

RANKING ISSUE

Since 2012

RNI No. DELENG/2012/45970

Education Post

₹40.00

A NEW HIGH IN EDUCATION

www.theeducationpost.in

Vol. VIII Issue 11

November, 2020

BEST

BB

SCHOOLS

IIRF 2021

COVER STORY

Good Management

Seeks Stable But Simple Solutions
... Arvind Passey

IN-CONVERSATION

The NEP 2020

focus on multidisciplinary college
in every district ... Prof. Himanshu Rai

EXPERT VIEW

Management Education

in the Post Covid Phase

... Dr. Rajesh K Pillania

Defining Careers with Strong Industry Interface



SCHOOL OF BUSINESS MBA | MBA (BA.AI.ML.) MBA (FINANCIAL SERVICES) GLOBAL MMS BBA

General Management | E-Commerce & Digital Marketing
Data Science & AI | Entrepreneurship Development (Hons.)
Financial Services

B.Com (Hons.)

General | Banking & Finance
Accounting, Audit & Taxation

SCHOOL OF TECHNOLOGY

B.Tech
Computer Science & Engineering
Data Science & AI | Automation & Robotics

SCHOOL OF ARTS & DESIGN

B.Des (Hons.)
Fashion Design | Interior Design
Communication Design | Industrial Design

SCHOOL OF ARCHITECTURE & PLANNING

B.Arch

Ph.D. PROGRAMS

Business Strategy | Finance & Accounting
Human Resource Management | Marketing Management
Operations Management | Engineering & Technology

GET IN TOUCH WITH US:

CAMPUS:
Kamkole Village, Sadasivpet, Sangareddy District, Hyderabad, Telangana, India - 502 345
BBA & B.TECH - M: +91 70328 88493, **B.Des & B.Arch** - M: +91 73311 40071
MBA & Ph.D - M: +91 79952 22274
info@woxsen.edu.in, www.woxsen.edu.in

Accreditations & Memberships



Global Partner Universities



Scan QR Code to Apply



APPLY NOW

<http://bit.ly/BWwoxadmission>



IMS GHAZIABAD
NAAC ACCREDITED WITH 'A' GRADE

प्रबन्ध अध्ययन संस्थान, गाज़ियाबाद
INSTITUTE OF MANAGEMENT STUDIES
GHAZIABAD

Toll Free - 18001024170
admission@imgzb.ac.in



Building **Global Leaders** for Tomorrow

PGDM PROGRAMME 2021-23 Admissions Open



Prominent Recruiters (2020)



100% Safe, Sanitized and WASH Assessed (by QCI & COAE) Campus

Institute of Management Studies

G.T. Road, Lal Quan, Ghaziabad-201 009, National Capital Region, INDIA
For admission - Contact: 91-120-4170600/ 91-9667061717/ 91-8586985875 | director@imgzb.ac.in | www.ims-ghaziabad.ac.in

We don't have any branch elsewhere in India.



Abracadabra... EDUCATION IS A MAGICAL SPELL!

There is a relationship between education and magic. For instance, don't you think creative thinking is more like the mind always up to some conjuring tricks? Or that what we call information is more like a portal that transports us from one plane to another? Jargon or the language understood by a small community of a particular stream is so similar to the magical term 'hocus-pocus' – well, the Norse folktale sorcerer Ochus Bochus will agree. Learning some scientific or even literary or historical terminology makes a person more like a juggler out to impress the world. Some will say that 'Voila!' and 'Eureka!' share their genealogy and that illusion, transposition, and mentalism are things that are as much a part of serious study as they are a part of a magician's routine. So yes, education and magic aren't really apart. Arthur C Clarke believes that 'any sufficiently advanced technology is indistinguishable from magic.'

Now that we are actually exploring this relationship, why forget that even amongst the teachers and professors one does find celestials, genies, elves, and fairies, and sometimes even maleficent sorcerers, beasts, demons, and devils. Both wizardry and black art coexist. If magicians can deal effectively and play dirty, so can educationists. Shuffling cards happens quite as often within classrooms and staff-rooms... and I mean things way beyond the literal meaning. Illusions and gimmicks are as much a part of learning as they are connected to performance. Levitation too becomes a reality within a campus when the exam paper isn't as tough as students imagined it to be... and after it is over their joy makes them all hover and not walk! Even terms like palming, patter, peek, and pull connect education with magic... and these are just as popular as others like sleight of hand, substitution, switch, and steal.

Look at people invoking their theories to solve real world problems and you'll understand the true meaning of terms like enchantment, charm, mystical, and spiritism that have been borrowed from the world of magic. And yes, getting admission to the college of one's choice is almost like getting access to a magical amulet, right? Isn't learning actually a magical potion? Don't books cast a spell on a student? Well, Stephen King has written that 'books are a uniquely portable magic'.

Step into any place of learning and the heart knows that something magical is destined to happen. Words swirl into formations that create concepts, derivations, and definitions and one knows for sure that this wizardry is going to last until life does... and who knows, even beyond. There is a bit of Hogwarts in every college, a bit of Harry Potter or Hermione in each student and a bit a of Dumbledore in every teacher.

Teachers and students, you truly are the 'wizards, mermaids, travelers, adventurers, and magicians. You are the true dreamers.' And universities are like 'the world is full of magic things, patiently waiting for our senses to grow sharper', to borrow words from W.B. Yeats. These are places that help us all live a life full of passion, purpose, magic and miracles. I am glad to have been born to parents who considered good and wholesome education to be the greatest gift they could give their child. I am glad to have been fortunate enough to have resources to buy and read books, listen to leaders speak, and watch the experts do what my mind thought was impossible.

Arvind Passey
arvind@theeducationpost.in
arvindpassey@gmail.com
Blog: <http://www.passey.info>

TAXILA BUSINESS SCHOOL
AICTE APPROVED

PGDM+ Business Analytics
With Dual Specialisation

HIGHEST PLACEMENT	AVERAGE PLACEMENT
22.0 Lakh	12.5 Lakh

IIRF Ranking:
10th Ranked B-School in India

Best Placement Award
By ASSOCHAM from last 3 years in a row.

Education Loan:
100% Education Loan Without Security

Main Recruiters:
Hindustan Unilever Ltd., Godrej & Boyce, Bosch Ltd. Asian Paints Limited,
Infosys Limited and Many more

Placements - 2019



Call - 8404040404
TAXILA BUSINESS SCHOOL
www.taxila.in | Info@taxila.in | Mansarovar, Jaipur

EDITOR

Arvind Passey

ART & GRAPHICS

Brij Mohan Singh

PHOTO

S.P. Singh

ONLINE EDITORIAL

Dr. Monika Vishwakarma

ADVERTISING

Vijender Joshi (North)

9818539997

Shrikant Rai (West)

9820053521

HEAD OF MARKETING

Ravi Kumar R.V.
9972529721, 9844872721

GOVERNMENT VERTICAL

(State Education Features)
Shrikant Rai

BUSINESS STRATEGIES, PROJECT ALLIANCES & EVENTS

Shiv S. Sharma

IT SUPPORT

Arpita Jain

CIRCULATION

Md. Azharuddin Ansari
9312332433

SAT SUKRIT MEDIA PVT. LTD.

