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WE ARE THE SUM OF THE CHOICES WE MAKE



The mathematics of choices rules our world. The actions that we choose lead us on to the sort of world we create for ourselves. Our choices give us a unique voice that is heard not just by other humans but also through time and space for all eternity. In simple words if you choose to snivel and whimper you lead yourself on to a future that does the same. The voice that we choose to represent us is what empowers us towards our higher self or alternatively throws us into the abyss of disorientation.

Let us take the example of women empowerment. Every woman has a voice of her own. A voice that strives to find its place without needing to drown other voices. A voice that willingly walks into conversations and wins hearts and minds over to a perspective where relationships evolve. Choices need to be unforced and not necessarily made because some expected output or result is needed to please society. These choices are such that they do not need someone to first approve them and must be loud and clear. Choices, once expressed, have the wings of poetry and the grounded confidence of prose. Choices matter. Choices are powerful. It is the existence of choices that make a woman an empowered superpower. These are choices that attempt to usher in participative productivity without bowing to a mere lip service. Existence of a choice is not merely redefining battle lines with prejudices but allowing bigotries to refocus to the new reality of shared concerns.

We see different examples of choices every day all around. People breaking rules and promises. People misleading others through words and actions. People justifying lies and misdeeds. People encouraging impressionable minds to resort to unfair

methods. All these and hundreds of other moments of such ineptitude are conscious choices that we are making. The other day I found a parent making an hour-long long-distance call to help his daughter in junior school solve her online exam paper. Why? – I asked. The person justified this action by insisting that it was to prevent his daughter feeling inadequate and a failure if she did not do well in her exam. I said nothing but wondered if this fellow would ever realize that it is not the joy of success that he has gifted his daughter but a life-long disability and a self-image that turns into a scar in later years. He had taught her that it was fine to be wheeled around in a wheelchair even if one had a pair of perfect feet. He had taught his daughter a rather devious definition of a choice.

So yes, we choose our choices and our choices, in turn, choose to gift us the outcome that we deserve. If there is any one lesson that every good teacher or boss or leader or decision-maker or guru must communicate clearly, it is the importance of taking our choices seriously. Every choice adds up to create our final image – and no one, but us, will see it.

Do you want to enter and walk about in eternity with a face that has been scorched and scarred by the choices you have made? Believe me, it is never too late to begin making the right choices because each correct one made is not only going to lead you to better outcomes but also empower within you a process of divine self-healing. It is never too late to teach our choices to walk the straight path.

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We cannot possibly progress without become sensitized human beings first

Implementation of real learning cannot happen in ministries alone. So we are to go to the campus and make sure that every policy envisioned in NEP 2020 is implemented in every campus all over the country, **Suresh Prabhu** outlines in a conversation with **Arvind Passey**, Editor, *Education Post*

Suresh Prabhakar Prabhu
Member of Parliament
India's Sherpa to the G20 & G7
Held 10 Cabinet Positions
6 times MP

W

alking through the imposing corridors of the Ministry of External Affairs to meet the person who has been hailed as the PM's Sherpa to G7 was a daunting task as it is not easy to talk to someone who has touched the heights of success in the country. Mr Suresh Prabhu, a Chartered Accountant by profession is one who has led Railways, Commerce & Industry, and Aviation among other prime portfolios and has always brought in a new way of thinking, new insights, and a dynamic leadership style.

Mr Prabhu is that person who once remarked during his address at the Higher Education Summit in 2018 that the country needs 'to increase the share of the sector in the economy, and education is an important sector in this,



and we will promote it.' He then emphasized that the government was working with different universities and institutions in this regard. Mr Prabhu also said that the educational institutes have to keep in mind the emerging challenges being faced by industries and introduce modern technologies like artificial intelligence, robotics and big data and that there was a need for increase integration and collaboration between industry and universities. He has been quoted by the media as having remarked that a viable strategy would rest on three pillars of 'Nav Arjan, Nav Manak and Nav Sanrachna (new revenue, new norm and new structure)'.

Meeting such a dynamic personality needs an interviewer to be prepared with the right sort of questions and, more importantly, have the right degree of poise while conversing on sensitive topics like the way forward in higher education today. The conversation below will give readers an exclusive insight into the way people at the top think and go about making success possible for the country.

Arvind Passey:

Sir, I've always been a fan of Mr Suresh Prabhu primarily because I believe that you have gone from one form of education to another. Between then and now you have joined ministries you went

Vocational studies are vital as they mean making latent talent in a student rise to the challenge. This is what is ultimately going to make the country atmanirbhar. The other equally important concern was about places of higher learning being able to harness the research capabilities within the campus to also add to the funding available there. Both these issues have a lot to do with nurturing the spirit of not just learning but also the ability to turn learning into financial sustenance.

from Lok Sabha about Rajya Sabha, shifted your attention from one political alignment to another and finally shifted from politics to education, that is, now becoming the Chancellor of a University besides still being the PM's Sherpa to the G7. So how would you fit this journey from being a Chartered Accountant to this stage? From educating your own self to making sure that the right education reaches others?

Mr Suresh Prabhakar

Prabhu: A well-known professor once said that you are a student all your life, and I believe that besides your teachers in school and college, teaching also begins at home and by your mother. Your first teacher is your mother and then others follow. This form of early education teaches you to use your conscience and it is then that others come into the picture. Moreover, as a student if you want to close your eyes to experiences to want to feel alive you have ceased to be an absolute student and the probability is that you become the biggest loser in life. This is because life teaches the best and most lasting lessons. It is equally important that every teacher who come in your life also becomes your teacher for adopting one or the other way of life. Education is thus a constant journey. from one point to another point. So, what you're asking is how important it is to remain a worthy student all your life. Anything else is simply unacceptable. It is all about the choices that you make. Or again, real education

depends on if you continue to choose to be a learner... and this continues to be a lifelong process. Thus, you keep getting what is called the knowledge experience.

So, being a learner, all your life is by far the best alternative than not being one?

Absolutely right. Being a learner is better than being a loser. For example, even my child can be the teacher to me... even a grandchild. The truth is that even your pet has a lot to teach you all the time. Worldly trappings like what you wear or how much you are able to spend to impress are not things that matter to your pet. All that matters to a pet dog, for instance, is selflessly going about teaching you nuances of love and loyalty... and the way you see or perceive this and learn from it all is what turns you into a perceptive student. Frankly, a pet dog may not have any identification with a person as a producer, but yet teaches everything connected to attitude.

Teachers are all around us. If we want to and are willing even nature has a lot to teach us. You see, we have come a long way from being mere hunter-gatherers to becoming a civilization that gives huge benefit but yet we go on inflicting so much harm to biodiversity. Remember, that nature has a lot to teach us in more than just one way and we must never stop listening to what nature has to tell us. It is not mere survival but all about living in harmony and as one.

In the same way, the day we stop listening to nature, we stop the learning process. When you stop listening, you cease to be student, when you stop being the learner and the student because every student must also be a learner first, we

We must turn our institutes of learning into providers of enlightened knowledge. Thus, if teachers are that knowledge bridge in schools, colleges, and universities, we must ensure that they first have or get the right state of mind. Once this awareness sets in, the path to becoming able humans, creative students, and humanity-loving citizen will be much easier.

start to be a loser. That's what has happened in the world. That whole problem of climate change, for instance, is because we have stopped listening to nature.

This is very perfectly put but tell me one thing sir, these are very impressive concepts but how does one transpose all this to what goes on in our universities today. In higher education, in particular? Will teaching these concepts help the student learn the practical aspects of doing work productively, be market-ready, be in demand by the industry? Will this help their employability quotient?

There has been, sadly, a divide between learning and enlightened learning and education in a formal sense has not been an ideal teacher. Yes, nature



is not a teacher in a conventional classroom, the trees are not a teacher in a college, but we do have the power to create teachers through continuous learning and by making them nature sensitive. We must turn our institutes of learning into providers of enlightened knowledge. Thus, if teachers are that knowledge bridge in schools, colleges, and universities, we must ensure that they first have or get the right state of mind. And once we start doing this, every problem can be defined and solutions sought because the important thing to remember is that we have created an evolved environment around us over centuries and have taken care not to disturb this critical balance. Once this awareness sets in,

the path to becoming able humans, creative students, and humanity-loving citizen will be much easier. We cannot possibly progress without become sensitized human beings first. Preserving creation should be a major concern at our places of learning and though there are other theories like the big bang one, we need to accept that respect for biodiversity is what leads us on to enlightenment... and this is how we can evolve into being responsible creators. Of jobs, yes. But also, of human relationships, which is equally vital. Also, of co-existing with nature and marching ahead into the future triumphantly. For me, God is a creator, but God has created discretion. So, this enlightenment factor must begin with starting to listen to the voices of nature.

Right, so enlightenment, of course, is going to totally different levels. But coming back to the level of students and teachers and places of learning, we have been gifted now wonderfully insightful NEP 2020. Do you think that education policies, despite all their bombastic physiology, are geared up for this kind of education challenge?

There are a number of key elements in NEP which actually makes it break away from the previously accepted dogmas. Like, for example, it says that I can learn two or three things at the same

time. I can learn medicine and music at the same time. That's a very good departure because that's how the nature of mind is, you know, in the morning, I want to fight with you but in the afternoon, I want to have lunch with you and by evening I may want to say that I want to be your lifelong friend. So interdisciplinary is going to be about the way human mind changes often and this is why we must welcome the possibilities of learning two or three things together. Why cannot an engineer know something about economy? And the second good part of NEP is that it accepts the reality that you are to learn to earn. So therefore, skill-based education is the need of the

times. Thirdly, it also accepts the importance of visual thinking that is possible if teaching comes in your mother tongue.

If someone were to ask me why teaching in one's mother tongue is important, I'd tell them that this is how I got all my real education. My mother taught me all about being a good human being and also why the right focus helps... and this stayed with me throughout my schooling and college and I finally became a chartered accountant. I have been to 144 countries and delivered lectures in as many countries on a lot of education-related topics. This learning goes on even today and I cannot ever claim to be an expert. I still

love conversing even about complex issues in my mother tongue and think in that language before I speak or write. The point is that learning is far more powerful when done in one's mother tongue.

Sir, you are also the Chancellor of Rishihood University. How do think this place of learning is different from others?

All the concepts that I have talked about are actually being implemented in the university campus. It is obviously my responsibility to make sure that learning is not limited to just textbooks and that a deeper awareness of nature and how we interact with it and the way our

actions affect this relationship balance are a part of the learning here. I have even suggested at the Chancellors Summit that implementation of real learning cannot happen in ministries alone. So, we are to go to the campus and make sure that every policy envisioned in NEP 2020 is implemented in every campus all over the country.

What are the steps you have taken so far to bring the policies mentioned in NEP 2020 closer to every university in the country?

