola Institute of Business Administration (LIBA), Chennai	103.14	114.57	103.14	111.57	92.28	124.71	104.57	753.73	South	9
27	CHITKARA Business School, Rajpura-Patiala	102.85	111.71	103.99	114.71	88.57	111.42	117.14	749.91	North	6
28	Birla Institute of Management Technology (BIMTECH), Greater Noida	103.71	118.42	90.28	113.28	100.00	122.85	105.71	747.99	North	7
29	Management Development Institute (MDI), Murshidabad	103.28	115.85	97.42	114.42	89.14	120.28	97.14	745.87	East	3
30	Prestige Institute of Management & Research, Indore	101.42	120.42	91.71	113.99	88.57	117.14	114.57	744.56	Central	1
31	AMITY Global Business School, Noida	104.57	108.14	100.28	114.42	91.28	111.71	116.28	742.96	North	8
32	International Management Institute (IMI), Bhubaneswar	98.85	110.71	97.57	114.42	103.14	120.14	112.85	741.91	East	4
33	International Management Institute (IMI), Kolkata	100.71	108.71	103.14	115.99	97.14	106.14	105.99	740.88	East	5
34	School of Management, BML Munjal University, Gurugram	101.14	105.57	103.14	118.85	89.85	108.57	113.14	739.61	North	9
35	TAXILA Business School, Jaipur	102.14	103.42	106.57	114.57	94.85	110.28	104.85	738.54	North	10
36	ICFAI Business School (IBS), Mumbai	103.71	108.14	103.14	117.28	97.42	87.42	98.85	736.85	West	11
37	Institute of Rural Management, Anand	103.99	108.14	91.71	113.57	102.28	110.28	107.99	731.45	West	12
38	Jaipuria Institute of Management (JIM), Noida	96.00	108.14	102.99	113.71	91.71	103.42	117.14	728.48	North	11

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	ACTUAL VALUES CONVERTED FOR 1000						WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK
				RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)			
39	Institute of Management Studies (IMS), Ghaziabad	102.99	104.85	90.28	109.85	101.42	117.14	111.42	721.71	North	12
40	Faculty of Management Studies (Manav Rachna International Institute of Research & Studies), Faridabad	97.57	108.14	91.85	117.99	89.42	108.57	112.85	720.46	North	13
41	Faculty of Management, SRM University, Sonipat	103.57	105.57	90.28	114.42	91.28	111.71	100.42	718.88	North	14
42	Asian Business School, Noida	101.57	105.85	91.71	116.85	89.42	103.14	104.28	717.42	North	15
43	KIIT University-School of Management, Bhubaneswar	105.99	95.28	92.57	115.85	85.85	114.57	117.71	715.40	East	6
44	Symbiosis Institute of Management Studies (SIMS), Pune	104.57	93.00	96.14	113.71	88.71	123.14	105.99	713.65	West	13
45	Symbiosis Institute of Operations Management, Nashik	103.42	102.99	92.28	111.99	90.14	106.14	100.00	711.57	West	14
46	School of Business & Economics, ADAMAS University, Kolkata	103.42	103.71	97.57	106.14	74.14	114.85	105.71	710.52	East	7
47	Jaipuria School of Business, Gaziabad	101.71	97.85	89.42	114.42	108.42	107.71	100.14	709.32	North	16
48	Institute of Management & Entrepreneurship Development (IMED), Pune	105.14	100.42	89.14	101.57	105.99	122.85	99.00	708.19	West	15
49	Faculty of Management Studies, Sri Sri University, Cuttack	98.00	102.99	89.42	110.14	96.00	110.28	100.00	700.85	East	8
50	Indian Institute of Social Welfare & Business Management (IISWBM), Kolkata	99.42	110.71	91.85	90.14	91.28	124.28	95.71	697.11	East	9