Registered Office

Flat No. 103, UGF, Plot No. G-84, Sector-7,
Dwarka, New Delhi-110077 Phone: 011-25086952

Editorial & Marketing Office

119-A, 1st Floor, Somdutt Chambers-1,
Bhikaji Cama Place, New Delhi-110066.
Phone: 011-45604578

Advertisement / Circulation / Subscription Enquiries

119-A, 1st Floor, Somdutt Chambers-1,
Bhikaji Cama Place, New Delhi-110066.
Phone: 011-45604578, 9312332433, 9818539997
E-mail: shiv@theeducationpost.in

ADVISORY SUPPORT



FEDERATION FOR WORLD ACADEMICS
www.worldacademicsfederation.org

Write Back

letter@theeducationpost.in

Printed and Published by Shiv Shankar Sharma
on behalf of SAT SUKRIT MEDIA PVT. LTD.
Printed at All Time Offset Printers, F-406, Sector-63,
Noida-201301 and published from Flat No. 103, UGF,
Plot No. G-84, Sector-7, Dwarka, New Delhi-110077

*All rights reserved. While all efforts are made to ensure that the information published/uploaded is accurate, authentic and up to date, that the company/publisher/editor holds no responsibility for any error that might occur. All material contained herein is though reliable, are not infallible. The information uploaded/printed is of an advisory in nature only. Publisher/Survey Agency holds no responsibility for any losses (to readers or institutions) that may arise due to career decision made on the basis of information given in IIRF-2021. The outcome-based framework is analysed wholly on the basis of survey received and data available in public domain and through renowned third-party sources viz- web research, website, feedback (Industry, Parent and alumni), mandatory disclosure and visits (when required).

CONTENTS



10 The NEP 2020

The National Education Policy 2020 is not just about the financial investment in education; it is about the hope of development of a robust and relevant system.

COVER STORY

16 Good Management Seeks Stable But Simple Solutions

Arvind Passey

102 Divine Blessing

Dr. B B Das

God is omnipresent to extend helping hand whenever we are in distress.



20

Choices for Management Education in the Post Covid Phase

Dr. Rajesh K Pillania

22

Tamaso Ma Jyotirgamaya

From Darkness to Light.
Not just teach, but build souls.

Ryan Baidya & Anjali Kanojia



86

National Education Policy 2020 An Appraisal

Dr. R.K. Shivpuri

NEP aims to transform higher education institutions into large multi-disciplinary universities, colleges, and HEI clusters/ knowledge hubs.

92

PHOTOGRAPHY Career Vs Hobby

Madhumay Mallik



29

IIRF-2021 RANKING

Learners Today. Leaders Tomorrow.



Bharath
INSTITUTE OF HIGHER EDUCATION AND RESEARCH
Declared as Deemed-to-be-University u/s 3 of the UGC Act, 1956



BIHER - ADMISSIONS 2020 : **APPLY ONLINE**

AWARDS & ACCOLADES | INTERNATIONAL ACCREDITATION | GLOBAL TIE-UPS

B.Tech / M.Tech / Ph.D

Aeronautical	Electrical & Electronics	B.Tech : Bio-Technology Courses Bio-Technology with Agriculture Bio-Technology with Genetics Bio-Medical Industrial Bio-Technology
Aerospace	Electronics & Communication	
Automobile	Information Technology	
Civil	Mechanical	
Computer Science	Mechatronics	

B.Tech - CSE with Specialisation in AI & Machine Learning, Big Data Analytics.
With Minor : Robotics and Internet of Things

B.Tech - ECE with Specialisation in Image Processing and VLSI Design.
With Minor : Bio-Medical and Medical Electronics

B.Tech - Mech. with Specialisation in Safety Engineering, Automotive Engineering. With
Minor : Aero Space Engineering and Embedded Electronics.







B.Pharm. / D.Pharm.

B.Sc. Agriculture (Hons)

Architecture | Law | Management | Arts & Science

B.Sc.: Allied Health Sciences

Dream Offers for more than 80% of our students

 Bishal Banik amazon ₹ 27 LPA	 Bikki Kumar Sha amazon ₹ 15 LPA	 Merlin Praveen P BYJU'S ₹ 10 LPA	 Manoj Kumar Reddy toppr ₹ 6 LPA	 M Bhargavi TESSOLVE ₹ 6 LPA	 Kandi Mounika wipro ₹ 3.5 LPA
---	--	---	--	---	--

2020*

ONE OF THE MOST AWARDED UNIVERSITIES IN INDIA

IIRF - ENGINEERING RANKING 2020	National Cluster Rank* Survey / Perceptive Based	National Private Category Rank	FIRST TIME IN INDIA : NATIONAL IMPACT RANKING 2020	National Ranking 2020
Bharath Institute of Higher Education and Research (BIHER)	30	5	Bharath Institute of Higher Education and Research (BIHER)	9

NATIONAL EDUCATION EXCELLENCE AWARDS 2020

“ **MOST PREFERRED UNIVERSITY PROVIDING GLOBAL EXPOSURE** ”



1st Private University in India
obtained international accreditations from ABET, USA for 4 programs in the year 2018



Ranked as No.1 - 2017 & Ranked as No.2 - 2018
(Outreach and Inclusivity)

NATIONAL MAGAZINE **OUTLOOK** RANKED
BHARATH (BIHER) AS No.2 in India
(PVT DEEMED UNIVERSITY)

Admission Helpline
1800-419-1441
☎ 044 42115251

* For more details, please visit www.bharathuniv.ac.in



50+ NATIONAL & INTERNATIONAL AWARDS & RANKINGS



BHARATH'S GLOBAL CONNECT

 USA UNIVERSITY OF NORTH CAROLINA	 UK UNIVERSITY OF LEICESTER	 RUSSIA URAL FEDERAL UNIVERSITY	 MALAYSIA UNIVERSITY OF PETRONAS
--	--	--	---

ONE OF THE BEST MULTI STREAM UNIVERSITY IN INDIA | ENGINEERING & TECHNOLOGY | MEDICAL SCIENCE | DENTAL SCIENCE | NURSING | PHARMACY | ARTS & SCIENCE | MANAGEMENT | AGRICULTURE | LAW | ARCHITECTURE | PHYSIOTHERAPY

University Campus
173 Agharam Road
Selaiyur, Tambaram
Chennai 600 073
☎ 044-22290247

The NEP 2020

aims at establishing at-least multidisciplinary college in every district, which would give flexibility to choose from myriad subjects ranging from sports, arts, science, humanities, mathematics, etc. at the same time, *Prof. Himanshu Rai* outlines in a conversation with *Education Post*.

Q.

The NEP 2020 is being discussed everywhere. What do you think are the positives in the new NEP that are a part of this policy?

The NEP 2020 is not just about the financial investment in education; it is about the hope of development of a robust and relevant system. Not only will this new system with multidisciplinary studies help the educational institutions evolve into holistic organizations, but the autonomy would also help them in providing world-class academics and opportunities for the students. Considering the drop outs and long durations of the programmes, this novel system would act as an Academic Bank

Prof. Himanshu Rai
Director
Indian Institute of Management, Indore



of Credit- be it providing a certificate course for first year or a diploma for second year- and this will not only encourage the students to continue their studies in future if they drop out, but will also provide them with an academic credit for whatever time they invested. Establishment of National Research Foundation will provide a major boost to research as well.

Yet another progressive thing about the NEP 2020 is the replacement of current 10+2 system by 5+3+3+4 system—which will restructure pre-school years by providing pedagogical guidelines and assistance, with no formal assessment. The innovative system has recognized the voids in the existing education system that relied comprehensively on rote learning and was criticized for restraining the creativity of the learners.

Q.

Any policy can be said to cater to only popular thought if there are no voices raised against some of the features. What are the features in the policy that makes the private colleges and institutions restless?

There are numerous challenges that need to be taken care of with the implementation of the NEP 2020. Currently, there's a scarcity of over 40% of teachers in educational institutions. The first and the foremost challenge is training and developing teachers to make the system work, but also planning a strategy to achieve this. Apart from this, allowing top foreign universities to set up campuses and constituting bodies that would focus on the measurement of learning outcomes, can have a positive impact on the efforts for quality enhancement; however, the private colleges and institutions will have to raise the quality of their academic standards to get quality admissions. Further, ensuring that the remittances earned by the foreign universities are invested in India itself is going to be challenging. To me, however, the biggest challenge is the implementation of the policy in its letter and spirit.