I make it a point to discuss every nuance related to education issues with my dear friend, the Education Minister. I told him that for implementation, we must all come up with the best suggestions for the correct way of communicating and making these policies happen at the ground level. And I did bring in all the factors when I was speaking at the education summit.

See, I was talking to a few university professors and there were two concerns that they had expressed. One of them was about creative initiative needed for a wholesome focus on vocational education. Vocational studies are vital as they mean making latent talent in a student rise to the challenge. This is what is ultimately going to make the country 'Atmanirbhar'. The other equally important concern was about places of higher learning being able to harness the research capabilities within the campus to also add to the funding available there. Both these issues have a lot to do with nurturing the spirit of not just learning but also the ability to turn learning into financial sustenance.

Arvind Passey: Sir, this has been a great conversation and I thank you for sharing your thoughts on a few vital issues surrounding higher education today. Hope to be able to talk to again someday to know your views on other issues that are just as connected to education.

The conversation with Mr Prabhu was long enough and yet not so long as to include a host of other questions that I had in mind. However, I must admit that meeting him was rather revealing even though he once said: 'It's better to hide your feelings and emotions. Expressing them is not always the best route to go forward...' The Sherpa to G7 is a man who speaks out his mind and every word that he utters makes a lot of practical sense. 📧





Prof. Sanghamitra Buddhapriya

Prof. Sanghamitra Buddhapriya, Dean (Academics) at FORE School of Management (New Delhi) is appreciated by the academic fraternity for her research acumen, administrative capacity and outstanding ability to design and deliver training programs for corporate professionals. Over a long span of twenty-four years, she has excelled as a Professor of management and a corporate trainer. She has handled positions like Chair-PGP, Executive Chairperson-Admissions, Area Chair, Program Director and Faculty in charge – International Relations.

In her role as a management guru, she has designed and delivered unique HR elective courses like Personal Growth lab and Strategic Human Resource Management. She has taught an array of subjects such as Organisational Behaviour, Human Resource Management, Organizational Design and Change, Enhancing Managerial Effectiveness at Work, Leading high performing Teams and Training and Development. She was chosen for imparting training to the women civil servants on gender issues in management in the year 2000. Instrumental in changing the mind-set of students and professionals, she has enabled them to achieve their potential.


A keen interest in research motivated Dr. Sanghamitra to complete her Post-Doctoral research from Michael G De Groote School of Business, Canada and Ph.D. from Faculty of Management Studies, University of Delhi. She has delved deep into the domains of mentorship relationship, diversity management, stress and work life balance, gender issues at work and intrinsic motivation. She has authored two books on management. Her research papers, published in refereed journals, have been presented at leading universities like Harvard University, Queens University and British Columbia University. She has also undertaken research projects from the Indian Council of Social Science Research (ICSSR) and her work is widely cited by researchers across the world.

The glorious series of awards conferred on

Dr. Buddhapriya started right since the time of her post-graduation from Utkal University in 1991, when she received the Gold Medal for securing first class first position in M.A. She got the prestigious Shastri-Indo Canadian Faculty Research Fellowship and Doctoral fellowship from ICSSR. Birla Institute of Management Technology felicitated her in 2012 as the Distinguished Faculty Alumni. In 2019, she received the “Women in Leadership Award” by the World Education Congress.

More than 2000 professionals, across managerial hierarchies, have received training from Dr. Sanghamitra. Her open and in-company management development programs have benefitted executives from Engineers India Ltd., Powergrid, ONGC, IOC, OIL, NHPC, MMTC, SAIL, THDC, NBCC, LNG Petronet, Sentiss Pharma, ITD Cementation, etc. Topics like emotional intelligence, coaching and interpersonal skills, team building, innovation, organizational culture, problem solving and decision making have been her forte while providing corporate training.

In her current position as Dean (Academics), she is responsible for admissions, student affairs and academic office. Dr. Sanghamitra regularly coordinates with Area Chairs and Faculty to review and enhance academic curriculum, ensure quality academics delivery and monitoring observance of academic norms. She guides the admission office for attracting deserving students in different programs and conducting the selection process across the country. Her expertise lies in taking care of academic and personal development of students, making them ready for placement in reputed companies.

A solution-based approach, hardworking nature and administrative acumen make Dr. Sanghamitra one of the best faculties in the management sphere. As a much sought after academic and executive training faculty, she continues to impact students, professionals and leaders for engendering better management practices. 

AMHSSC issued more than 15 Lac Certifications and has been adjudged the **HIGHEST EMPLOYMENT GENERATOR** under the **PMKVY SCHEME**

Dr. Roopak Vasishtha, CEO & Director General, AMHSSC, shares with Education Post.

Q Recently PMKVY 3.0 has been launched by the Central government. What is the objective of the third version of PMKVY and how it is different from the last two versions?

Release of all the versions of the PMKVY are common, i.e. spread of the 'Skill India' mission of the Govt of India. Both I and II versions of PMKVY have been quite successful in taking the Skilling ecosystem to every corner of India. In every version improvisation takes place based on the experience by all stakeholders and the research conducted by the Ministry of Skill Development and Entrepreneurship. Version III of the PMKVY is also an absolutely improvised version with a lot of emphasis on Online working, both in the field of Trainings, as well as in the Assessments. Also District Skilling Committees have been set up in all the districts

Dr. Roopak Vasishtha



and the said Committees would identify the Skill requirement in that particular district and would coordinate with the Ministry of Skill Development and Entrepreneurship, which would get the trainings in those specific sectors arranged for.

Q With PMKVY 3.0, your sector skill council is planning to introduce a new QP (Qualification Pack), or change in NOS (National Occupational Standards) or job roles, etc.?

In Apparel sector the most sought for Job roles for Training remain 'Sewing Machine Operator' and 'Self Employed Tailor'. We have already developed Qualification Packs for 45 Job roles which cater to the Rural, as well as Urban youth. As such, we are not planning to introduce any new Qualification Packs. However, we are in the process of thoroughly reviewing the existing QPs and also are trying to merge a few to promote 'Multitasking'. In appx one month time we shall be ready with our reviewed and merged QPs. As advised by the National Skill Development Corporation (NSDC), a few topics are also being included in the QPs for catering to Green

Jobs and standards for People with Disabilities (PWD).

Q What is your target to skill the youth under PMKVY 3.0 with fresh skill training and RPL?

AMHSSC, since its inception in Dec, 2013, has certified more than 15 Lac persons in the Apparel sector and has been adjudged the highest employment generator under the PMKVY Scheme. This includes both Short Term Trainings (STT), Recognition of Prior Learning (RPL), School Skilling programmes, Schemes of State Skilling Missions, certification of students of Bachelor of Vocational Studies B. (Voc) under the University Grants Commission (UGC) and finally in the Engineering colleges under All India Council for Technical Education (AICTE).

The quest of AMHSSC is to spread 'Skill India' mission and we are planning to further intensify our efforts in reaching out to more and more people of the country so as to create more employment and on the other hand help Industry by providing skilled manpower.

Q What is in your mind, have you set any figure beyond tour last two PMKVY?

Skill Gap in the Apparel Industry is to a tune of appx 40 Lac. This gap has further got widened with the migrant workers of Apparel industry leaving for their natives during Pandemic. The requirement of skilled manpower has further gone up with the perceived shift which is expected from Many countries in the world changing their options of buying Apparel from China. The traffic is likely to land at India. So, the requirement of skilled manpower would be much larger in the coming years. AMHSSC would ideally like to fulfil the entire skill gap in the Apparel Industry in India. However, whatever humble contribution we shall be able to make in reducing the Skill gap, we shall be happy and honoured to do.

Q How PMKVY 3.0 is planning to cope with the technological advancements and adoption of automation?

During past two versions of PMKVY, all the stakeholders were constantly encouraged to switch over to Online mode in Training, as well as in Assessment processes. However, the PMKVY 3 gives special emphasis on the Online mode of delivery. This has been done to maximise the outreach of the skilling programmes of the Govt of India. Online process also results in speedy completion of trainings and assessments and is relatively transparent, as well. All the Sector Skill Councils are now promoting Online protocols, wherever feasible. It may also be kept in mind that while Online delivery would make things easy but in many areas of skills, especially in the manufacturing sector the trainees need to be imparted with practical skills, which can only be imparted with offline demonstration and the trainees also need to physically practice on those learnings and, hence, online mode doesn't work. However, as mentioned above, wherever possible, more emphasis is being given to online mode of delivery.

Q How many people have been skilled by your SSC in the last five years? Please share the data.

As mentioned in preceding para, AMHSSC has certified more than 15 Lac persons under the various schemes in the Apparel sector since its inception in Dec, 2013. The edge the SSCs get is the continual guidance and expertise of the who's who of the

The quest of AMHSSC is to spread 'Skill India' mission and we are planning to further intensify our efforts in reaching out to more and more people of the country so as to create more employment and on the other hand help Industry by providing skilled manpower.

industry. Most of the top most names in the industry are in the Board of Directors in the Sector Skill Councils. In AMHSSC also we have the patronage of the most renowned names in the Apparel sector. We plan to soon bridge the entire skill gap in the Apparel sector by providing skilled manpower to the industry in a big way.

Q Anything else, you want to share with our readers?

The Sector Skill Council concept is an international concept and adopted by the Govt of India in its quest to involve industry in the skilling work in the country. Most of the SSCs are appx 3-4 years old. Give us a few more years and the entire skilling ecosystem would get boasted. Already the SSCs have contributed immensely by organising Short term trainings and Recognition of Prior Learning certifications across the industry in a big way and in the coming years the mission would bet further boasted and the industry across the country would get immensely benefitted. I am very confident that most of the schemes of the Govt of India, like Start Up India, Digital India and many other schemes would become successful with the active help if 'Skill India' mission of the Hon'ble Prime Minister and this would be another step forward towards 'Atmanirbhar Bharat'. 🇮🇳



Dr. Rashmi Jeta - an Educationist of repute and a prominent Film Director, is known for his meaty contribution in the field of short films. He is the Winner of many prestigious Awards including the coveted Dadasaheb Phalke Film Festival award, the Golden Fox nominee Award, Switzerland International film festival Award, the Best of India film festival award California and award of excellence conferred by National Film Development Corporation (NFDC) and Ministry of Information and Broadcasting, Government of India.

Education in India must be used as a **CEMENTING BOND OF NATIONALISM**

on the platform of **multilingual, multi-ethnic, multi religious and multi-cultural diversities**

Dr. Rashmi Jeta, a noted Film Producer shares in conversation with **Braj Kishor Gupta**

History as a subject has always received a global attention largely due to its nature of analyzing the past in logical paradigm. It has occupied a core position in human learning. History empowers us to analyze the past in present to prepare ourselves for future.

Congratulations on featuring in Marquis who's who of the world published from United States of America. Could you please share your success story?