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE	ZONE RANK
51	Bharath Institute of Higher Education & Research (BIHER), Chennai	94.00	101.57		87.42	117.28	90.14	107.57	102.28	694.27	South	10
52	ABBS School of Management, Bengaluru	91.85	118.42		76.14	105.99	89.00	125.99	89.42	690.98	South	11
53	Narayana Business School, Ahmedabad	93.71	97.85		83.28	114.42	97.14	115.71	102.85	685.88	West	16
54	Manipal Institute of Management, Manipal Academy of Higher Education, Manipal	95.42	99.71		90.28	104.57	89.00	110.28	100.28	682.70	South	12
55	RV Institute of Management, Bengaluru	92.71	102.99		86.14	110.28	90.14	98.57	97.28	679.00	South	13
56	Xavier Institute of Management & Entrepreneurship (XIME), Bengaluru	93.42	104.14		88.57	95.57	91.28	107.14	102.85	673.57	South	14
57	Welingkar Institute of Management Development & Research, Mumbai	99.14	100.28		80.71	98.85	91.57	99.14	100.28	666.20	West	17
58	Xavier Institute of Social Services (XISS), Ranchi	98.85	90.14		83.28	111.57	75.14	103.14	98.85	662.06	East	10
59	PSG Institute of Management, Coimbatore	97.71	88.57		84.71	108.85	78.28	107.42	100.28	660.23	South	15
60	Siva Sivani Institute of Management, Hyderabad	98.28	85.85		82.71	100.14	90.71	123.14	104.14	657.61	South	16
61	Ramaiah Institute of Management Studies, Bengaluru	94.00	90.14		85.00	101.57	91.28	111.71	97.00	655.39	South	17
62	School of Management, Presidency University, Bengaluru	91.14	104.42		93.28	88.71	84.42	77.42	93.14	650.05	South	18
63	Bharati Vidyapeeth University/Institute of Management & Research (BVIMR), New Delhi	90.00	88.71		83.28	110.14	74.00	107.42	101.71	645.32	North	17

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK	
												ACTUAL VALUES CONVERTED FOR 1000
64	Jindal Global Business School (JGBS), Sonipat	89.85	102.99		86.14	94.42	91.28	76.14	89.14	644.19	North	18
65	SDM Institute For Management Development (SDMIMD), Mysuru	93.57	102.99		86.14	94.42	72.00	77.71	94.57	643.16	South	19
66	Jagan Institute of Management Studies (JIMS), Rohini, Delhi	90.42	97.85		91.85	94.42	74.14	78.14	99.57	640.59	North	19
67	Army Institute of Management, Kolkata	95.14	105.57		71.85	81.85	85.85	111.71	100.28	637.47	East	11
68	AIMS Institute, Bengaluru	87.14	85.00		87.57	111.57	91.28	78.28	93.42	636.41	South	20
69	PES University, Dept. of Management Studies, Bengaluru	96.71	90.57		71.71	95.85	85.85	112.71	102.85	634.61	South	21
70	Symbiosis Institute of Business Management, Bengaluru	92.71	81.00		86.14	102.99	74.14	110.28	96.28	633.25	South	22
71	SCMS Cochin School of Business, Kochi	80.71	113.28		72.28	81.85	85.85	128.85	94.00	631.15	South	23
72	Institute of Management Studies, Noida	100.00	102.99		71.71	72.57	85.85	123.14	72.00	627.30	North	20
73	MIT School of Business, Pune	103.28	90.14		71.85	94.42	85.85	74.57	93.85	624.95	West	18
74	Dayananda Sagar University (School of Commerce & Management), Bengaluru	108.14	90.14		72.14	72.57	72.00	128.85	88.57	622.03	South	24
75	Jaipuria Institute of Management, Ghaziabad	96.71	87.57		79.14	88.71	74.00	107.42	88.85	619.94	North	21
76	Gitam School of International Business, Visakhapatnam	85.57	95.28		73.28	94.42	85.85	110.14	88.57	618.57	South	25