Q.

How will you perceive the term 'interdisciplinary' when compared to the education system that exists in India today?

The NEP 2020 aims at establishing at-least multidisciplinary college in every district, which

There are numerous challenges that need to be taken care of with the implementation of the NEP 2020. Currently, there's a scarcity of over 40% of teachers in educational institutions. The first and the foremost challenge is training and developing teachers to make the system work, but also planning a strategy to achieve this. Apart from this, allowing top foreign universities to set up campuses and constituting bodies that would focus on the measurement of learning outcomes, can have a positive impact on the efforts for quality enhancement; however, the private colleges and institutions will have to raise the quality of their academic standards to get quality admissions. Further, ensuring that the remittances earned by the foreign universities are invested in India itself is going to be challenging. To me, however, the biggest challenge is the implementation of the policy in its letter and spirit.

would give flexibility to choose from myriad subjects ranging from sports, arts, science, humanities, mathematics, etc. at the same time. The present-day system constrained the students to have a resourceful combination of subjects, access the cutting edge curriculum and multiple entry and exit options during the undergraduate courses. Hence, the students entering the industry will also be generalists with depth of their chosen discipline. The fresh approach will nurture intellectual inquisitiveness, a critical thought process, self-reflection, leadership and teamwork skills, professionalism and sensitivity to socio-cultural environment. If substantial investments are made by the government in training the teachers to impart world-class education and upgrading their skills, it would also inspire many quality aspirants to consider their career in academia.

Q.

Do you think the terms 'future-ready', 'employability', and 'job-ready' have been mercilessly exploited by the corporate world to hide their own inefficiencies? If yes, how must the education industry tackle this? Do corporates too need an overhaul in their attitude?

Our previous education policy was more inclined towards getting high scores and not building skills- and hence the industry didn't find these graduates fit for employment. The NEP 2020 is based upon research and skill-oriented learning that shall include hands-on learning, experiential learning, critical thinking, regional languages and storytelling apart from the inclusion of contemporary subjects like coding, big data, AI and ML from the 6th standard itself. The emphasis on the advanced technologies, from an early age, shall help young minds, to prepare for the digital future and make them 'future-ready'. This would help the students learn skills that hold prominence in the practical world, with an option for electing various vocational courses—both online and offline—and even take admission in Indian campuses of foreign universities. According to a research by Bloomberg, India would be accounting for 18 percent of the global workforce by the year 2027; and hence, introducing vocational courses and technical knowledge like coding at younger

age will upgrade the students and bring the education system at par with the rest of the world. However, educational institutions should help the student develop not only skills required for employment, but also a positive attitude and human values to develop as a successful leader and manager.

On their part, industry will need to allow its employees to innovate and experiment. They will also need to focus on processes and not merely outcomes.

Q. There are mentions in NEP 2020 about private and public institutions to be treated at par. What does this really imply? The concept then goes on to add that education is to be 'not for profit' for ALL. How do you think this aim can be achieved, considering that there are a number of institutions and universities subsisting on just grants doled out to them?


NEP 2020 aims at increasing expenditure as a percentage of GDP on both education and research and the establishment of National Research Foundation (NRF) will provide research grants to the institutions as well. However, it is important that NRF treats private and public institutions at par. Currently a few leading centrally funded institutions receive majority of the funding, and more than 68 percent of private colleges do not receive any aid from the government—and are aided by student's tuition fees. This has led to disparities among the private institutions and only a few are able to provide quality education to the students—without a fee hike. Apart from this, the educational entrepreneurship in India is limited to coaching centers, and the admission to all the higher education institutes based on tests scores conducted by National Testing Authority further encourages this. However, introducing the four-year undergraduate programme with certificate after one year and diploma subsequently, would help the students in private institutions as well to transfer their degrees and

credits to other universities. There's a need to also allow the institutions to create a liquid corpus fund that can be invested and saved, and one that can be used during the difficult times like COVID19. The government can encourage more flexibility for the institutes to raise and create corpus which can be used for research or allow a private-for-profit investment in education.

Q. Is it time for more eminent educationists to enter politics and make their views heard when implementations are being debated?

Historically, educationists have been a part of the political system. It is time for those numbers to go up as well as discussions on Indian social and political environment to become a part of the educational discourse. We need more educationists to come into politics and we need more politicians to be educated.

Q. What is your views on Doing MBA or other professional courses post lockdown has changed the preferences of regular mode of education.

Classroom education can never be substituted with e-courses. Learning needs to be both in the classroom and outside as well. However, in the current COVID19 times, B-Schools have done everything in their power to ensure quality learning and enable smooth admission processes. While enrolling in any course currently might not be an easy decision, it may prove highly advantageous in the long run. Pursuing a degree during a difficult economy may help the participants gain new knowledge and skills during the crisis and they may benefit after the economic recovery when they graduate. The biggest challenge might not be lack of demand, but the travel restrictions at this stage. However, education can never be restricted to books and laptops since networking and practical knowledge enhances a student's skills to prepare them for the corporate world. 



HIMT

GROUP OF INSTITUTIONS

Greater Noida



AICTE, NCTE & BCI APPROVED

Affiliated to AKTU Lucknow/CCS University, Meerut

LL.B. (3 Years)	PGDM	B.Sc. & M.Sc. (Bio-tech)	MBA MCA
BA.LL.B. (5 Years)	M.PHARM	B.PHARM	BBA BCA
		D.PHARM	BTC B.Ed. M.Ed.

Best Campus for Re-Engineering Placement Strategies in North India

- ASSOCHAM & THE EDUCATION POST - 2019

Campus : 8, Knowledge Park-I, Greater Noida
Ph.: 0120-2322510/817/880, 9310071455, 8506032695
Website: himt.ac.in | hcp.ac.in | hsl.ac.in | himtgnoida.com



Arvind Passey

GOOD MANAGEMENT SEEKS STABLE BUT SIMPLE SOLUTIONS

Problems remain problems until someone insists on a solution. So yes, every solution does begin its life as something that appears insignificant and most of us could be tempted to discard pursuing it as useless, intimidatory, and a drain on time and resources. But there will invariably be one individual, quite probably a visionary in some way, who believes in it and pursues it. This individual persists. And this persistence pays off well in the end. However, many may call this persistence a pestilence and an impediment and expectedly call this individual stubborn and uncooperative, without understanding that lasting solutions are always hidden deep within layers. What

is seen on the surface is an ephemeral distraction at best that cannot survive the onslaught of the future. Surprisingly, in most cases it is the seemingly speedier solution floating on the surface in the shallow end of the sea of decisions that is adopted and expectedly drowns when the depth and the power of waves increases... and this is when even solved problems turn into failures. The decision-makers get back to the drawing board and this ridiculous cycle goes on until they realize that good management isn't about any solution but a stable and simple solution. Derek Landy correctly stated that 'every solution to every problem is simple. It's the distance between the two where the mystery lies.' It is while travelling through this distance that one decides on the form of solution. Stable solutions are generally the simplest.

Who are these people seeking solutions?