Well, let me clarify at the very outset that this is neither success nor a story. It has been a voyage with a vision and a cherished desire to surmount obstacles to realize my dream. To be creative is important but to apply this skill to benefit others is perhaps the need of the hour. I have used this tool

in academics and filmmaking so as to make both more meaningful. After completing my education from Delhi University and JNU, when people settle down in life, I, instead, began exploring myself as a teacher, cricketer and a filmmaker. As a teacher, I employed new self-made techniques of teaching with alternative methodology and as a filmmaker, tried to become the voice of the unheard. I always felt that cinema is much more than mere entertainment. Many make films for business; I do

There is a huge gap between Quality higher education and weaker sections of society. In fact, the purpose of education is to reach out to the doorsteps of the remotest corner of India. After all education is a social service and not a profession or profit tabulating machine of corporate business. It is mandatory to take higher education to the underprivileged, disadvantaged and economically weaker sections of society and to bring them in the mainstream of social life

it for a cause. All my short films and documentaries convey profound messages. In teaching too, I have set a new trend of adopting alternative methodology to teach the first generation learners, thereby assisting them to realize their dreams.

As a successful academician, how do you see the importance of NEP 2020 in the context of Indian education?

Education in India must be used as a cementing bond of nationalism on the platform of multilingual, multi-ethnic, multi religious and multi-cultural diversities. It should be based in the context of the recipients. The NEP 2020 truly serves this objective. It primarily is teaching- learning methodology i.e. understanding the needs of the students with respect to their divergent socio-cultural background. The objective is to evaluate the need to undergo a metamorphosis in teaching methodology to make it more students centric. The socio-cultural paradigm of the recipient must be taken into consideration. Another objective of NEP 2020 is to design strategies to teach the slow learners and inculcate their interest in the subject. Designing customized and suitable teaching modus operandi may become a new academic vision with a new mission for students with learning difficulties. It merits mentioning here that the first change must come from the teachers themselves. We the teachers must update ourselves and design our classroom delivery in such a way so that the last in the row is empowered with knowledge.

There is a huge gap between Quality higher education and weaker sections of society. How do we bridge this yawning gap? What are the main challenges facing education today?

Yes, there is a huge gap between Quality higher education and weaker sections of society. In fact, the purpose of education is to reach out to the doorsteps of the remotest corner of India. After all education is a social service and not a profession or profit tabulating machine of corporate business. It is mandatory to take higher education to the underprivileged, disadvantaged and economically weaker sections of society and to bring them in the mainstream of social life. It is equally important to redefine the meaning of education within the paradigm of moral values and develop self-confidence and rational thinking among students. Further by expostulating the role of education by linking it with the areas of job aspirations would definitely meet the challenges, our system is facing today. I sincerely believe that the Krishna - Arjun tradition must breathe amidst computer generated environment. The intellectual peers must bestow blessings where rich cultural heritage coexists with modern scientific and value based temperament. As a teacher-filmmaker, I began a practice of shouldering social corporate responsibility to take teaching on to the digital platforms so

as to reach out to the unreachable.

You are among the proud filmmakers to have received the prestigious Dada Saheb Phalke Film Festival Award and many other National and International Awards for your film on education. How do you see this journey?

This journey of making meaningful cinema has been tough as I received no formal training in filmmaking but did develop my own idiosyncratic style of narrating the story to the audience. All my projects are well researched, hence received accolades, awards and appreciation in film festivals globally. My first film was a three minute documentary on Swachh Bharat which conveys that filth does not breed in the lap of poverty instead grows in the darkness of ignorance. The second documentary was The Whispering Walls of Khajuraho which won me a dozen National and international awards. It showcases Khajuraho temples from a new perspective of women empowerment in medieval Indian and not merely as erotic carvings on indecent stones. Another was The Cursed Queens, a short sensitive documentary on the pathetic plight of young folk dancers of Bundelkhand region of Madhya Pradesh, being subject to exploitation in the name of traditional culture. The film won me accolades and appreciations in American Film Festivals too. Very recently another film close to my heart and well researched was on Mahatma Gandhi titled The Mahatma Returns. It talks about Gandhi, a figure who is beginning to get mired in controversy and conflicted opinions. From championing ideals of simplicity to discussing his ideas of nationalism and patriotism, the film constructs positive narrative around him as opposed to theories of his detractors.


Apart from these, there are a few more which have been captured by my lens. This journey has been full of wax and wailing.

Please throw some light on the efficacy of adopting alternative methodology and motivational speech to empower the learners?

Alternative methodology of teaching and

motivation are the two important components that I personally have inculcated in my modus operandi. Alternative methodology primarily means adopting a different yet interesting style of explaining a particular topic. Teaching with logical examples is one useful ingredient of this methodology. But prior to practicing it, one must develop an insight into the subject. It gives you the liberty to discard old hackneyed approach and to employ your own researched skills to explain a topic to the students. Fortunately, it worked out for me as I taught History, English, Aptitude and other subjects to thousands of rural students who are placed well globally today. Motivation injects energy necessary for those who have little hope to excel. It sometimes works wonders and even non performers start showing signs of excellence. Instead of being captious if you motivate someone you change thousands of lives.

In view of government's ongoing promotion of skills and job oriented courses in India, how do you see the relevance of the study of subjects like history today?

History as a subject has always received a global attention largely due to its nature of analyzing the past in logical paradigm. It has occupied a core position in human learning. History empowers us to analyze the past in present to prepare ourselves for future. The past civilizations which reached the zenith of craftsmanship and technical excellence lent us those invaluable skills which still are employed in the contemporary industrial world. History is not merely the story of the past; in fact, we have borrowed immensely from our legacy--- the architectural science, the medicinal knowledge, economic apparatus, and unmatched human resource management, the use of military science, the spiritual science of religion, the mathematical calculation of the Vedic science etcetera. Most of our present economic policies and administrative institutions and welfare schemes can be traced back to Ancient and medieval days. All we need is to study it in right perspective rejecting the concocted and morphed teachings of social media. We must not forget the bad times of pandemic lockdown when we all divorced the modern life and resorted to the skills of the past to eke out a living. 



Dr. Rajiv Ranjan – the Principal of Simultala Awasiya Vidyalaya, Simultala, (SAV) Bihar - a prestigious Government Boarding Higher Secondary School, is a leading Educationist in the country. He is the Winner of many Awards and Accolades for his unique contribution in the field of school education. He is also the author of a book entitled “Akeli Sadak”, an anthology of Hindi poetry.



WE PROMOTE SELF-LEARNING

rather than putting pressure in the form of **continuous and monotonous lectures** by teachers in class

Dr. Rajiv Ranjan, Principal SAV Bihar shares in conversation with **Braj Kishor Gupta**



Education Post congratulates you on receiving the best Principal Award! Could you share some of your best practices for taking your school to new heights?

Thank you very much for the congratulations. However, through this interview, I would like to share this accolade jointly with colleagues and students as this could be possible due to their incessant efforts and perseverance. A principal is only as successful as his/her team of colleagues so they must also have the credit.

As regards the best practices, there is no magic at all; it's just sticking to the basics i.e. keep the children close to books and away from distractions. Ours being a complete boarding school, we can do it without much hindrance. In fact, being a boarding school is an additional advantage and we are better placed to mould our children the way we wish to.

We follow a balanced routine with a constant focus on the wholesome development of a child by incorporating various co-curricular activities, informal teaching and counseling, self-study, peer study, and sports activities; rather than focusing only on academic sessions and creating marks-hungry monsters; and the result is that we get both a healthy and happy child and a child who can compete with the best without stress. We promote

self-learning rather than putting pressure in the form of continuous and monotonous lectures by teachers in class. We do not promote the age-old practice of lecturing and giving some notes and handouts to children for memorizing.

We advise children to study in groups and get benefitted from each-other's strengths. Here we have to study the interests and strengths of each child because each child is very good in some subjects and not so good in some. After this analysis, we promote heterogeneous groups so that one's weakness could be overcome by other's strength.

Regular co-curricular activities like writing competitions, debates & discussions, painting, music, sports are some of our regular features. In fact, contrary to the prevalent norms of creating marks-hungry-dry-hearted-money-monsters we focus on grooming sensitive, responsible, integrated, and productive youths for the country and the world.

The COVID-19 created unprecedented situations for both teachers and students. How was this impact felt in education sector and how is your school handling this challenge?

COVID-19 crisis was so sudden and severe that it left the world dumbstruck. It was unexpected. Lock down was imposed and all of a sudden, the world came to a standstill. Children of younger age groups became restless. Teachers were unable to think of ways and means to handle this crisis and save their students from depression. Governments were at a crossroad as how to devise plans to counter the crisis. In a nutshell, we can say that the pandemic hit the world very badly and education sector was no exception.

Our school also got closed and children had to be sent home. It took some time to realize that the lockdown was not going to end soon. Keeping children motivated and at the same time not letting their study suffer was a big challenge. We were in wait-and-watch situation for some time. But then we realized that we had to do something extra to keep the morale of our children high. So we decided to organize online classes and keep in constant touch with our students through different ways and means of communication. We kept counseling, teaching, helping and resolving their academic issues on regular basis.

Education is in the concurrent list of our constitution and thus the alarming disparity in approach, in curriculum design, in contents, and whatnots. We have to change this disparity and think for the whole country. If need be, let's make it a matter of central government so that we can have uniformity in our education system. Until and unless we ensure uniformity, we cannot hope for quality education.

Once Bihar was a seat of great learning but today it is lagging even in literacy rate, what would be your suggestions to improve literacy and restore the past glory?

It is really very difficult to realize and accept this harsh but a very bitter truth about the state of education in Bihar. We had the pride of institutions - two out of three great universities of ancient India i.e. Nalanda and Vikramshila Universities and learners from all over the world used to come here to pursue their studies. But, now the situation is just reverse and we see millions of students from Bihar leaving the state every year in search of good and quality education. Besides, we are losing billions every year in paying fees. Thus we are suffering not only on intellectual front but on economic front as well. Today Bihar stands third from the bottom in the list of literacy rate. With 70.9% overall literacy rate for Bihar is nearly 7% lower than the national average of 77.7%

This has not happened overnight. It's the result of a gradual but continuous degradation in our commitment, sincerity and approach towards handling the education sector in Bihar.

Many factors are responsible for this. Teaching has no more remained a noble profession nor the teachers a respectable lot. Continuous and hateful negligence and humiliation of teachers in the hands of governments and disrespectful salaries and perks have distracted talented youths from this profession. The lack of political will to improve the situation is clearly visible for many decades. We need to change that.

The NEP-2020 could be the ray of hope in the dark tunnel. But only policy can do nothing. We need a committed government and a sincere bureaucracy for the successful implementation of the policy.

How can quality education be guaranteed, especially to the children of the poor and marginalized section of society?