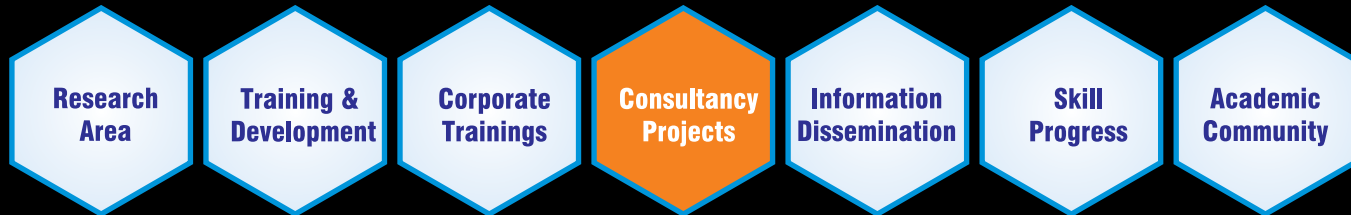
NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	ACTUAL VALUES CONVERTED FOR 1000						WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK	
				RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)				
77	Institute of Management, CHRIST University, Bengaluru	93.57	92.71		86.14	88.71	72.14	74.57	87.28	617.23	South	26
78	Justice KS Hegde Institute of Management, NITTE	93.57	87.57		84.71	83.00	73.85	110.42	85.85	616.01	South	27
79	Chandragupt Institute of Management (CIMP), Patna	97.28	90.14		72.57	93.00	85.85	77.42	91.85	614.81	East	12
80	Symbiosis Institute of Business Management, Hyderabad	80.71	100.42		86.14	72.85	91.28	110.28	90.00	613.78	South	28
81	ASM's Institute of Business Management & Research Centre, Pune	80.57	95.28		87.57	94.42	79.42	74.28	91.42	612.76	West	19
82	G H Rasoni School of Business Management, Nagpur	92.00	86.42		73.28	84.57	88.57	115.71	94.85	609.43	West	20
83	Indore Management Institute (IMI), Indore	92.00	86.42		73.28	84.57	88.57	113.14	94.28	608.19	Central	2
84	Mittal School of Business, Lovely Professional University (LPU), Jalandhar	80.71	90.14		79.00	87.28	91.28	110.28	91.42	605.51	North	22
85	SDM PG Centre For Management Studies & Research, Mangaluru	104.28	95.28		72.57	72.00	71.71	81.71	88.14	603.33	South	29
86	Bharathidasan Institute of Management, Tiruchirappalli	96.71	85.00		72.42	91.57	81.28	74.57	89.14	599.83	South	30
87	CMR Institute of Management Studies, Bengaluru	92.00	80.85		71.85	85.85	91.28	110.28	88.57	597.67	South	31
88	GIBS Business School, Bengaluru	87.14	87.57		72.42	73.28	91.28	124.57	99.71	594.81	South	32

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	ACTUAL VALUES CONVERTED FOR 1000						WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK	
				RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)				
89	International School of Business & Media, Pune	84.00	100.42		72.00	83.00	81.14	74.57	89.14	591.36	West	21
90	MYRA School of Business, Mysuru	85.85	88.71		73.14	72.28	85.85	125.99	89.14	589.20	South	33
91	KLE Technological University (School of Management Studies & Research), Hubli	80.71	97.85		71.71	72.14	91.28	107.42	89.57	587.45	South	34
92	Kirloskar Institute of Advanced Management Studies (KIAMS), Pune	86.00	81.00		71.85	93.00	86.00	93.14	86.00	585.80	West	22
93	KLS Institute of Management Education & Research, Belgaum	93.57	90.14		71.85	81.85	74.14	74.57	81.57	584.49	South	35
94	Institute For Technology & Management, (ITM) Chennai	96.71	92.71		72.14	72.42	72.00	75.28	84.42	582.96	South	36
95	AMITY University, Dept. of Management Studies, Raipur	94.00	83.57		73.14	76.85	91.28	80.42	80.28	581.44	Central	3
96	St. Joseph's Institute of Management, Bengaluru	81.42	90.14		72.00	72.71	85.85	110.28	100.99	579.59	South	37
97	Suryadatta Institute of Management & Mass Communication, Pune	86.00	88.71		72.14	72.71	79.42	110.28	87.57	578.36	West	23
98	Harlal Institute of Management Technology (HIMT), Greater Noida	96.71	82.42		72.00	71.71	72.28	110.57	70.28	577.07	North	23
99	ITM Business School – Warangal (Warangal Institute of Management)	81.71	90.14		71.85	77.57	72.28	111.71	81.00	574.00	South	38
100	G H Rasoni College of Engineering, Nagpur	88.57	95.28		71.71	73.28	71.71	75.57	81.71	572.88	West	24