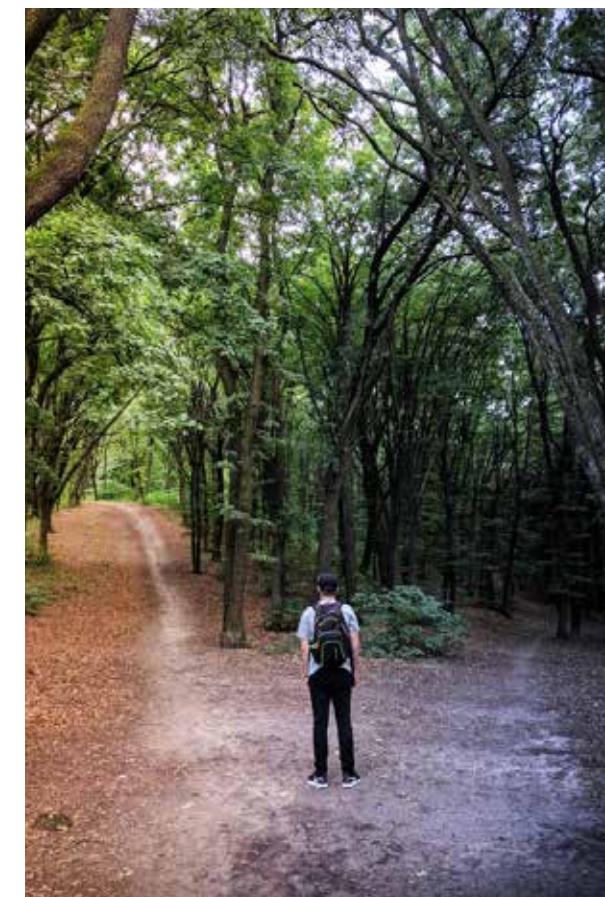
The one-word answer to this question is: Everyone. Solution seeking isn't necessarily a complex set of mathematical and statistical formulae that are relevant only for those in decision-making positions in an organization. This facility with seeking solutions is as much needed by even the ordinary folk we see all over. Writers, painters, photographers, husbands, wives, and friends need it as much those managing small shops, working from home, in junior positions in offices, or those making a living in any of the myriad ways that exists and changes with time. Even students in junior school have problems that can be stressful if the right solution isn't discovered by them. Quite obviously then, the best solutions cannot go around dressed only as derivations that necessarily need an understanding of economics, psychology, and calculus or any of the laws of physics and chemistry. Yes, there is a whole bunch of scientific knowledge backing them at every stage but solutions, when isolated, lead a simple life.

Problem-solving isn't vital only for big companies selling everything from soaps to loans to individuals or other big companies. The need for effective problem-solving is everywhere. What matters is the kind of approach one adopts for a problem. bY the way, the different types of approaches to problem-solving have a knack to be flexible enough to be valid for different situations and thus if there is a solution valid in advertising, it

may very well be admissible even for a general taking decision for a country's armed forces.

The traveler's method to solving problems

Assume you are a traveler and are standing undecided under a direction signboard and wondering which way to take or where to go or what to do on reaching wherever it is that you decide to go, you will have known how disorienting problems can be. But the right way is to assess if you have been following some plan and may want to follow it through or if there is



an urgent action that needs a different way to be taken or if retreating and then advancing to some other place is what your task needs are all decisions that will lead some kind of a resolution that you may be looking forward to. At this stage, the traveler benefits if he has done a thorough research on the area and it is this factor that can very well allow creative approaches to route planning or safely impregnate a plan with diversions and digressions that add value to the journey. The other

vital elements of problem solving are also clear if we take the example of this traveler. For instance, when someone mentions ‘thorough research’, one obviously implies insightful and detailed discussions with not just other team-members but also the experts. It is these discussions and a complete assimilation of diverse thoughts that may have floated in that creates the right environment for a reasonable SWOT analysis to give a lead to the sort of decisions that will make problem-solving possible if and when needed. While we are talking about teams and discussions, it is imperative to understand that teamwork is all about harmonious relationships. Communication, as we all know, is the death of distance... and it dissolves barriers.

Travel, travelers, and travelling are perfect examples to understand the varied and sometimes complex nuances of problem-solving as it includes working with an affirmative mix of diverse stimulations, provocations, and thoughts. The features essential to problem-solving also include opinions and ideas that may be different and sometimes unconventional or even radical. This means effective teamwork is also about tolerance or shall we say, an intolerance of other’s views to be cut-off or not considered at all. Bigots and problem-solvers are hardly ever in the same boat... however, the latter must tolerate even the former because they too may something critical to the process of problem-solving. A thorough mix of IQ, EQ, TQ, and any other Q that management pundits come up with is what any problem-solver needs to be adept at.

Most of us have, at one point or another, felt envious of travel enthusiasts because we feel these are the kind of people who get to deal with more challenges than even someone high up in the hierarchy of an organization. Well, it is for this reason that understanding the way travelers behave tells us a lot about problem-solving. I remember a trekker who had to choose between going up a riskier steep incline on a mountain and the easier but way longer path. This fellow opted for the riskier way and ended up clicking stunning pictures that none of the others in the team was able to. He was even able to get close-ups of flowers that bloomed only on impossible-looking slopes and never on or near the well-trodden paths. This examples is an apt reminder to the sort of environment that problem-solvers have to face and thus they invariably need to display a willingness to allow elements of risk-taking in a solution. They must, however, be aware that problem-solving is

not about autocratic decision-making and nor is it about agreeing to every wayward ideation. Decisions need to be those that everyone agrees with - this happens when a problem is perceived in totality and all existing and anticipated opportunities discussed. It must be well understood that barriers aren’t the real problems but facets that help one understand a problem from those angles or perspectives that may have been overlooked and this is the reason why participative team-work is vital.

Other approaches to problem-solving

Possibility is born when the attitude is receptive enough... and thus anyone interested in problem-solving must be aware of other techniques that have been followed successfully.

The understand-assimilate-solve method is the analytical mode of problem solving. This method does not believe in assumptions and never recommends short-cuts or ways that simply fill-in the blanks. This method is completely about a primed focus on a viable solution. The pros about this method include a speedier resolution, less possibility of getting entangled in long-drawn debates and indecision loops, and works well if the number of decision-makers are less and manageable. The cons include a host of other solutions that appear only after lengthy discussions and when enough time is given to review each option properly.

The inspired logic approach, on the other hand, is more about objective and data-oriented thinking than anything else. As a thorough analysis of data leads to a solution, this method has a lot of precedence and a deeper search can lead to examples that are similar to the problem being faced and the way the solution interacted with results. This method is more about finding cases where such an approach has been adopted and thus those who have been reading a lot of case-studies have the necessary reading experience about the experiences of other problem-solvers in similar situations.

The creative angle approach to problem-solving is about going beyond mere logic and can be risky at times. This is the sort of approach that ad-agencies are known to take. The thought process is positive and not dependent on established cases, approaches, or processes because past successes cannot really be valid all the time as the milieu, the demographic

and the psychographic profiles may be different. After all, an advert successful in America may or may not get a similar reception by the audiences in another country. Thus past solutions may inspire but never dictate. Quite obviously, this method needs the team to be populated by decision-makers with a daring and innovative thought process as fear is a lack of faith in what intuition suggests.

Whatever be the approach adopted, the vital need for problem-solvers is their ability to rationalize a creative burst without allowing a personal bias to come in and be a spoil-sport. Teams must thus remain aware of distortions in rationalization before it metamorphosizes into a formidable obstacle. Problem-solving is also about the current needs of the organization or the individual. For instance, even while deciding to buy woolen clothing, we do consider the place of current residence and if there are any plans for short or long breaks in a different locale where the climate may be colder. I remember investing in boots that were water-resistant and jackets that were double-lined before we went on our trip to Reykjavik in Iceland... and this helped us remain warm and secure and we were able to enjoy our holiday. Our decisions were a purely emotive approach and the charm of owning those boots and jackets was way beyond the glamour of material possessions. The decisions were based on weather conditions and this, when translated for organizations, means considering facts and figures.