When it comes to education, nobody should suffer just because of being poor or marginalized and the governments should be responsible to ensure this. Unfortunately in India we find three different types of India i.e. the one who have everything or the elite class, the second who just want to maintain the status quo and the third who are deprived of even the basic facilities. India being the welfare state, it is the responsibility of the government to ensure quality education for one and all. For this education has to come under the primary focus of agendas set by the government. Education is in the concurrent list of our constitution and thus the alarming disparity in approach, in curriculum design, in contents, and whatnots. We have to change this disparity and think for the whole country. If need be, let's make it a matter of central government so that we can have uniformity in our education system. Until and unless we ensure uniformity, we cannot hope for quality education.

As an expert on school education, what are your thoughts on the need to design a common curriculum for the entire country?

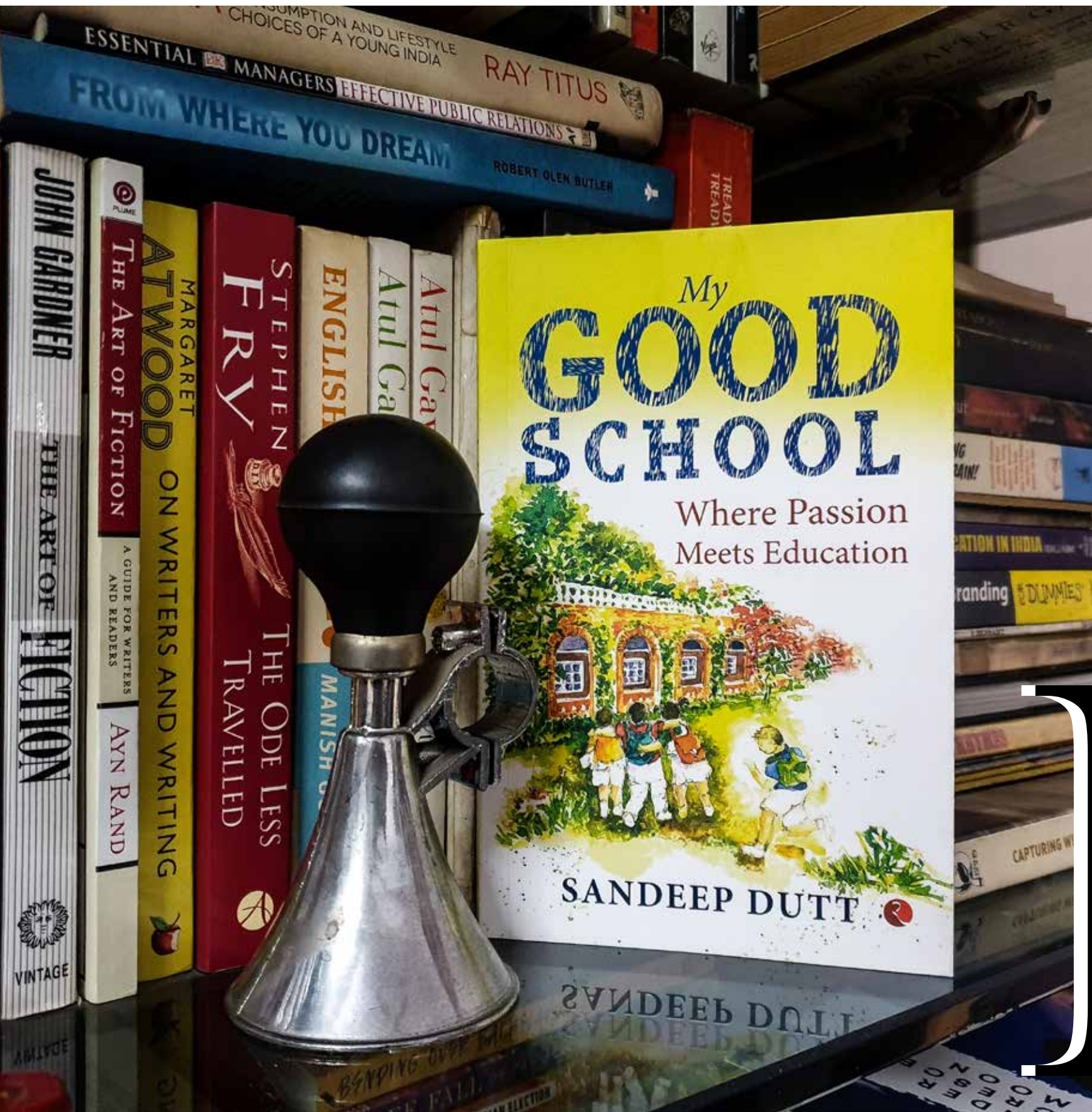
This is what is required the most and sooner than later for the betterment of our education

The NEP-2020 could be the ray of hope in the dark tunnel. But only policy can do nothing. We need a committed government and a sincere bureaucracy for the successful implementation of the policy.

system. At present, we have many central boards (CBSE, ICSE) and state boards. Besides private schools are left scot free to design their own curriculum and select their own books and contents. The disparity and lack of uniformity in contents also promote regionalism and lead to weaken the nationalistic spirit. So I strongly feel that there should be one board and the curriculum should be uniform for the whole country. In this context, I recall my experience in Bhutan. There, students are given free books. And this applies even to the students studying in private schools. So this is how they avoid disparity of curriculum and content. India should do the same.

Given the fact that SAV has been a successful experiment in school education in Bihar, what could be some of the challenges in replicating this model in other Government Schools of the state?

Certainly the challenge will be budgetary because it's going to put huge economic pressure and burden on the government if at all we think of replicating this model. However we also cannot deny the fact that if we could replicate this model and ensure the same for all the government schools this could create wonder and as you have raised the issue of Bihar lagging behind in education, replicating this model can change the scenario and Bihar could be once again at the driving seat. You may call me ambitious but I wish this model could be replicated for the whole country. This could also resolve all the issues raised above such as quality education to all without discrimination and bringing uniformity among the learners as well. 📧



Arvind Passey

WHERE PASSION MEETS EDUCATION

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ow many students in these past few decades in independent India use words like zest, excitement, energy, fervour, eagerness, enjoyment, delight, zeal, liveliness, vitality, vigour, and devotion for their teachers and their school days? I am one of those who will say yes, but when we look around and probe hard, the truth is that education in our country generally lacks passion. Most schools have slowly walked straight into the lair of ‘promoters and entrepreneurs’ who hardly ever think ‘beyond just investment and the ROI’. A school after all, is ‘not a venue or a building, but an environment. It is not an escape from the misgivings of life, but a haven of opportunity.’ Sandeep Dutt in his book ‘My good school’ goes about dissecting the real needs of students, teachers, and community and even points out the sort of actions that may lead to a turn around and send out creative and well-rounded individuals on their sojourn to the next phase of their lives and who are not dispensable and inconsequential clones of each other.

This book is almost like a conversation where a concerned parent, a well-intentioned teacher, and an entrepreneur who is aware of the reality of education today discuss everything from the what, the why and the how of teaching to what it will take to redefine education and learning. The author has been intuitive enough to locate and mark every possible battle-front where school education has been fighting valiantly. The author has taken care not to miss out any vital aspect and has addressed the individual needs of our students, reflected on the kind of school that must be planned rather than keep harping on the need for going to school. The book explores the benefits of experiential learning and involved learning through participation. This obviously brings us to the vital area of having the right kind of teachers. The author quotes A N Dar, former principal of Scindia School as agreeing that *'many well-known schools are floundering because the school is not giving them the space required by them. There are appraisals and increments and even sacking but the quality of staff is not growing.'* Look at some of the schools and this statement will transcend any doubts that a reader may believe. We know that for a student *'a school is simply an ecosystem for their personal and professional development'* and that *'without teachers, a school is just a building, without trained teachers, schooling is not education, and without trained teachers for all. Education for all will never be a reality'*.

Therefore, those individuals who have been using *'teaching as a way to pass time as they study, pursue other academic programmes and prepare to get better jobs'* generally end up not giving their best because *'good teaching is as much about passion as it is about reason. It is about caring for your craft,*

having a passion for it, and conveying that passion to everyone'.

If readers of this review get a feeling that the author is simply putting forth problems and issues, Sandeep Dutt takes no time in pointing out that the school administration has an equal responsibility. It is a part of the duties of the administration to make sure that their staff must be involved beyond the classroom, that is, also in the decision-making and effective functioning of the school as *'leadership at the school is a major catalyst in helping build a good school'*. Among the plethora of these ponderings are teacher-student ratio, quality of

teachers, academic and administrative support, access to contemporary research, awareness of new pedagogic trends, updated curriculum, academic options for students, and even the often grossly overlooked role of hobbies, sports, and spare-time activities. The book takes no time in pointing out that it is skills learnt at school that build employability and thus grooming teachers to be leaders and mentors, the role of parents and community as equal stakeholders, an intelligent use of the latest technology, and updated curriculum can be just as important as communication skills and proficient English.

What really attracted me to the content in this book is the fact that it says a lot that even the new NEP or our National

Education Policy has envisaged and has already begun moving towards making education wholesome and healthy. In my cover story on NEP a few months back I had written that a *'vital component of this policy is the visible shift from rote learning through modified pedagogy aimed to enhance*


Policy makers believe that certain changes will improve governance, but isn't it time that our thinking bodies stopped just waiting for instructions and began generating ideas to maximize resource utilization? Thus it is correct and timely for this policy to suggest the creation of an independent State School Regulatory Authority to handle all sorts of school regulations including the oversight of the system and implementation of accreditation.

critical thinking, creativity, scientific temper, communication, collaboration, problem solving, ethics, social responsibility and digital literacy. The objective for this dynamic transformation is set to be achieved by 2022'. This article also points out that the NEP has elements that make training interventions for teachers sturdier as this is the only way to upgrade the doddering literacy and numeracy that exists today. Besides strategic placements of focused training for teachers (other points of focus will be recruitment, motivation, continuous education and career development), a positive increase in the use of technology is aimed at. Even Mr Anil D Sahasrabudhe, Chairman, AICTE was quoted as saying that our *'faculty today must be prepared to bring in creative thinking and thus their critical analysis of the entire system will become note-worthy in multiple ways.'* This obviously cannot be possible unless there is an equally powerful thrust of public investment in education. These are the two pillars besides a single-minded focus on vocational and adult education that are going to lead the nation towards universal access to education by 2030. I have also asked as to why NCERT did not think of developing a national curriculum framework for adult education all these years? The question that I'd like to ask here is if all the giant procedure and process generating institutions work only when a policy pushes and catalyses them? Are terms like *'being proactive'* actively prancing around only for junior executives in multi-nationals? Yes, policy makers believe that certain changes will improve governance, but isn't it time that our thinking bodies stopped just waiting for instructions and began generating ideas to maximize resource utilization? Thus it is correct and timely for this policy to suggest the creation of an independent State School Regulatory Authority to handle all sorts of school regulations including the oversight of the system and implementation of accreditation. A separation of functions to eliminate conflicts of interests is obviously included.