NATIONAL RANK *	BUSINESS SCHOOLS (PRIVATE)	PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)		RESEARCH (RS)	INDUSTRY INCOME AND INTEGRATION (III)	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	WEIGHTED INDEX SCORE (OUT OF 1000)	ZONE RANK	
												ACTUAL VALUES CONVERTED FOR 1000
101	Indian Institute of Cost & Management Studies & Research (IICMSR), Pune	93.57	80.57		72.28	81.85	72.28	74.57	89.14	571.56	West	25
102	Indira School of Business Studies, Pune	84.57	90.42		73.00	72.71	72.28	90.71	95.85	570.40	West	26
103	Global Business School & Research Centre, Bengaluru	85.57	87.57		71.71	84.42	72.00	76.00	79.57	568.94	South	39
104	Rathinam College of Arts & Science, Coimbatore	88.71	88.71		72.42	76.14	72.28	75.71	75.14	565.90	South	40
105	Hindusthan College of Engineering & Technology (HICET), Coimbatore	87.57	85.00		72.00	80.85	74.85	75.14	71.71	563.33	South	41
106	Global Business School, Hubli	86.28	85.00		74.85	79.00	72.00	74.57	71.71	561.32	South	42
107	Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur	87.00	85.00		72.28	80.85	71.71	74.85	68.71	560.27	North	24
108	International School of Management Excellence (ISME), Bengaluru	86.57	81.00		72.42	73.42	72.28	90.42	94.42	558.77	South	43
109	Hindustan Institute of Technology, Coimbatore	87.28	80.14		72.14	73.71	72.00	90.42	89.00	556.93	South	44
110	Hindustan College of Arts & Science (Department of Management Studies), Coimbatore	84.85	80.71		72.28	75.14	72.14	89.28	90.71	555.70	South	45
111	DKTE Society's Textile & Engineering Institute, Ichalkaranji, Kolhapur	84.00	80.71		72.00	75.85	72.14	90.71	87.42	554.39	West	27
112	Greater Noida Institute of Technology (MBA Institute), Greater Noida	83.57	84.14		71.71	72.42	72.00	87.42	88.71	553.38	North	25



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EMPLOYABILITY RANK *	BUSINESS SCHOOL (INDUSTRY RECOMMENDED)	ZONE	ZONE RANK
1	Management Development Institute (MDI), Gurgaon	North	1
2	Xavier Labour Relations Institute (XLRI), Jamshedpur	East	1
3	Indian School of Business (ISB), Hyderabad	South	1
4	S P Jain Institute of Management and Research (SPJIMR), Mumbai	West	1
5	Symbiosis Institute of Business Management, Pune	West	2
6	Mudra Institute of Communications (MICA), Ahmedabad	West	3
7	NMIMS School of Business Management, Mumbai	West	4
8	Symbiosis Centre For Management and Human Resource Development (SCMHRD), Pune	West	5
9	Institute of Management Technology (IMT), Ghaziabad	North	2
10	Xavier Institute of Management, Bhubaneswar	East	2
11	Great Lakes Institute of Management, Chennai	South	2
12	International Management Institute (IMI), New Delhi	North	3
13	FORE School of Management, New Delhi	North	4
14	Goa Institute of Management (GIM), Goa	West	6
15	School of Business, Woxsen University, Hyderabad	South	3
16	Dr. D Y Patil Business School, Pune	West	7

* Page 6 (Disclaimer)

EMPLOYABILITY RANK *	BUSINESS SCHOOL (INDUSTRY RECOMMENDED)	ZONE	ZONE RANK
17	T.A Pai Management Institute, Manipal	South	4
18	Symbiosis Centre For Information Technology, Pune	West	8
19	Amrita School of Business, Coimbatore	South	5
20	ICFAI Business School (IBS), Hyderabad	South	6
21	CHITKARA Business School, Rajpura-Patiala	North	5
22	VIT Business School, Vellore	South	7
23	K.J. Somaiya Institute of Management Studies & Research, Mumbai	West	9
24	Rajagiri Centre For Business Studies, Kochi	South	8
25	Lal Bahadur Shastri Institute of Management (LBSIM), New Delhi	North	6
26	Institute of Management, NIRMA University, Ahmedabad	West	10
27	JSS Centre For Management Studies, JSS Science and Technology University, Mysuru	South	9
28	Loyola Institute of Business Administration (LIBA), Chennai	South	10
29	University School of Business, Chandigarh University, Chandigarh	North	7
30	Prestige Institute of Management And Research, Indore	Central	1
31	Birla Institute of Management Technology (BIMTECH), Greater Noida	North	8
32	Indian Institute of Social Welfare & Business Management (IISWBM), Kolkata	East	3
33	Jagdish Sheth School of Management, Bengaluru	South	11

* Page 6 (Disclaimer)