Decide and don’t dilly-dally


Problem-solving is definitely not about unlimited time and never-ending debates because even a well-considered decision needs to be taken while the right opportunities exist. What is clear is that every kind of problem-solving is in a way about investment opportunities and RoI on investments and these are factors that must go hand-in-hand with existing or innovative and new strategic drivers. Wherever such strategic drivers are missing, the problem solver needs to think about the turnaround time involved. A classic case is that of Kingfisher Airlines. Why did the airline fail? Was it because of acquisition of Air Deccan? Was the real reason its expansion into the international arena? Was it about a lack of stability at the apex level of management? Was it about the decision that made the management switch from premium class to the low budget segment? The Kingfisher Airlines case, for those who do not recollect, was about the role of banks in extending loans (6600 crores from 17 public

Possibility is born when the attitude is receptive enough... and thus anyone interested in problem-solving must be aware of other techniques that have been followed successfully.

sector banks) and failing to recover the money. What is amply clear is that a problem existed... and that the management then took all the wrong decisions. This is a case where the chief decision-maker decided to move out of the country instead of being here and trying out a valid problem-solving approach.

This clumsy handling of the Kingfisher Airlines case gave the media all the opportunity to poke fun at valid problem-solving approaches. And thus the comic approach to problem-solving was born. A 2011 problem-solving spoof published in HT Brunch mentioned outrageously funny solutions as suggested by Fake JhunJunwala. Quite obviously, the solutions that included offering ticket holders a chance to punch Siddharth Mallya in the face, reduction of skirt length of the hostesses by 2 inches on loss-making routes, free beers, and free haircuts may sound simple enough but are NOT what problem-solving is all about. This is definitely funny in all respects but blunts the edges of real problem-solving.

Solutions, let me emphasize here, are generally simple enough to be broken in do-able steps, that is, there is a certain degree of structure that gets clear if the solution is correct. And correct solutions do exist. Richard Bach famously wrote about every problem coming with its own unique solution... but we are sometimes not able to see it. Or decipher it. Or reach a conclusion. Or an agreement.

The right solutions can be expressed in simple words. The most hard-hitting solutions can be understood by even those who have not had the advantage of higher education. These are solutions that can answer every question, lay every doubt to rest, and help the world move onwards without hiccups. 



Dr. Rajesh K Pillania
Professor
Management Development Institute
Gurgaon.

CHOICES FOR MANAGEMENT EDUCATION IN THE POST COVID PHASE

The world is going through the dreaded Covid pandemic. It is unprecedented in its reach and impact in recent history. Globally it has infected 4.35 crore and killed 11.6 lakh people as of Oct 27, 2020 (NDTV website). It is a huge challenge and to some extent, an opportunity for humans, depending on how one looks at it.

Life is all about choices and so is management education. As existing or aspiring management students or

teachers, one can look at the situation created by COVID-19 from broadly three lenses resulting into three choices and strategies. I have observed these three types of reactions from students and teachers from various places and institutions over this COVID-19 times. The three choices that we all have:

Business as usual

Accept it as something beyond one's control and go with business as usual with minimum changes, by following the mandatory changes. So if physical classes are not allowed and one needs to go through online learning, go through it. The idea is that this situation will get over and one can get back to business as usual completely and forget about the intermediary phase. This is a choice available to all of us in management education either as a student or a teacher. It is an individual choice and there is nothing wrong with it.

You can keep cribbing about the situation and how difficult it is for you


Don't accept the situation. Keep cribbing or complaining about your inconveniences. Keep going through it unwillingly and cribbing how difficult and unfair it is for you. Why this situation has to happen when you are a student or a teacher! This is also a choice and many people might go with this choice. It is a convenient choice to blame others and luck.

Be innovative and take advantage of the opportunities created

Besides the above two easy and convenient choices, a difficult choice is also available. It is to face the situation by thinking innovatively and seeing how one can progress and convert every

problem into an opportunity. COVID-19 has created some good opportunities for management education. For instance, the diffusion of online tools such as Zoom, Google Meet, Microsoft Teams, and so on. These technologies can be used in several ways. Now it is economically viable for a teacher to invite experts from faraway places in the classroom using these tools! This has also given students an opportunity to carry out projects in innovative ways by interacting with people from far away places. These technologies have opened gates for collaborative teaching and collaborative student projects by making them possible.

The first two choices find many takers. These are easy choices. Instead of going the extra mile or thinking something new, it is easy to go with the flow or criticize the situation, luck and others. The third choice appears to be difficult and there aren't many takers for it. This situation might explain why different people end up at different levels of success in life. Life is full of challenges and difficulties. Remember, there can be different forms of obstacles in life and just as it is COVID-19 today, it can be something else tomorrow.

As students or teachers, one need to self-introspect. Winners are those who take responsibility, think innovatively, and progress in good as well as in bad times. So readers, if you are a student or a teacher, what is your choice? Is it the right choice? Think again. Are you following convenient choices or difficult ones? It is far more difficult to go far in life by making convenient choices. 

References

NDTV (2020). Website https://www.ndtv.com/coronavirus?from=home-coronavirus_outbreak_coverage (accessed on Oct 27,2020).



Ryan Baidya, Ph.D
Strategist, Entrepreneur and
Mentor, California



Anjali Kanojia, Ph.D
Aizen Institute,
Houston, TX, USA

॥ तमसो मा ज्योतिर्गमय ॥

TAMASO MA JYOTIRGAMAYA

From Darkness to Light. Not just teach, but build souls

L

ight is the Universal symbol of knowledge and understanding. Ancient literature often describes teachers as those whose role is to open minds to the vastness of myths and remove confusions which arise from myopia-ism, thus bringing clarity and light to difficult situations. The process of discrimination and enlightenment is also discussed in terms of removal of cobwebs of doubts and ushering in light in order to bring lucidity to the situation. The state of enlightenment too is often described as the state of full clarity and knowing, clear of all doubts.



In many ways, light represents something that enriches us as human beings. Whatever our spiritual beliefs might be, what connects us as humans is our desire for knowledge. Knowledge is able to ignite and share the light in the hearts of people around us. This act of sharing brings happiness to many. Formal and informal teaching have been methods of bringing light to the people - young and old.

“Light” and “soul” are used here though these English terms do not come close to describing the amazing phenomena being discussed. Soul attempts to describe the life energies which reside in each living being. This is the One-ness, the interconnectedness and the concept of the indestructible and ever-present Truth and

Reality. This concept is often described as the atman or the soul or the God-factor which is present in each being. The purpose of the essay about building soul is to further highlight ways in which each learner- via guidance of teachers and self-inquiry can build him/herself up to be individuals who are aware of themselves as well as others in society. Individuals with a cultivated, mature soul will work towards the betterment of others and exist in harmony in society at large.

The idea of going from darkness to Light is figurative as well. Enlightenment or seeing the light does not describe a physical phenomenon of visually seeing bright lights at the end of dark road. However, it attempts to describe the clearing of all doubts and untruths. Here, only the Truth shines, in a metaphorical sense.

Share your knowledge, go from darkness to Light

In a formal teaching environment, various content and subjects are exchanged between teachers and the learners. A student's learning is assessed only through the contents -its retention,

*"Asato maa sad gamaya
Tamaso maa jyotir gamaya
Mrityor maa amritan gamaya
Aum shaanti shaanti shaanti"*

**Lead us from falsehood to truth,
from the unreal to the Real,
from darknesst to Light,
from death to Immortality.
Aum peace, peace, peace.**

Brihdaranyaka Upanisada 1:3:27

its depth and width. However, none of these give any measure to the amount of luminance of light which a learner has acquired and passed on during his/her learning processes using content as vehicles. Thus the acquired luminance of light acts as the learner's North Star of life – a guiding path. With this the learner achieves success, builds family, contributes to the society and becomes part of the bonafide citizenry of any nation.

For Institutions

Institutions that are motivated to teach and walk their learners toward the light may draft their Institutional Core Competency statements as a promise to the communities that support the institution. A promise that the learners, upon completing a program at the institution, will be able to demonstrate the knowledge, skills, and attitudes contained within all of the five competency areas as follows.

❖ Communication and Expression

Learners will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion while paying attention to the audience, situation and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

❖ Information Literacy

Learners will recognize when information is needed and locate, critically evaluate, synthesize and communicate information in various formats. They will use appropriate resources and technologies while

understanding the social, legal and ethical issues for information and its use.