This book is definitely an engrossing one because the author expressed issues and their solutions without sounding preachy and text-bookish. He has even remarked that these wonderful things so far as school education is concerned will have to face difficulties of acceptance at all levels, however, *'to overcome*

This book is almost like a conversation where a concerned parent, a well-intentioned teacher, and an entrepreneur who is aware of the reality of education today discuss everything from the what, the why and the how of teaching to what it will take to redefine education and learning. The author has been intuitive enough to locate and mark every possible battle-front where school education has been fighting valiantly.

resistance to change, we must win over teachers' as *'our education system and policy must encourage innovation and learning'*.

Education today is not a choice between an eager child and an enthusiastic teacher but goes way above it. This is all achievable if the elements of change are expressed well as *'any change in the world must be brought about by the power of expression'*. At any level, be it school or higher education, the basic premise for any long-lasting change is a relationship between the teacher, the taught, the administration, policies, society, and parents. It is only when passion meets education that a literacy revolution is born. 

Details of the book

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Dr Rajesh K Pillania

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A CASE FOR HAPPINESS STRATEGY IN OUR LIFE AND EDUCATION

Life is precious. It is a beautiful gift. However, the way we live may not be the right way. There is something fundamentally, not right. Something is missing in our lives. It is time we stop for at least a few minutes and rethink and relook at our lives.

Look at the level of stress. It has reached an alarming level. A simple google search will give us alarming data on different aspects of stress damaging our lives. It is among one of the biggest medical problems of our society today. Look at so many unhappy faces and people all around us. Look at the suicide rates.

Some don't do

We know about it, we might be making some efforts in bits and pieces about it, but we don't do much in a systematic and comprehensive manner about it.

A simple google search on happiness gives 1,05,00,00,000 results (Feb 20, 2021 at 11.09am). The same search for stress gives 1,24,00,00,000 results (Feb 20, 2021 at 11.10am). We cannot continue living the same way. There is a need for a major course correction.

We need to reduce our stresses and add more happiness to our lives. Though happiness is one of the main goals of life, unfortunately, there is not much education on how to be happy. It is time we add happiness education at all levels of education and have a happiness strategy in our education and our lives.

In my class last week, I asked students when they will be happy? And the answers were the usual suspect of achieving some target or goal in life and then be happy. This is the wrong way to look at happiness. We are in search of happiness since time immemorial. However, our fundamental assumption about happiness is incorrect, i.e. to be happy after reaching some goal or target. This is because there is no formal education on happiness. If there is at least one course in different levels of our education system on happiness strategy, we will not be making this mistake.

A comprehensive and holistic course on happiness strategy should clear the basic fundamentals and should be focused on the practice and application of happiness strategy in students' life. A focus on application and practice is a must otherwise, it will not serve its purpose. We know very well how many courses are just theory but never practised, and though both students and teachers feel good about completing the course, it adds little or no value to anyone.

There is a lot of research on happiness. Many great philosophers have talked about happiness. Many poets and story writers have written about it. In the last two decades, there is a lot of scientific research on happiness. Researchers from different streams such as economics, psychology, neurology and others are studying different aspects of happiness. There is a good amount of research on what,

A good happiness strategy course or a happiness strategy for life should focus on five elements, namely work and related aspects; relationships including friends and family; health including mental and physical; philanthropy and concern for society; and spirituality or religion.

why and how of happiness. There is a lot of research articles, books, seminars and conferences on different aspects of happiness. The point is there is no dearth of research and material on happiness, and many aspects of it, such as what, why and how etc., are well documented. What is lacking is a more systematic, comprehensive and holistic application of these findings at a more fundamental level of our lives and in our education system.


A good happiness strategy course or a happiness strategy for life should focus on five elements, namely work and related aspects; relationships including friends and family; health including mental and physical; philanthropy and concern for society; and spirituality or religion (Pillania, 2019). All these appear to be so obvious and common sense, but we don't practice it (Pillania, 2021).

Similar to the way we make an investment portfolio, we need to create a portfolio of these five aspects where we invest our time, efforts,

energy and other resources such as money. Many of us make the mistake of focusing too much on work and related aspects in this rat race of life. Many times this results in broken relationships and lost health. And tragically, then we spend that hard-earned money to get back the health or start new relations.

The key message or takeaway is to have a happiness strategy for our lives and a happiness strategy course at different levels of our education system to practice the art of happiness regularly. This will help in reducing stress levels. This will help medical and allied health services. This will help in leaving a much better, beautiful, and more fulfilling life.

And no time is better than today to start it. Start it from today, from now onwards, and stay on the course. As we have food every day, we need to reach a level where we feel happiness daily. And we can see the wonders the daily

practice of happiness brings to different aspects of our life and life itself. 

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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.

CORRIGENDUM : IIRF-2021 – Best B-School Ranking, Vol. VIII, Issue-11, Nov. 2020, Pg. No. 38

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12	Institute Of Public Enterprise, Hyderabad	60.64
	Institute Of Management And Entrepreneurship Development (IMED), Pune	58.40
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	ICFAI Business School (IBS), Hyderabad	60.28
	AMITY Global Business School, Noida	55.04
	Jaipuria Institute Of Management, Noida	54.80
	Institute Of Rural Management, Anand	60.64
13	KIIT University-School Of Management, Bhubaneswar	55.14
	Dr. MGR Educational And Research Institute, Chennai	60.28
14	AIMS Institute, Bengaluru	55.04
	SDM Institute For Management Development (SDMIMD), Mysuru	60.28
15	Manipal Institute Of Management/Manipal University, Manipal	55.80
16	Meenakshi Academy Of Higher Education And Research (MAHER), Chennai	58.04
	ABBS School Of Management, Bengaluru	56.92
17	REVA University (School Of Management Studies), Bengaluru	53.18
18	International School Of Business And Media, Pune	58.78
	Institute Of Management Studies (IMS), Ghaziabad	58.02
19	Institute For Technology And Management, Mumbai	55.14



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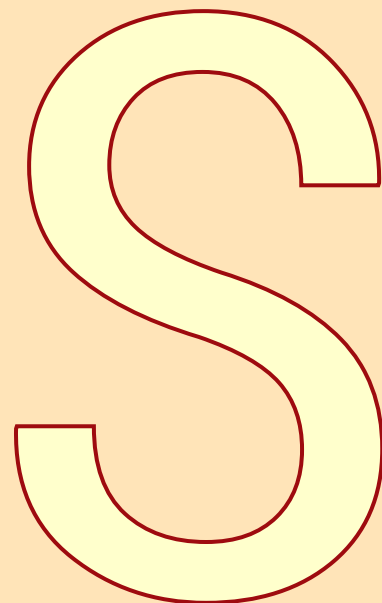
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Rimli Bhattacharya

SINDOOR KHELA

WHY I CHOSE TO BE A PART
OF THIS TRADITION EVEN
AS A DIVORCEE



Sindoor Khela may be a tradition supposed to be followed only by married women but what happens when a divorcee decides to change it by breaking tradition?

Durga Pujo holds a special place in my heart. I can relate my childhood to this auspicious occasion and a number of my good memories are associated to it. There was a time when I bought new clothes, new pair of shoes especially for pujo and went pandal-hopping late at night with my parents. As a kid I used to be very excited about the pujo. I remember accompanying my mother when she went to buy gifts for all our relatives.

I used to take a special interest in sarees and would insist that my ma bought the latest fabric and design.



There was a reason behind it. And now at this age, I realise how cruelly the society depicted the patriarchal role in the name of worship.

Sindoor Khela and its importance

As a young girl I was told I would get married off someday to a prince just like Goddess Durga was married to Lord Shiva. The sarees my mother purchased would then be mine. I would need to wear them on these festivals, apply sindoor on my

parted hair, wear sankha, pola, nowa (three bangles made from conch shells, coral and iron signifying a Bengali women's marital status) and pray for a happy married life.

"Mum are you unhappy?" I had asked my mother once on her return from sindoor khela. To those who are unaware sindoor khela is a traditional Bengali custom where women on the last day of the puja, on bijoya dashami, when everyone bids adieu to the Goddess. Women apply sindoor on the feet and also on the hair of the goddess. Then celebrations continue where one woman will playfully smear sindoor on another. Again here the

women folk would pray for a happy married life and prosperity of their husbands.

My question had startled my mother, but she explained that this is a ritual all married women follow and one day I would also do the same. Now I had a huge task in front of me, I needed a husband equivalent to Lord Shiva. Not to forget I had to offer prayers asking God for one such man in my life. Sometimes a thought crossed my mind. Does this kind of man even exist? Err... Let me not divert from the discourse. Once I marry, I will be a part of all the rituals and customs that a married lady follows in a Bengali household.

My first Sindoor Khela

My fate willed otherwise. I had a love marriage with an orthodox Syrian Christian and it was loveless. My in-laws told me not to wear those bangles, apply sindoor and to forget about all the gods and goddesses. To my surprise, my husband came as a messiah. He encouraged me to follow my religion and also the customs. I was happy. My husband was indeed **equivalent to Lord Shiva**.

It was not long before I realised that this man was actually analogous to Devi Durga's asura, let alone Lord Shiva. During the first year of my marriage, I happily draped myself in a saree, dressed up like a typical Bengali bride. Then, along with my husband went to attend pujo at the local club. But now religion came in my way. Since I was married to a Christian, I was no longer a Hindu, so the priest advised me to stay away from the rituals and sindoor khela in particular.

Thus, I was stopped in the very first year itself. I was married for eleven years post which I had to divorce my Lord Shiva since he had started resembling that asura. Mind you, all these eleven years I attended the pujo but couldn't be a part of sindoor khela.

Single and divorced

Now that I was divorced, I was a Hindu woman again but with the 'single' status. Yet again customs came in my way, and I was prohibited from being a part of sindoor khela since I wasn't married anymore. I remember watching all the other women

play gleefully while I sat in a corner cursing my bad luck.

This scenario continued for several years. I would sulk as others would enjoy themselves. I would still wear a saree but the missing sindoor on my forehead always posed a question to our society on my marital status. "Oh tumi divorced?" (Oh you are divorced?) was all I would hear.

I channeled my inner Ma Durga

Things would have continued in this manner had I not decided to break the stereotype. It was as if I got a new strength from Durga Ma. **Last year during pujo**, I decided to groom myself like a bride and attend the sindoor khela.

I draped a white saree with a red border (you must have seen it in the movie *Kahani*), applied vermilion in my parted hair, applied a dazzling red bindi on my forehead. Then I also wore the red white *shanka, pola* bangles my parents had gifted me during my wedding. They were safely tucked in the locker till I decided to rebel against these age old traditions of only married women having an access to them.