EMPLOYABILITY RANK *	BUSINESS SCHOOL (INDUSTRY RECOMMENDED)	ZONE	ZONE RANK
34	TAXILA Business School, Jaipur	North	9
35	Institute of Rural Management, Anand	West	11
36	Jaipuria Institute of Management (JIM), Noida	North	10
37	AMITY Global Business School, Noida	North	11
38	Institute of Management Studies (IMS), Ghaziabad	North	12
39	Asian Business School, Noida	North	13
40	SRM University, Sonipat	North	14
41	Institute of Management And Entrepreneurship Development (IMED), Pune	West	12
42	Faculty of Management Studies (Manav Rachna Institute of Research And Studies), Faridabad	North	15
43	ICFAI Business School (IBS), Mumbai	West	13
44	School of Business and Economics, ADAMAS University, Kolkata	East	4
45	Bharati Vidyapeeth University/Institute of Management And Research (BVIMR), New Delhi	North	16
46	ABBS School of Management, Bengaluru	South	12
47	Bharath Institute of Higher Education And Research (BIHER), Chennai	South	13
48	Dayananda Sagar University (School of Commerce & Management), Bengaluru	South	14
49	Jaipuria School Of Business, Ghaziabad	North	17
50	Faculty of Management Studies, Sri Sri University, Cuttack	East	5

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NATIONAL RANK *	UNIVERSITY BUSINESS SCHOOLS (PVT.)	ZONE	ZONE RANK
1	Symbiosis Institute of Business Management, Pune	West	1
2	Symbiosis Centre For Management and Human Resource Development (SCMHRD), Pune	West	2
3	NMIMS School of Business Management, Mumbai	West	3
4	School of Business, Woxsen University, Hyderabad	South	1
5	Dr. D Y Patil Business School, Pune	West	4
6	Symbiosis Centre For Information Technology, Pune	West	5
7	Amrita School of Business, Coimbatore	South	2
8	ICFAI Business School (IBS), Hyderabad	South	3
9	VIT Business School, Vellore	South	4
10	Institute of Management, NIRMA University, Ahmedabad	West	6
11	JSS Centre For Management Studies, JSS Science and Technology University, Mysuru	South	5
12	CHITKARA Business School, Rajpura-Patiala	North	1
13	AMITY Global Business School, Noida	North	2
14	School of Management, BML Munjal University, Gurugram	North	3
15	ICFAI Business School (IBS), Mumbai	West	7