❖ Physical/Mental Wellness & Personal Responsibility

Learners will recognize lifestyles which promote physical and mental well-being, engage in self-reflection and ethical decision-making. They will begin exploring career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

❖ Global, Cultural, Social & Environmental Awareness

Learners will recognize their role as local, national and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.



❖ Critical Thinking

Learners will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline. They will interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, and verify the reasonableness of conclusions. Learners will explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations as they arise.

One has to wait several years to evaluate said outcomes. Sometimes this means waiting many years after the learners have graduated. This process entails waiting and hoping to evaluate empathy, love, and affection in a quantitative manner. These attributes and traits can only be felt and recognized at a future time under certain specific circumstances. The results are not instant and the evaluation requires thought and patience.

Learners will be expected to demonstrate their knowledge, skills, and attitudes. They are expected to communicate, be honest, and demonstrate ethical and socially responsibility. These are small and simple expectations that an institution could have from the learners. In regards to this, an institution will use its primary subject curriculum and assist learners to understand, augment and mould said skills. This would be the approach of developing core competencies of the institution in above-mentioned areas.

Fundamentals of education are transferring wisdom that makes an individual wholesomely human first, then impart tools and trades of knowledge and information for that individual to sustain his/her well-being in society. Many contemporary educational institutions, programs, and processes, wittingly and/or unwittingly have deviated from that cardinal objective of education. As a result, we have many highly skilled and talented individuals in our society, but a very few have acquired the Light to be bonafide members of society. A cumulative effect of such soul-less education continues to affect our society with corruption, and inhumane policy-making.

Wholesome Learning Environment

No single course or an ensemble of courses can be assigned in building an individual into a wholesome human being. The entire institution as well as the culture that the institution sets forth is key to achieving the educational objective of building a soul. Failure to achieve this goal is the fundamental failure of the institution and the programs that the institution offers.

The wholesomeness only develops in an individual by them being in an environment and around people who recognize, respect and value these qualities - a culture and philosophy of the organization. An institution should aspire to have that culture and environment in both a top-down and bottom-up feedback loop.

Learning

Teaching methodology should encourage young talent to take challenges to tackle social issues, fulfill their goals and dreams through professional growth and entrepreneurship. Learners will receive content information; teachers will facilitate and act like catalysts in converting that information to knowledge for learners to use during their academic career as well as further in life. Finally, the knowledge will churn into wisdom –the Light of the learning. This churning process is only possible if and when the institution and the society create appropriate competencies, as discussed above, including the correct environment.

What We think about Learning

- We think that learners learn best when they teach each other.
- We think that learners learn best in small groups or teams.
- We think that learners learn best when they respect one another.
- We think that learners learn best when they are expected to do well.
- We think that learners learn best from teachers who are learners.
- We think that learners learn best when they are challenged to think, feel, and do.

- We think that learners learn best when they enjoy learning.
- We think that learners learn best when they can relate learning to their lives

Actions we should take

- To help learners learn about themselves, others and tackle great questions and responses of ancient philosophical traditions.
- To inspire learners to think deeply, live well, and cultivate better understanding.
- To foster hunger so that learners want to learn more than we can possibly teach.
- To create an environment in which we all learn together.
- To leave learners feeling like they have succeeded.
- To expect the best in learners and ourselves.
- To help learners apply what they have learned in their lives.
- Learners, teachers, and administrators should learn to construct, and then ask themselves questions for self-assessments. These questions are the essence of learning for the soul, and acquiring luminance of the light. Learners should begin to ask these questions while they are in any learning environments. Below is an ensemble of questions that a learner may use as a start point; and may take with them to use as a navigator of their life-journey hereafter. These questions are omnipotent and are applicable in any circumstances at any time of life.

The Quest

Know what you know.
 Know what you don't know.
 Know what you don't know that you know.
 Know what you don't know that you don't know.

Assessments

Know who you are.
 Know what you are.

Know where you are.
 Know where you have been.
 Know where you are going.
 Know where you want to be.
 Know where you want to go.

Projections

Know your value today.
 Know your value one year later.
 Know your value five years later.
 Know your value ten years later.

Purpose

Know what you love.
 Know who you love.
 Know who loves you.

Here and Now

Know your favorite drink.
 Know your favorite snack.
 Know your favorite meal.

Connecting the dots

Know your roots.
 Know your roots' roots.
 Know what your roots' mission was.

Being human

Know how to express gratitude.
 Know when to express gratitude.
 Know how to accept gratitude.

Ignorance and wisdom – side by side

To know all is to know nothing; to know nothing is to know it all
 To create a void is to create a thunderstorm; to create a thunderstorm is to create a void.



Charaiveti Charaiveti चरैवेति चरैवेति

Keep going, keep going this is the mantra. Never stopping and never tiring; steadfastly keep moving forward.

Quench your thirst. Begin your quest.

These concepts and questions help learners formulate their lives and understand the cardinal rules that will guide them for years to come to help them be responsible citizens of this world. We have seen, unfortunately, many individuals even with the highest accolade fail to perform as a bonafide citizen of our highly delicate societal frameworks. These individuals without the necessary preparation to be a part of this complex society are inevitably prone to bring chaos and instability to the society. Sometimes they even harm our global system to an extent that takes decades to repair.

So the goal of Education is not just to teach, but to build souls. When the learners are given accolades, they inherently should vow to adhere to the rule of living as stated below. For the learners who have acquired and/or learned to acquire the luminescence of Light, to them these rules are as simple as second nature in daily life. However, those learners who are deprived of true learning – the soul building education – would find these rules of living more challenging to adhere to.

Rules of Living

- Rule 1** : Incorrect thinking is the only problem in life.
- Rule 2** : Right knowledge is the ultimate solution to all our problems.
- Rule 3** : Selflessness is the only way to progress and attain prosperity.
- Rule 4** : Every act can be an act of hope.
- Rule 5** : Renounce the ego of individuality and rejoice in the Bliss of Infinity.
- Rule 6** : Connect to your Higher Consciousness Daily.
- Rule 7** : Live what you learn.
- Rule 8** : Never give up on yourself.
- Rule 9** : Value your blessings.
- Rule 10** : See divinity in the creation all around you.
- Rule 11** : Have enough of an open mind to see the Truth as it is.
- Rule 12** : Absorb your mind in bigger than life goals.
- Rule 13** : Detach from mediocrity and attach to excellence.
- Rule 14** : Live a lifestyle that matches your vision.
- Rule 15** : Give priority to truth.
- Rule 16** : Being good is a reward in itself.
- Rule 17** : Choosing the right over the pleasant is a sign of power.
- Rule 18** : Let Go, lets you move to Peace and Happiness.

Let us help lead learners them from darkness to Light. 

Acknowledgement:

Artworks by Pranab Phauzdar (www.phauzdar.com), and Aizen S. Baidya (Silicon Valley, California)



IMS GHAZIABAD

**Building Leaders
with Growth Mindset
for Sustainable Growth**

Dr. Tapan Kumar Nayak
Director, IMS Ghaziabad

Institute of Management Studies Ghaziabad (IMS-Ghaziabad) is one of the legacy brand Business Schools of India. Setup in 1990, as the flagship institution of IMS Group of Institutions its curriculum and pedagogy reflect both contemporary and future needs of business and society. The Institute perceives industry and society as its key stakeholders and endeavors to become a premier institute and a leader of global repute in developing quality management & technology professionals through high quality teaching, training and research.

The Institute is accredited by NAAC in India and is accredited by ASIC-UK internationally. It is also a member of AACSB Education Alliance USA since August 2019. The PGDM programme is accredited by NBA and recognized as equivalent to MBA degree of Indian Universities by AIU. It has a state of art campus with modern hostel facilities for boys and girls separately.