"Abar biye korecho naki?" (Did you remarry?) was the question bewildered ladies in the mandap asked me. Without bothering to reply, I bowed down to the deity, offered my prayers, applied sindoor on Durga Ma's forehead before smearing the same on my hair. I did not feel the need to go and play with the other women. Women who came with their husbands and prayed for a 'lived happily ever after' life.

This year was no different. I chose to adorn myself the way I wished, shrugged off the glances from the curious species and attended pujo.

Let society decide its patriarchal norms, I will bounce back like Durga with all my strength to fight the stigmas and human induced taboos.

So what say folks – to hell with patriarchy and age old customs and let us say it together, "Dugga Mai Ki Jai". 🇮🇳

Note: First published with Women's Web on Oct 8, 2019

<https://www.womensweb.in/2019/10/sindoor-khela-divorcee-durga-pujo-oct19wk2mad/>



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1	All India Institute Of Medical Sciences	New Delhi	Delhi	North	1
2	Christian Medical College	Vellore	Tamil Nadu	South	1
3	Post Graduate Institute Of Medical Education And Research	Chandigarh	Chandigarh	North	2
4	Medical College And Hospital Kolkata	Kolkata	West Bengal	East	1
5	Faculty Of Medical Sciences	Delhi	Delhi	North	3
6	Institute of Medical Sciences - BHU	Varanasi	Uttar Pradesh	North	4
7	National Institute Of Mental Health & Neuro Sciences	Bangalore	Karnatak	South	2
8	Kasturba Medical College	Manipal	Karnataka	South	3
9	Madras Medical College And Government General Hospital	Chennai	Tamil Nadu	South	4
10	King George's Medical University	Lucknow	Uttar Pradesh	North	5
11	Sanjay Gandhi Postgraduate Institute Of Medical Sciences	Lucknow	Uttar Pradesh	North	6
12	Jawaharlal Institute Of Post Graduate Medical Education & Research	Puducherry	Pondicherry	South	5
13	Christian Medical College	Ludhiana	Punjab	North	7
14	University College Of Medical Sciences	Delhi	Delhi	North	8
15	Vardhman Mahavir Medical College & Safdarjung Hospital	New Delhi	Delhi	North	9
16	JSS Medical College	Mysore	Karnataka	South	6
17	Maulana Azad Medical College	Delhi	Delhi	North	10
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19	Govt. Medical College & Hospital	Chandigarh	Chandigarh	North	11



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	Stanley Medical College	Chennai	Tamil Nadu		
22	Meenakshi Medical College Hospital & Research Institute	Chennai	Tamil Nadu	South	9
	St. John's Medical College	Bengaluru	Karnataka		
23	Sri Lakshmi Narayana Institute Of Medical Science Medical College & Hospital	Puducherry	Tamil Nadu	South	10
24	Kasturba Medical College	Mangaluru	Karnataka	South	11
25	Aligarh Muslim University	Aligarh	Uttar Pradesh	North	13
26	Gauhati Medical College And Hospital	Guwahati	Assam	East	12
27	Armed Forces Medical College	Pune	Maharashtra	West	1
28	Netaji Subash Chandra Bose Medical College	Jabalpur	Madhya Pradesh	Central	1
29	Grant Medical College	Mumbai	Maharashtra	West	2
30	Topiwala National Medical College	Mumbai	Maharashtra	West	3
31	Podar Medical College	Mumbai	Maharashtra	West	4
32	Lady Hardinge Medical College	New Delhi	Delhi	North	14
33	Institute Of Liver And Biliary Sciences	New Delhi	Delhi	North	15
34	Dayanand Medical College	Ludhiana	Punjab	North	16
35	PSG Institute Of Medical Sciences & Research	Coimbatore	Tamil Nadu	South	12
36	Annamalai University	Annamalainagar	Tamil Nadu	South	13
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38	Regional Institute Of Medical Sciences	Imphal West	Manipur	East	3
39	Sawai Man Singh Medical College	Jaipur	Rajasthan	North	17
40	Datta Meghe Institute Of Medical Sciences	Wardha	Maharashtra	West	5
41	BJ Medical College	Ahmedabad	Gujarat	West	6
42	Jubilee Mission Medical College And Research Institute	Thrissur	Kerala	South	15
43	Rabindra Nath Tagore Medical College	Jodhpur	Rajasthan	North	18
44	Jawaharlal Nehru Medical College	Ajmer	Rajasthan	North	19
45	Sardar Patel Medical College	Bikaner	Rajasthan	North	20
46	North Bengal Medical College	Siliguri	West Bengal	East	4
47	SN Medical College	Jodhpur	Rajasthan	North	21
48	Institute Of Post Graduate Medical Education And Research	Kolkata	West Bengal	East	5
49	RG Kar Medical College	Kolkata	West Bengal	East	6
50	Rajasthan Unani Medical College And Hospital	Jaipur	Rajasthan	North	22
51	Seth Gordhandas Sunderdas Medical College	Mumbai	Maharashtra	West	7
52	Maharashtra Institute Of Medical Education And Research	Talegaon Dabhade	Maharashtra	West	8
53	Gajra Raja Medical College	Gwalior	Madhya Pradesh	Central	2
54	Sri Muthukumaran Medical College Hospital And Research Institute	Chennai	Tamil Nadu	South	16
55	Calicut Medical College	Kozhikode	Kerala	South	17
	Patna Medical College	Patna	Bihar	East	7

RANK*	NAME OF THE COLLEGE	CITY	STATE	ZONE RANK*	
56	Bhaarath Medical College & Hospital.	Chennai	Tamil Nadu	South	18
57	Amala Institute Of Medical Sciences	Thrissur	Kerala	South	19
58	Maharaja Krishna Chandra Gajapati Medical College & Hospital	Berhampur	Odissa	East	8
	Tirunelveli Medical College	Tirunelveli	Tamil Nadu	South	20
59	Baroda Medical College	Vadodara	Gujarat	West	9
60	Coimbatore Medical College	Coimbatore	Tamil Nadu	South	21
61	Smt NHL Municipal Medical College	Ahmedabad	Gujarat	West	10
62	Dr. D. Y. Patil Vidyapeeth	Pune	Maharashtra	West	11
63	M. S. Ramaiah Medical College	Bengaluru	Karnataka	South	22
64	Maharishi Markandeshwar	Ambala	Haryana	North	23
65	Krishna Institute Of Medical Sciences	Karad	Maharashtra	West	12
66	Saveetha Institute Of Medical And Technical Sciences	Chennai	Tamil Nadu	South	23
67	K. S. Hegde Medical Academy	Mangaluru	Karnataka	South	24
68	Sri Venkateswara Institute Of Medical Sciences	Tirupati	Andhra Pradesh	South	25
69	S. R. M. Institute Of Science And Technology	Chennai	Tamil Nadu	South	26
70	Surat Government Medical College	Surat	Gujarat	West	13
71	Bharati Vidyapeeth Medical College	Pune	Maharashtra	West	14
72	Sri Guru Ram Das Institute Of Medical Sciences & Research	Amritsar	Punjab	North	24
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77	Sri Aurobindo Institute Of Medical Sciences	Indore	Madhya Pradesh	Central	3
78	KMCT Medical College	Kozhikode	Kerala	South	27
79	KPC Medical College	Kolkata	West Bengal	East	10
80	K J Somaiya Medical College	Mumbai	Maharashtra	West	15
81	Peoples College Of Medical Sciences & Research Centre	Bhopal	Madhya Pradesh	Central	4
82	Calcutta National Medical College	Kolkata	West Bengal	East	11
83	Gian Sagar Medical College And Hospital	Patiala	Punjab	North	28
84	Sophia Institute Of Medical Sciences	Gwalior	Madhya Pradesh	Central	5
85	Darbhanga Medical College	Darbhanga	Bihar	East	12
86	Calcutta National Medical College	Kolkata	West Bengal	East	13
87	SBKS Medical Institute And Research Centre	Vadodara	Gujarat	West	16
88	Pravara Institute Of Medical Sciences	Ahmednagar	Maharashtra	West	17
89	The Indira Gandhi Technical & Medical Sciences University	Ziro	Arunachal Pradesh	East	14
90	Shree Guru Gobind Singh Tricentenary University	Gurgaon	Haryana	North	29
91	World College of Medical Sciences Research and Hospital	Gurgaon	Haryana	North	30
92	Saveetha Amravati University	Vijayawada	Andhra Pradesh	South	28
93	Sri Balaji Medical College and Hospital	Chennai	Tamil Nadu	South	29
94	ACS Medical College & Hospital	Chennai	Tamil Nadu	South	30
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2	Sri Ramachandra Institute Of Higher Education And Research	Chennai	Tamil Nadu	South
3	Manipal College Of Dental Sciences	Udupi	Karnataka	South
4	JSS Dental College And Hospital	Mysuru	Karnataka	South
5	Amrita School Of Dentistry	Kochi	Kerala	South
6	Jamia Millia Islamia	New Delhi	Delhi	North
7	Christian Dental College	Ludhiana	Punjab	North
8	Datta Meghe Institute Of Medical Sciences	Wardha	Maharashtra	West
	Nair Hospital Dental College	Mumbai	Maharashtra	West
9	Institute Of Medical Sciences	Varanasi	Uttar Pradesh	North
10	Manav Rachna Dental College	Faridabad	Haryana	North
11	SDM Institute of Dental, SDM University	Dharwad	Karnataka	South
	Manipal College Of Dental Sciences	Mangalore	Karnataka	South
12	Meenakshi Ammal Dental College & Hospital, Chennai	Chennai	Tamil Nadu	South
13	Saveetha Institute Of Medical And Technical Sciences	Chennai	Tamil Nadu	South
14	Dr. D. Y. Patil Vidyapeeth	Pune	Maharashtra	West
15	Yenepoya Dental College	Mangaluru	Karnataka	South
16	M. S. Ramaiah University Of Applied Sciences	Bangalore	Karnataka	South
17	SRM Dental College	Chennai	Tamil Nadu	South
	College Of Dental Sciences	Davangere	Karnataka	South
18	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	East
19	Postgraduate Institute Of Dental Sciences	Rohtak	Haryana	North