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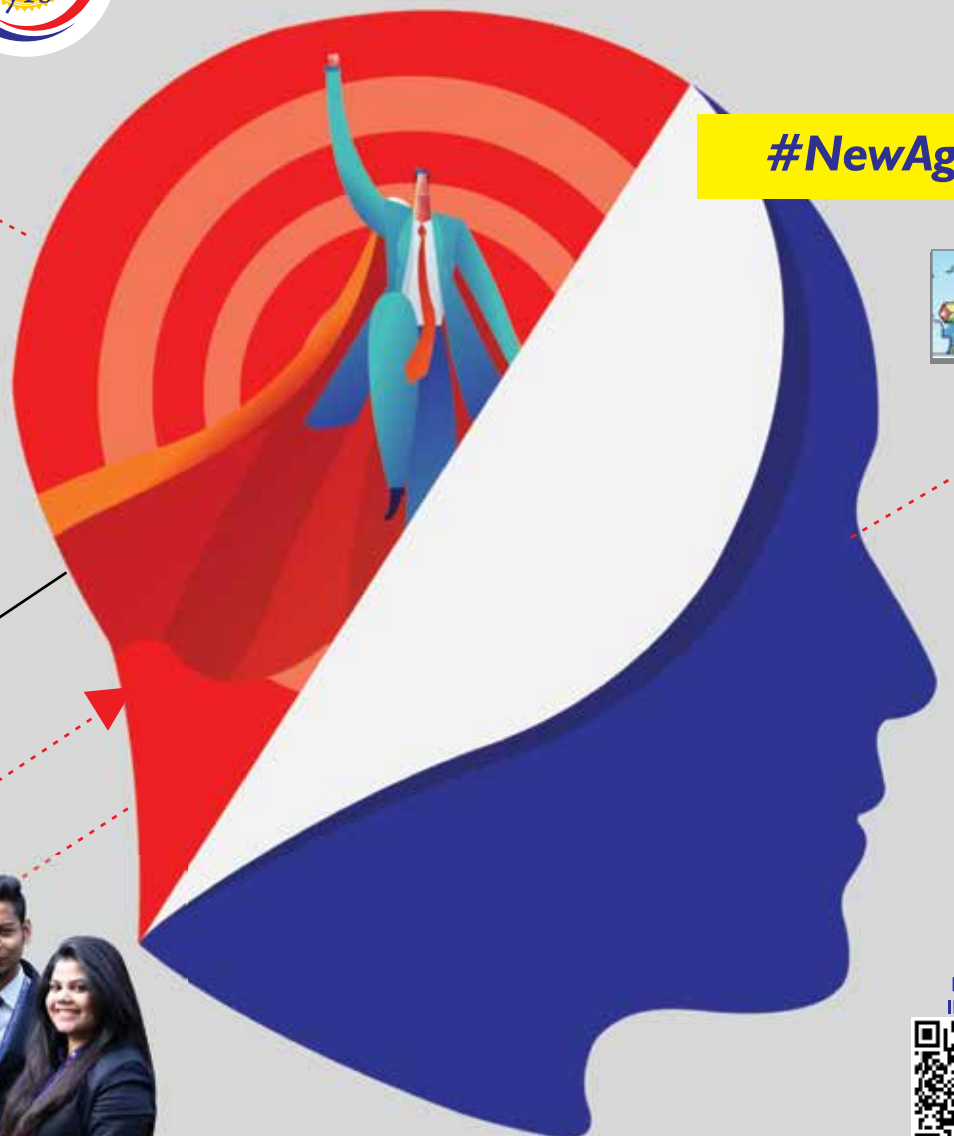
NATIONAL RANK *	UNIVERSITY BUSINESS SCHOOLS (PVT.)	ZONE	ZONE RANK
16	Faculty of Management Studies (Manav Rachna International Institute of Research And Studies), Faridabad	North	4
17	Faculty of Management, SRM University, Sonipat	North	5
18	KIIT University-School of Management, Bhubaneswar	East	1
19	Symbiosis Institute of Management Studies (SIMS), Pune	West	8
20	Symbiosis Institute of Operations Management, Nashik	West	9
21	School of Business and Economics, ADAMAS University, Kolkata	East	2
22	Institute of Management and Entrepreneurship Development (IMED), Pune	West	10
23	Faculty of Management Studies, Sri Sri University, Cuttack	East	3
24	Bharath Institute of Higher Education And Research (BIHER), Chennai	South	6
25	Manipal Institute of Management, Manipal Academy of Higher Education, Manipal	South	7
26	School of Management, Presidency University, Bengaluru	South	8
27	Jindal Global Business School (JGBS), Sonipat	North	6
28	PES University, Bengaluru	South	9
29	Symbiosis Institute of Business Management, Bengaluru	South	10
30	Institute of Management, CHRIST University, Bengaluru	South	11

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HAPPINESS ADVANTAGE FOR BUSINESS EDUCATION

The management education we are imparting in business schools needs a reality check. There are many reports and findings, questioning the real value addition done by business schools, including employability of business school graduates. To be fair to business schools, there are attempts by business schools to update various aspects such as curriculum and pedagogy etc. There are also attempts to bring more practitioners to classrooms and create

more practice-oriented labs etc. However, much more needs to be done by business schools, something more innovative and fundamental and getting out of copy-paste ideas from others which are resulting in more and more fundamental homogeneity of business schools. We need to go back to the basics and start with the famous questions of the father of modern management, the late Peter Drucker.

In this article due to the word limit, let us focus on one major change business schools need on the goal of business education. Time has changed, new data is emerging and we need to include happiness in a big way in management education. Today, there is a lot of research and scientific evidence which shows there is increasing levels of stress and mental health issues leading to lower productivity and happiness increases productivity. In the last two decades, there is a lot of scientific research on happiness from multiple disciplines showing what, how and why of happiness in life and other parts of life.


To be fair to business schools, there are some attempts to include some research on happiness in the courses and also some courses on happiness under human resources. However, it is too less considering the strategic importance of happiness, and it in bits and pieces. Happiness is much bigger than just human resource function and bits and pieces attempts will not make much difference.