IMS Ghaziabad follows Bloom's Taxonomy in its entire pedagogy with focus on 'analyze', 'evaluate'

and 'create'. Its curriculum aims to instill a growth mindset in all its students with social sensitivity and a global outlook. The evaluation processes includes ERP based online examinations, case based and live project driven internal assessments and a mix on extracurricular activities. The Institute organized five major national & International conferences during academic year 2019-20 & the faculty members published over 100 articles in books & premier journals.

The Institute boasts one of the best libraries in the country with seamless online access to learning resources for our faculty and students. It has a collection of over eight lakh e-books, 44,000 books (hardcopy) and subscribes to over 5000 journals in print and online mode. Cases from premier publications such as Harvard Business Publishing & ET Prime are also subscribed to. The students have access to online digital resources from EBSCO, Thomson Reuters (EIKON), CRISIL, J-GATE, CMIE, EMERALD ACE (Equity, MF & Knowledge Portal) Taylor & Francis, ASCE, ASME, DOAJ, Science-

Direct, Springer, JSTOR and online books from McGraw Hill, World e-book Library, NDL and DOAB

We have added specialized two-year full time PGDM (Big Data Analytics) programme in collaboration with IBM India & BRICS School of Analysis and a Ph.D. Programme for working executives in collaboration with Jamia Hamdard, Delhi. The fee structure is affordable and a strong Corporate Resource Centre (CRC) assures quality placements to guarantee value for money education, for all sections of society. Merit cum means scholarships are also provided to all students. The institute has a consistently strong record of placements since inception. Over 6,000 alumni of the institute have been contributing to the building of New India. Several of them are holding top positions in industry and many are successful entrepreneurs. Our students of the recently graduated 2018-20 batch have received an overwhelming response from top recruiters and companies in the country.



IIRF-2021

INDIAN INSTITUTIONAL RANKING FRAMEWORK

SURVEY &
RESEARCH



MACTION CONSULTING

Released by :

EducationPost
A NEW HIGH IN EDUCATION

DISCIPLINE SURVEY MANAGEMENT

COURSES ASSESSED
TWO Year Full-Time PGP, PGDM and MBA

PARAMETERS

- PLACEMENT PERFORMANCE (PP)
- TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)
- RESEARCH (RS)
- INDUSTRY INCOME AND INTEGRATION (III)
- PLACEMENT STRATEGIES & SUPPORT (PSS)
- FUTURE ORIENTATION (FO)
- EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)

FOR METHODOLOGY

VISIT

www.iirfranking.com

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Indian Institute Of Management, Ahmedabad	95.60		91.98	80.30	95.70	93.95	88.85	92.95	909.4
	Indian Institute Of Management, Kolkata	95.40		90.28	80.15	94.90	93.25	88.20	92.85	905.5
	Indian Institute Of Management, Bengaluru	95.10		90.18	80.00	94.20	93.15	88.00	91.70	903.3
	Faculty Of Management Studies, University Of Delhi, Delhi	92.60		90.00	80.20	93.20	93.95	88.50	90.70	894.4
2	Indian School Of Business, Hyderabad	92.60		88.68	78.20	95.20	93.95	88.20	90.70	890.5
	Indian Institute Of Foreign Trade (IIFT), New Delhi	88.68		88.20	77.30	93.20	93.95	88.20	90.70	877.7
	Indian Institute Of Management, Lucknow	87.78		88.15	78.20	92.20	92.85	86.20	88.28	875.0
	Xavier Labour Relations Institute (XLRI), Jamshedpur	88.68		87.68	78.20	94.20	93.95	85.20	84.53	873.0
	Management Development Institute (MDI), Gurgaon	89.80		87.68	78.20	87.20	93.95	85.20	88.28	865.3
3	S P Jain Institute Of Management And Research (SPJIMR), Mumbai	86.44		82.98	77.20	93.20	93.95	85.20	90.03	855.7
	Indian Institute Of Management, Indore	85.32		82.98	78.20	93.20	93.95	84.20	90.03	854.5
	Indian Institute Of Management, Kozhikode	86.44		87.68	77.20	87.20	93.95	82.20	84.53	851.9
	Jamnalal Bajaj Institute Of Management Studies, Mumbai	85.32		82.98	79.20	94.20	81.45	85.20	90.70	850.3
4	Shailesh J Mehta School Of Management, (IIT Mumbai), Mumbai	79.72		81.18	80.20	94.20	93.95	85.20	84.53	841.2
	Dept. Of Management Studies, (IIT Delhi), New Delhi	79.72		81.18	80.20	94.20	93.95	84.20	83.03	840.0
	Indian Institute Of Technology, (IIT) Kharagpur	80.84		82.95	80.15	94.15	85.25	84.15	81.48	839.5
	Indian Institute Of Management, Ranchi	80.84		82.95	80.00	93.15	85.95	82.15	82.98	837.2
	Indian Institute Of Management, Tiruchirappalli	88.68		72.35	81.15	93.85	85.15	84.15	82.15	833.6
	Indian Institute Of Management, Udaipur	88.62		72.15	80.15	93.13	85.15	84.15	82.15	833.1

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
5	Symbiosis Centre For Human Resource Deveopment (SCMHRD), Pune	79.72		77.55	77.20	93.15	93.90	85.15	81.48	824.1
	Mudra Insitute Of Communications (MICA), Ahmedabad	80.84		82.95	71.15	93.15	93.90	75.15	81.48	820.6
	Symbiosis Institute Of Business Management, Pune	80.82		72.35	80.15	94.20	85.15	84.15	81.48	816.3
	Indian Institute Of Management, Rohtak	88.68		72.15	71.15	93.15	85.15	75.15	88.15	812.2
	Indian Institute Of Management, Raipur	80.84		81.15	71.15	93.13	72.65	85.15	81.43	807.7
6	NMIMS School Of Business Management, Mumbai	79.72		81.15	69.15	93.13	81.40	75.15	78.46	799.9
	Indian Institute Of Management, Visakhapatnam	78.58		84.73	70.13	87.15	72.65	82.15	82.13	796.4
	Indian Institute Of Management, Kashipur	80.84		84.73	68.13	88.13	63.88	86.13	82.13	795.7
	Indian Institute Of Management, Nagpur	80.82		82.98	70.13	83.13	72.65	86.00	81.48	793.2
	University Business School (UBS), Punjab University, Chandigarh	81.12		84.73	68.13	88.13	60.13	86.25	81.48	792.8
	Department Of Business Economics, University of Delhi, Delhi	80.82		82.98	70.13	83.13	72.65	86.15	77.96	791.8
7	MHRM Department Of Humanities And Social Science, (IIT Kharagpur), Kharagpur	78.58		84.73	68.13	88.13	60.13	86.10	75.46	785.0
	Dept. Of Management Studies (IIT Roorkee), Roorkee	79.72		84.73	70.13	82.13	63.88	86.13	77.13	784.9
	Indian Institute Of Management, Shillong	78.58		86.53	69.13	82.13	63.88	85.90	77.13	784.1
	Instutite Of Management Technology (IMT), Ghaziabad	78.58		86.53	68.13	82.13	63.88	75.13	81.48	777.2
	International Management Institute (IMI), New Delhi	78.58		81.13	69.13	85.13	63.88	86.13	75.46	776.6
	Xavier Institute Of Management, Bhubaneswar	78.58		81.13	68.13	85.13	63.87	86.13	72.30	773.4
	Sydenham Institute Of Management (SIMSREE), Mumbai	74.08		88.33	69.13	82.13	63.88	75.13	77.96	771.0