RANK	NAME OF THE COLLEGE	CITY	STATE	ZONE
20	Kalinga Institute Of Industrial Technology	Bhubaneswar	Odisha	East
21	Army College Of Dental Sciences	Secunderabd	Telangana	South
22	Bapuji Dental College & Hospital	Davangere	Karnataka	South
23	Government Dental College	Indore	Madhya Pradesh	Central
24	M. G. R. Educational And Research Institute	Chennai	Tamil Nadu	South
25	KLE Vishwanath Katti Institute Of Dental Sciences	Belgaum	Karnataka	South
26	Panjab University	Chandigarh	Chandigarh	North
27	Karpaga Vinayaga Institute Of Dental Sciences	Kanchipuram	Tamil Nadu	South
28	Dayananda Sagar College of Dental Sciences	Bengaluru	Karnataka	South
29	A. B. S. M. Institute Of Dental Sciences	Mangaluru	Karnataka	South
	Tamil Nadu Government Dental College & Hospital	Chennai	Tamil Nadu	South
30	Govt. Dental College & Hospital	Nagpur	Maharashtra	West
	Nanded Rural Dental College & Research Center	Nanded	Maharashtra	West
31	Sri Siddhartha Dental College	Tumkur	Karnataka	South
32	R.V.S. Dental College & Hospital	Sulur	Tamil Nadu	South
33	Sathyabama University Dental College And Hospital	Chennai	Tamil Nadu	South
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40	Maharashtra Institute Of Dental Sciences & Research	Latur	Maharashtra	West
41	Bharati Vidyapeeth Dental College & Hospital	Pune	Maharashtra	West
42	Sri Venkateswara Dental College & Hospital	Kancheepuram	Tamil Nadu	South
43	Govt. Dental College & Hospital	Mumbai	Maharashtra	West
44	Mahatma Gandhi Missions Dental College & Hospital, Kamothe	Navi Mumbai	Maharashtra	West
45	Sinhgad Dental College & Hospital	Pune	Maharashtra	West
46	Padmashree Dr. D.Y. Patil Dental College & Hospital	Navi Mumbai	Maharashtra	West
47	VSPM'S Dental College & Research Centre	Nagpur	Maharashtra	West
48	Govt. Dental College & Research Institute	Bellary	Karnataka	South
49	Dayanand Sagar College Of Dental Sciences	Bangalore	Karnataka	South
50	Guardian College Of Dental Sciences & Research Centre	Pune	Maharashtra	West
51	Govt. Dental College	Bangalore	Karnataka	South
52	Pandit Dindayal Upadhyay Dental College	Solapur	Maharashtra	West
53	School Of Dental Sciences, Krishna Institute Of Medical Sciences	Karad	Maharashtra	West
54	Srinivas Institute Of Dental Sciences	Mangalore	Karnataka	South
55	S.B. Patil Dental College & Hospital	Bidar	Karnataka	South
56	Thai Moogambigai Dental College & Hospital	Chennai	Tamil Nadu	South
57	Sri Venkateshwara Dental College & Hospital	Bangalore	Karnataka	South



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	National Institute Of Pharmaceutical Education And Research Ahmedabad	Gandhinagar	Gujarat
2	National Institute Of Pharmaceutical Education And Research Mohali	Mohali	Punjab
3	Institute Of Chemical Technology	Mumbai	Maharashtra
	Punjabi University	Patiala	Punjab
4	Jamia Hamdard	New Delhi	Delhi
	Panjab University	Chandigarh	Chandigarh
5	Birla Institute Of Technology & Science	Pilani	Rajasthan
6	Manipal College Of Pharmaceutical Sciences	Udupi	Karnataka
7	National Institute Of Pharmaceutical Education And Research Guwahati	Guwahati	Assam
8	Amrita School Of Pharmacy	Kochi	Kerala
9	Annamalai University	Annamalainagar	Tamil Nadu
10	Bombay College Of Pharmacy	Mumbai	Maharashtra
11	Poona College Of Pharmacy, Pune	Pune	Maharashtra
12	Sri Ramachandra Institute Of Higher Education And Research	Chennai	Tamil Nadu
13	SVKM'S Dr. Bhanuben Nanavati College Of Pharmacy	Mumbai	Maharashtra
14	National Institute Of Pharmaceutical Education And Research Kolkata	Kolkata	West Bengal
15	Delhi Institute Of Pharmaceutical Sciences & Research	New Delhi	Delhi
16	National Institute Of Pharmaceutical Education And Research Raebareli	Lucknow	Uttar Pradesh

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18	SVKM'S Narsee Monjee Institute Of Management Studies	Mumbai	Maharashtra
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19	Guru Jambheshwar University Of Science And Technology	Hisar	Haryana
	Chitkara University	Rajpura	Punjab
20	HIMT College of Pharmacy	Greater Noida	Uttar Pradesh
21	Birla Institute Of Technology	Ranchi	Jharkhand
22	Faculty of Pharmacy - Bharath Campus (Bharath Institute of Higher Education and Research)	Chennai	Tamil Nadu
	The Rashtrasant Tukadoji Maharaj Nagpur University	Nagpur	Maharashtra
23	Vels Institute Of Science, Technology & Advanced Studies (VISTAS)	Chennai	Tamil Nadu
24	Goa College Of Pharmacy	Panaji	Goa
25	AU College Of Pharmaceutical Sciences, Andhra University	Visakhapatnam	Andhra Pradesh
26	I. S. F. College Of Pharmacy	Moga	Punjab
27	Padmashree Dr. D. Y. Patil Institute Of Pharmaceutical Sciences And Research	Pune	Maharashtra
28t	KLE College Of Pharmacy	Belgaum	Karnataka
29	M.S. Ramaiah University Of Applied Sciences	Bangalore	Karnataka
30	Dayananda Sagar University School of Pharmaceutical Sciences	Bangalore	Karnataka
31	Sam Higginbottom Institute Of Agriculture, Technology & Sciences	Allahabad	Uttar Pradesh
32	PSG College Of Pharmacy	Coimbatore	Tamil Nadu
33	Nirma University	Ahmedabad	Gujarat

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34	N.G.S.M. Institute Of Pharmaceutical Sciences	Mangaluru	Karnataka
35	R. C. Patel Institute Of Pharmaceutical Education & Research	Shirpur	Maharashtra
36	S. R. M. Institute Of Science And Technology	Chennai	Tamil Nadu
37	Amity University Noida	Gautam Budh Nagar	Uttar Pradesh
38	Smt. Kishoritai Bhoyar College Of Pharmacy	Nagpur	Maharashtra
39	ADAMAS University, School of Pharmaceutical Technology	Kolkata	West Bengal
40	Y. B. Chavan College Of Pharmacy	Aurangabad	Maharashtra
41	Maharshi Dayanand University	Rohtak	Haryana
42	Chalapathi Institute Of Pharmaceutical Sciences	Guntur	Andhra Pradesh
	Shoolini University Of Biotechnology And Management Sciences	Solan	Himachal Pradesh
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48	Guru Nanak Institute Of Pharmaceutical Science & Technology	Kolkata	West Bengal
49	Padamshree Dr. D. Y. Patil College Of Pharmacy	Pune	Maharashtra
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Braj Kishor Gupta

CAREER OPPORTUNITIES IN DEFENCE AS OFFICERS

The write is the Chief Mentor at GiantStep and has expertise in Career Guidance & SSB Interview. He can be contacted at – contact@giantstep.in

Career opportunities in Defence are aplenty. Defence life is marked by great sense of fulfilment and self-pride. You get the rare opportunity to safeguard the frontiers of your motherland. Career in Defence, especially in officers' cadre is exceedingly rewarding in terms of the pay and perks today. You get high social status throughout your career and you will be held in highest of esteem by society post retirement. There are very many privileges like free medical services and canteen facilities extended to the families of Defence personnel in the country. If you aspire to lead an adventurous life, willing to visit new places and meet new people speaking different languages and

having different food habits, Defence is the career for you.

Following are among the popular entrance exams in the country to join Defence services in officers' cadre in various branches:

1. Entry at School levels (NDA)

Age: Candidates must be of 18 years

Qualification: +2 Passed with minimum of 65%

Exam Scheduled: April and November

Educational Qualification

The educational qualification prescribed for admission to the different academies is given below:

The Army wing of NDA	Passed class 12 or equivalent examination from a recognized board
The Air Force and Naval wings of NDA and 10+2 Cadet entry scheme at INA	Passed Class 12 or equivalent examination with Physics and Mathematics

Candidates who are appearing in Class 12 or equivalent examination can also apply.

2. Entry as Graduates (CDSE, AFCAT)

Eligibility Criteria :

- ◆ The basic eligibility criterion is Graduation with math and physics as compulsory subjects at 10+2.
- ◆ The selection criteria are different for Indian Army, Indian Air-force and Indian Navy respectively.
- ◆ **For I.M.A. and Officers' Training Academy-** Degree of a recognised University or equivalent.



For Indian Naval Academy-Degree in Engineering from a recognised University/ Institution.

- ◆ **For Air Force Academy-** Degree of a recognised University (with Physics and Mathematics at 10+2 level) or Bachelor of Engineering.
- ◆ **Degree Course -** Those who are yet to pass the final year degree examination can also apply, provided candidate do not have any present backlog up to the last semester/year for which results have been declared up to the time of submission of application and they will be required to submit proof of passing the degree examination at the time of commencement of course.

3. Entry as Technical Officers (TGC)

TGC entry is specific for engineering students, who can apply for it from final year onward. It is notified by Additional Directorate General Recruiting / AG Branch in May/June and Nov/Dec.

Age: 20 and 27 years as of first day of month in which course is due to commence.
Qualification: BE / B Tech final appearing & degree holders in notified streams of Engineers.

Understanding SSB

It is important for our youth to know and understand what SSB is all about. This is because,



to become an officer in Defence forces, whether it is Army, Airforce or Navy, or auxiliary services like Coast Guard, one has got to qualify SSB.

Students desirous of joining Defence services must know that SSB is the main exam that has to be cracked before one could dream of becoming an officer. It is relatively a cake walk for the candidates to pass the written exams, be it NDA, CDSE and TGC but the acid test begins from the time a candidate receives a call letter for SSB. It is, therefore, of vital importance to understand everything pertaining to SSB.

Types of Tests at SSB

SSB that stands for Service Selection Board turns out to be a Severe Selection Board, given the fact that selection rate at SSB is less than 1 percent of the candidates who participate in the SSB test that generally extends to 4 to 5 days. This is a unique test as the focus here is to shortlist and recommend the candidates having the potential to be groomed as officers. SSB is a recommending body and final selection depends on the merit as well as the available vacancies for the particular course.

Candidates must bear in mind that SSB is not like any conventional exams that students in our education system might have been well acquainted with. On the contrary, it is more like a personality test, where the focus is on identifying with certain leadership traits like power of communication, effective intelligence, reasoning ability and organizing ability, to name just a few.

SSB is mainly a three pronged test, having three well experienced assessors namely, psychologist, Group Testing Officer (GTO) & Interviewing Officer (IO). They all have a common objective of identifying the potential candidates to be groomed as officers, who would be capable of shouldering responsibilities towards safeguarding the frontiers of the motherland.