There is a need for a comprehensive happiness strategy for business schools including its inclusion in the strategy of the schools and the agenda of business school leaders. From there it needs to spread across the various parts and activities of the business schools. We need to be careful here as we have seen often in strategy that it just becomes lip service and stay just in talks or on paper. It needs to deliver, add value. Today there are tools and methods available for measuring happiness and these should be used regularly to check if the desired results are coming or not and if not, what improvements need to be made.

Business schools should do it, if for nothing, for their selfish interest at least. As business schools are becoming more and more homogeneous, happiness can be a good source of some fundamental differentiation. As shared

earlier, there is scientific evidence that happiness provides a lot of advantages and business schools shall use these. Happiness advantage is to use happiness for leveraging one's potential in this era of knowledge and experience economy where people are the key resources.

As often business school professors are criticised for more talks and less real action, someone might ask or say, it is easy to preach than do. I am happy to share I am doing my bit in both research and teaching, though more needs to be done and I am working on it. I have started a first of its kind elective course named happiness strategy in PGDM, which is also based on my best selling book Happiness Strategy (Pillania, 2019) and My Experiments with Happiness (Pillania, 2020) and it has got good acceptance among the student community. This course looks at happiness in a very comprehensive and strategic manner. If anyone is interested, I am happy to share the course details. As the recent COVID-19 pandemic has shown, we are all in it together, and also one of the best ways to increase our happiness is to share and help others.

It's a well-accepted idea that happiness is the main goal of life as all other goals ultimately point towards happiness. So business schools need to reflect and think, how can they survive in long term, if their goal and the goal of life are not aligned! It's high time, business school and business leaders, embrace the idea of happiness in a holistic and comprehensive manner with a focus on practice for their own advantage, a happiness advantage. 

References:

Pillania, R. K. (2019). Happiness Strategy: Happiness and Strategy for Everyone. Invincible Publishers: New Delhi.

Pillania, R. K. (2021). Happiness Diary: My Experiments with Happiness. Invincible Publishers: New Delhi.

The author is Professor of Strategy at Management Development Institute, Gurgaon. He is ranked jointly #1 in average research productivity in India and awarded top strategy professor in India. His expertise is in making strategy, innovation, and happiness as simple, humorous, and applicable.



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RESOLUTIONS IN NEW YEAR 2022 !

A tendency has developed in some students to be casual in their actions. There are students who do everything including travelling, partying and visiting their relatives, friends, picnic spots etc. but they are showing resistance to offline classes and in re-joining educational institutions. There are now strong evidences where employers are raising question marks on the degrees that were awarded during the peak of coronavirus pandemic.

The year 2020 was a terrible one and the outbreak of COVID-19 pandemic made everyone suffer badly around the world. The COVID-19 pandemic had created the largest disruption of education systems in history, affecting billions of learners. In the year 2021, humans and organizations have tried to give their best efforts to counter the damage done by the pandemic. Educational institutions always have a great responsibility to contribute and they have truly justified with their active contributions in controlling the pandemic. It's through a great vision, efforts and hard work by different stakeholders in the education sector that have made the impossible works turned into some fruitful and possible actions. The crisis was greatly used to stimulate innovation within the education sector. We have seen emergence of novel approaches in support of an ideal education system. The serious efforts were made in a short time to respond to the shocks to education systems and it gives us learning that really changes are possible. We should never waste the opportunities to explore new ways and systems for the progress in teaching and learning.


The last two years will be greatly remembered for bringing courage, valor, commitment, and unity in this world. Most of us now have also learnt to live and progress with the new norms of life but there is a need to do more and contribute towards the true objectives of an ideal education system. There must be greater efforts in fighting deadly diseases and the fight against the Omicron Virus must be the new challenge accepted.

A tendency has developed in some students to be casual in their actions. There are students who do everything including travelling, partying and visiting their relatives, friends, picnic spots etc. but they are showing resistance to offline classes and in re-joining educational institutions. It looks like the virus is visible only in the educational institutions for such students. There are now strong evidences where employers are raising question marks on the degrees that were awarded during the peak of coronavirus pandemic. Students must do everything to prove such employers wrong. They must understand their responsibilities as a true citizen of this country and develop themselves better.

Most of us now have also learnt to live and progress with the new norms of life but there is a need to do more and contribute towards the true objectives of an ideal education system. There must be greater efforts in fighting deadly diseases and the fight against the Omicron Virus must be the new challenge accepted.