Psychological Tests

Of all the tests, psychological tests are considered to be the most important ones. These tests consist of the following:

1. Thematic Apperception Test (TAT)

It is important for the candidates to know that this is the main psychological test, which is also called story writing test. Thematic Apperception Test in SSB consists of a set of ambiguous pictures that will be shown to the candidate, while looking at these pictures candidates must create a meaningful theme.

Technically Thematic Apperception Test (TAT) is a projective psychological test. The candidate is to write a story, which requires a hero and a challenge. How the hero faces the crisis and succeeds will reveal the personality traits of the candidates.

Points to Remember:

- ❖ No. of pictures – 12
- ❖ One blank Slide
- ❖ Time to observe: 30 Seconds
- ❖ Time to complete the story: 4 minutes

2. Word Association Test (WAT)

Candidates must be quick in their response and frame short, but meaningful sentences. Following are

the points to remember:

Total No. of words:
60

Total time allotted:
15 seconds

A total of 15 seconds will be given to the candidates to read a single word and write their response in the form of a complete sentence on their answer sheet. After 15 seconds, a new word will appear with a beep on the screen and the candidate has to repeat the same procedure.



3. Situation Reaction Test (SRT)

SRT or Situation Reaction Test is an integral part of psychological testing. With regard to its significance, its finding is confirmatory in nature. The best way to handle this test is to imagine yourself in the situation given to you and write whatever you will do to. Use all resources that are provided to you.

Points to Remember:

- ❖ Total no. of SRT: 60
- ❖ Time allotted: 30 minutes
- ❖ 30 Sec per situation

4. Self-Description (SD)

In Self-Description candidates are asked to write briefly generally on the following heads:

- ❖ What do you think of yourself?
- ❖ What do your parents think about you?
- ❖ What do your friends think about you?
- ❖ What would your teachers say about you?
- ❖ What are your strengths?
- ❖ What are the areas you would like to improve upon?


It's important for the candidates not to make self-contradictory statements nor to make any strong negative observation like, 'my friends find me very selfish person'.

GTO Tasks

GTO tasks are full of adventures and they include both indoor and outdoor activities. Among the main GTO task candidates must prepare for GD, Lecturette, Military Planning and Command Task. It is important for the candidates to remain enthusiastic throughout and bear in mind that in all these tests they should remain calm and composed and behave like gentlemen cadets.

Interview Techniques

Interview skills are among the most sought after skills today. This is mainly because the number of people seeking jobs is constantly on the rise, whereas conventional jobs are shrinking globally. The need for mastering the finer aspects of interview is a universal need. But it has far more serious implications in Defence forces because we cannot afford to select a candidate who cannot lead the troops in the face of enemies. In SSB interview, candidates are expected to be sincere and truthful. This is not the test of candidate's knowledge rather of character. Values like, valour, patriotisms, fellow-feelings and overwhelming sense of self-sacrifice are among the prized virtues of Defence life, on which the nation takes a legitimate pride.

To sum up, Defence services call for candidates with muscles of iron and nerves of steel. If you are one such candidate, the sky is the limit for your professional growth and dignity of life having world of adventures. 



Dr. C.N. Narayana
 Founder MBA Pulse
 Professor, Author, Mentor & Social Worker

LEADERSHIP CONTOURS & LANDSCAPE CHANGES A PARADIGM SHIFT

Change is an inevitable phenomenon across the world. In the recent past it is happening at a galloping speed with geometric progression. Technology could be one of the key drivers of change as disruptions normally bring unforeseen changes. Now, even pandemic and the environmental changes bring changes that are daunting task to counter for leadership roles. As we all know the top leadership is always agile and ready to face such challenges and changes. Decision makers become both risk-seeking when they have celebrated gains and success in the past and suffered setbacks and losses earlier. Building from experimental evidence, prospect theory and house money effect will provide ample insights, especially how decision makers react to outcomes from actions similar in the past. The leadership roles now face different type and levels of changes ever before. Be it an organizational or political leadership for that matter even the leadership goals of socially sensitive organizations. The role of leadership is beyond organizational goals of revenue, profit growth to societal, environmental and impactful.



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The basic traditional ingredients of leadership traits and the types have also undergone changes in the recent past. Leadership roles now need to manage contradiction and conundrum parallelly. The seven management components which will drive the modern-day leadership which will lead roads to riches are interestingly Oxymoron in nature. A leader who treads the path carefully addressing all these pointers mentioned below will positively impact both people and the organization towards the growth path.

Practice Humility with Heroism at heart to achieve goals: Generally, humility and inner peace and calm go hand in hand. The less compelled you try to prove yourself to others, the easier it is for the leader to build a great team of performers. It takes enormous amount of energy to perpetually point out your achievements, trying to convince others. Instead, you build a cohesive team and celebrate every single small achievements of members so that there is faith in you as a Hero who empowers the team and be with them always. Leaders who are quiet, with inner confidence, and not to chose to be always right are generally well respected and considered as heroes. It extends further to understanding competition and the market while practising humility and parallelly meet the revenue target balancing out with humanism in the leadership approach. Therefore, a composed attitude coupled with resilience will make it all the closer to the organizational goal.

Practising Innovator & Tech-savvy: Leadership must not only demonstrate the need to innovate new practices, products and services but also possess an innovative mindset by practising it and then acting as a role model. The leader must be able to make smart decision on any innovation and ability to face challenges and failures too. It leads to the point that the leaders should have the passion to learn and apply newer technologies and way of doing things. He just cannot be a supervisor to the innovative team but a practitioner. For this leader must continuously upskill and reskill him or herself. The leadership should also consider human implications and ensure nurturing and building for the future success.

Gratitude & Kindling improved results: A leader must be an awakener and an inspirer with a clear goal of achieving results without autocratic style. The treading of the path must be determinedly undertaken and engage the team productively. Expressing gratitude to the team members on the milestones achieved should be the way of life. The happiest person on earth is not always happy should be the approach to kindle the team in a relaxed way by understanding both negative and positive feelings of the team members and undertake the journey with them.

Choosing the battles wisely as a politician with ethics: a real oxymoron and much of this achieved through access roads which are essential for economic growth with integrity of highest order by choosing the battles wisely whether it is internal political management or external competitive environment. Leadership strategies to handle different difficult situations to cross over to the next milestone is critical for the desired goals. Many a time you may be politically right but may be the other way around when it comes to corporate governance, ethics and integrity. Navigating this path carefully will make or break true leadership.

Global Vision with the local heart: The recent pandemic has cleared the myth that leadership of MNC is different from that of local or a specific geography. The world has witnessed an equal opportunity to all the countries of the world to prove their worth. The vaccine race and the healthcare innovations are the best examples where developing nations like India had shown the credentials. Leadership role now encash this boundaryless approach with a global outlook but with a local heart to achieve productivity and quality and give equal importance to the local market growth.

Strategic alignment with precise execution skills: Traditional leadership approach of strategist alone must give way to dual role of short-term executor and a long-term strategist for market growth. This necessitates knowing the ground realities of operations, market, consumer and understanding the needs and support required for team members while articulating strategy and how it needs to evolve alongside addressing the multidimensional need of the hour and the future simultaneously.

Entrepreneurial mind with Empowerment focus: Leadership should move away from the traditional control regime by opting for AI to handle normal checks and balances. This approach will result in higher delegation and empowerment of team members to play higher level role as the leaders will be involved in short-term goals also. Dedicating disproportionate time only for long-term strategy is not required with proper empowerment at workplace. Envisaging the future problems and addressing the current need is the crux.

To conclude the contours and the pitches of changes have drastically changed in the leadership roles as well apart from organizations facing the disruptions of the highest order. A variety of different sources of competition, consumer behaviour, technological changes and last but not the least, the environmental changes have really made leadership roles highly challenging, madly changing necessitating smarter and faster adaptability and agility to the leadership roles in modern organizations. **EP**

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Fortune Institute of International Business, New Delhi for Best Management School in all round Career Preparedness



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Dr. Sandeep Sharma for Higher Education Marketer of the year



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Anoop Solanki, Founder, Vardhman Recruiters RPO for Best Career Counselor



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CEO, ONGC Foundation



Dr. Urvashi Makkar
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Gagandeep Bhullar
Founder and CEO at SuperHuman Race



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CMT-2020/ 13 :

For $\alpha < \beta$, if $\alpha, \beta \in N$, are two roots of the equation :

$$\left(\frac{\sqrt[11]{y^2(y^2 - 25) + \frac{589680}{2047}}}{y^2(y^2 - 25) + \frac{294912}{2047}} \right) + \left(\frac{\sqrt[11]{y^2(y^2 - 25) + \frac{589680}{2047}}}{144} \right) = \left(\frac{256}{9} \right) \sqrt[11]{y^2(y^2 - 25) + \frac{294912}{2047}} ;$$

where, $\frac{309}{\alpha u + \beta v} + \frac{107}{\alpha u - \beta v} = -104$, and, $\frac{206}{\alpha u + \beta v} - \frac{49}{\alpha u - \beta v} = 51$;

then,

$$\frac{221u^2 - 178uv + 221v^2}{uv} = ?$$

CMT-2020/ 14 :

For $\{x, y\} \in R$, if

$$\left(\frac{x^9 + y^9}{2401 - 343xy - 147x^2y^2 + 14x^3y^3 + x^4y^4} \right)^2 + \left(\frac{x^9 - y^9}{2401 + 343xy - 147x^2y^2 - 14x^3y^3 + x^4y^4} \right)^2 = 14,$$

then,

$$\left(\frac{x^7 + y^7}{343 - 49xy - 14x^2y^2 + x^3y^3} \right)^2 + \left(\frac{x^7 - y^7}{343 + 49xy - 14x^2y^2 - x^3y^3} \right)^2 = ?$$

ANSWERS : CMT-2020/11: 5 ; CMT-2020/12: 51

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

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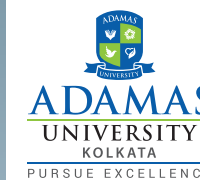
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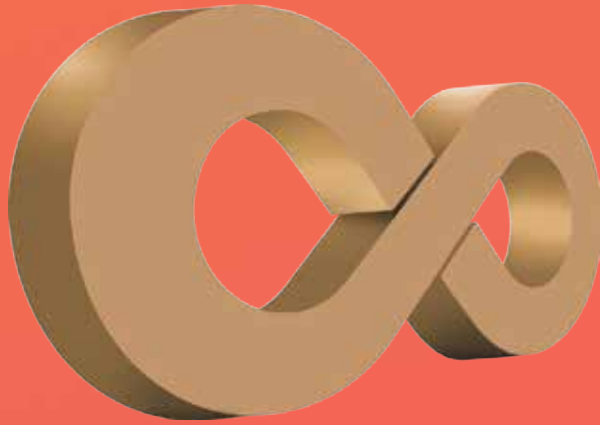
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