Students should build on their career plans right away. It could change with time. But it is better to have a different plan than no plan at all. Making a career plan will help you to travel towards your academics easier. If students make a plan, it is important to stick to it. If they don't value their plans, who else will? So students have to be on time in their goals. Students must devote time in learning new skills and must not underestimate the value of extra-curricular activities.

Educational institutions supported by teachers must continue their efforts to explore ways to empower students to think like artists, designers and change agents in the society. Students must be taught to walk with people to develop a sense of belongingness in them towards the society. As educators we have the privilege to impact many families and it must be done in a positive, supportive, and equitable way. We must prepare now to return to our learning communities in this year 2022 with a hope that both students and teachers find happiness in togetherness.

We must not forget that good education is not only a fundamental human right. It is an enabling right with direct impact on the realization of all other human rights. It is a global common good and a primary driver of progress across all 17 sustainable development goals as bedrock of just, equal, inclusive peaceful societies. The education must always be a high priority sector and needs serious attention by the authorities to take the country forward. 

MATHEMATICS CHALLENGE

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

CMT-2020/ 23 :

For $\alpha > 0, \beta > 0, \text{ and } \gamma > 0, \text{ if}$

$$\frac{\alpha + \sqrt{\alpha^2 - 1}}{\alpha - \sqrt{\alpha^2 - 1}} + \frac{\alpha - \sqrt{\alpha^2 - 1}}{\alpha + \sqrt{\alpha^2 - 1}} = 90 ; \gamma^4 + 18\gamma^3 - 7\gamma^2 - 1512\gamma - 6468 = 0 ;$$

$$\beta^8 - 244\beta^6 + 22326\beta^4 - 907924\beta^2 + 13845841 = 0$$

$$x = \frac{1}{\alpha + \beta + \gamma} + \frac{1}{\alpha - \beta + \gamma} + \frac{1}{\alpha + \beta - \gamma} + \frac{1}{\alpha - \beta - \gamma} ;$$

$$y = \frac{1}{\beta + \gamma + \alpha} + \frac{1}{\beta - \gamma + \alpha} + \frac{1}{\beta + \gamma - \alpha} + \frac{1}{\beta - \gamma - \alpha} ;$$

$$z = \frac{1}{\gamma + \alpha + \beta} + \frac{1}{\gamma - \alpha + \beta} + \frac{1}{\gamma + \alpha - \beta} + \frac{1}{\gamma - \alpha - \beta} ;$$

then, $19 \left[\left(\frac{x^2 + y^2}{x^2 - y^2} \right) - 2(z^2 + 1) \right] + 1 = ?$

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$x^{12} + y^{12}$ in terms of α and

β in the simplest form.

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CMT-2020/ 24:

For $\alpha > 0, \beta > 0, \text{ and } \gamma > 0, \text{ if}$

$$\alpha^4 + 18\alpha^3 - 7\alpha^2 - 1512\alpha - 6468 = 0 ;$$

$$\beta^8 - 244\beta^6 + 22326\beta^4 - 907924\beta^2 + 13845841 = 0 ;$$

$$(3\gamma + \sqrt{9\gamma^2 - 1}) \div (3\gamma - \sqrt{9\gamma^2 - 1}) + (3\gamma - \sqrt{9\gamma^2 - 1}) \div (3\gamma + \sqrt{9\gamma^2 - 1}) = 826 ;$$

$$x = \frac{1}{\alpha + \beta + \gamma} + \frac{1}{\alpha - \beta + \gamma} + \frac{1}{\alpha + \beta - \gamma} + \frac{1}{\alpha - \beta - \gamma} ;$$

$$y = \frac{1}{\beta + \gamma + \alpha} + \frac{1}{\beta - \gamma + \alpha} + \frac{1}{\beta + \gamma - \alpha} + \frac{1}{\beta - \gamma - \alpha} ;$$

$$z = \frac{1}{\gamma + \alpha + \beta} + \frac{1}{\gamma - \alpha + \beta} + \frac{1}{\gamma + \alpha - \beta} + \frac{1}{\gamma - \alpha - \beta} ;$$

then, $\left(\frac{19y^2z^2}{y^{32} - z^{32}} \right) \left[\{y^{10} + z^{10} + y^2z^2(y^6 + z^6)\} \times \{y^{20} + z^{20} + y^4z^4(y^{12} + z^{12})\} \right] = ?$

ANSWERS : CMT-2020/21: 4100 ; CMT-2020/22: 27

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

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