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
8	Indian Institute Of Management, Jammu	78.58		75.73	68.13	88.13	63.88	82.13	77.96	766.5
	Indian Institute Of Management, Sambalpur	79.72		73.93	70.13	88.13	63.88	75.13	75.46	764.0
	Goa Institute Of Management (GIM), Goa	83.04		75.72	70.12	83.12	60.12	75.12	68.95	762.2
	Great Lakes Institute Of Management, Chennai	78.58		81.12	67.12	83.12	63.87	75.12	71.95	761.2
	Indian Institute Of Management, Bodh Gaya	80.82		75.73	70.13	82.13	63.88	75.13	77.13	761.1
	FORE School Of Management, New Delhi	74.08		79.32	70.12	88.12	60.12	75.12	71.95	758.3
	WOXSEN School Of Business, Hyderabad	74.08		81.13	70.12	82.13	60.12	85.12	71.95	758.1
	Management Development Institute (MDI), Murshidabad	78.58		77.52	69.12	82.12	60.12	83.12	71.95	757.7
	Institute Of Management Technology (IMT), Nagpur	78.58		73.93	69.13	88.13	63.88	75.13	70.46	757.3
	International Management Institute (IMI), Kolkata	74.08		77.52	70.18	83.13	72.62	75.12	77.96	757.1
	International Management Institute (IMI), Bhubaneswar	74.08		77.53	69.13	88.13	63.88	75.13	71.95	755.0
9	Atal Bihari Vajpayee-Indian Institute Of Information Technology And Management (ABV-IIITM), Gwalior	70.74		77.52	69.13	91.13	60.13	75.13	72.46	749.7
	National Institute Of Industrial Engineering (NITIE), Mumbai	74.08		70.33	70.13	88.12	72.62	75.13	72.46	747.5
	Indian Institute Of Management, Amritsar	70.74		73.92	69.12	88.12	60.13	86.12	73.62	743.7
	Indian Institute Of Management, Sirmaur	70.74		73.92	70.13	88.12	63.88	75.13	73.96	741.8
	T.A.PAI Management Institute (TAPMI), Manipal	69.62		75.72	69.12	83.12	63.88	86.12	72.46	738.6
	Dept. Of Management Studies, Indian Insitute Of Technology (IIT-ISM), Dhanbad	68.48		77.52	69.12	83.12	66.37	75.12	72.46	735.0

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
10	Institute Of Management Studies, BHU, Varanasi	69.62		81.12	62.12	77.12	63.87	89.12	77.95	730.3
	Symbiosis Centre For Information Technology, Pune	66.24		79.33	69.13	77.12	63.88	86.13	72.46	728.2
	Birla Institute Of Management Technology (BIMTECH), Greater Noida	69.62		72.12	70.13	77.12	63.87	85.12	80.87	725.2
	IFIM Business School/Jagdish Sheth School Of Management, Bengaluru	68.48		77.52	69.12	77.12	66.37	75.12	72.46	724.8
	Institute Of Management Technology (IMT), Hyderabad	62.88		81.12	62.12	83.12	63.87	86.12	70.70	719.6
	Loyola Institute Of Business Administration (LIBA), Chennai	62.88		72.12	68.12	83.12	63.87	86.12	78.99	715.1
	Indian Institute Of Social Welfare & Business Management (IISWBM), Kolkata	59.52		82.92	57.12	83.12	63.87	86.12	63.95	702.8
	VIT Business School, Vellore	74.08		72.12	55.12	83.12	60.12	75.12	66.95	701.9
	TAXILA Business School, Jaipur	62.88		77.52	55.12	83.12	63.87	75.12	77.95	694.0
	Amrita School Of Business, Coimbatore	66.24		73.92	70.12	77.12	53.87	50.12	77.95	691.9
11	NIRMA University (Institute Of Management), Ahmedabad	61.76		77.52	59.12	88.12	63.87	51.12	70.37	690.3
	Lal Bahadur Shastri Institute Of Management, New Delhi	66.24		72.12	70.12	77.12	53.87	50.12	71.95	685.5
	Bharati Vidyapeeth University Institute Of Management And Research (BVIMR), New Delhi	61.76		70.33	67.13	77.12	63.88	75.13	66.95	684.9
	CHITKARA Business School, Rajpura-Patiala	57.28		75.72	61.12	83.12	63.87	75.12	67.95	684.6
	Jindal Global Business School (JGBS), Sonipat	66.24		72.12	69.12	77.12	53.87	50.12	65.62	681.0
	University School Of Business (USB), Chandigarh University, Mohali	61.76		75.72	69.12	77.12	53.87	50.12	68.95	679.5

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
12	Institute Of Public Enterprise, Hyderabad	60.64		73.92	69.12	77.12	53.87	50.12	74.95	675.3
	Institute Of Management And Entrepreneurship Development (IMED), Pune	58.40		73.92	68.12	82.12	63.87	50.12	50.20	673.5
	Bharath Institute Of Higher Education And Research (BIHER), Chennai	53.92		73.92	60.12	83.12	63.87	76.12	67.95	671.1
	ICFAI Business School(IFS), Hyderabad	60.28		73.92	67.13	77.12	53.87	50.12	71.62	669.1
	AMITY Global Business School, Noida	55.04		75.72	67.12	77.12	63.87	50.12	74.62	668.7
	Jaipuria Institute Of Management, Noida	54.80		66.72	61.12	81.12	63.87	84.12	71.87	662.4
	Institute Of Rural Management, Anand	60.64		75.72	61.12	77.12	57.62	50.12	65.62	662.1
13	KIIT University-School Of Management, Bhubaneswar	55.14		70.30	59.10	71.10	63.85	86.10	97.47	661.4
	Dr. MGR Educational And Research Institute, Chennai	60.28		68.52	54.12	83.12	63.87	75.12	65.62	661.0
14	AIMS Institute, Bengaluru	55.04		73.92	61.12	83.12	57.62	50.12	79.95	660.7
	SDM Institute For Management Development (SDMIMD), Mysuru	60.28		72.12	59.10	83.12	53.87	50.12	70.62	658.9
15	Manipal Institute Of Management/Manipal University, Manipal	55.80		72.12	64.14	83.12	53.87	50.12	71.62	658.6
16	Meenakshi Academy Of Higher Education And Research (MAHER), Chennai	58.04		72.12	57.12	83.12	63.87	50.12	66.95	655.1
	ABBS School Of Management, Bengaluru	56.92		68.52	55.12	83.12	63.87	75.12	65.95	655.1
17	REVA University(School Of Management Studies), Bengaluru	53.18		83.60	50.80	71.80	60.80	86.80	61.13	654.3
18	International School Of Business And Media, Pune	58.78		72.12	59.12	83.12	53.87	50.12	67.95	654.2
	Institute Of Management Studies (IMS), Ghaziabad	58.02		66.70	53.10	81.10	60.10	78.10	80.35	651.1
19	Institute For Technology And Management, Mumbai	55.14		72.12	56.12	77.12	63.87	75.12	65.95	650.5

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
20	Indian Institute Of Forest Management, Bhopal	53.18		77.52	61.12	63.12	63.87	86.12	63.95	649.7
	School Of Management And Entrepreneurship, Shiv Nadar University, Greater Noida	55.04		75.72	61.12	77.12	53.87	50.12	67.95	647.0
21	PES University, Bengaluru	55.04		72.12	59.10	83.12	53.87	50.12	70.62	646.3
	Symbiosis Institute Of Management Studies (SIMS), Pune	51.30		70.32	57.12	79.12	63.87	75.12	64.95	642.3
22	Jagan Institute Of Management Studies (JIMS), Rohini/Delhi	56.92		72.12	56.12	63.12	63.87	75.12	72.70	633.7
	MIT School Of Business, Pune	59.14		63.10	56.10	71.10	63.85	75.10	61.93	628.4
23	ARMY Institute Of Management, Kolkata	55.80		70.32	65.12	71.12	43.87	50.12	67.95	627.7
	Justice KS Hegde Institute Of Management, NITTE/ Udupi	56.92		64.92	56.12	79.12	37.62	75.12	69.62	625.4
24	K.J. Somaiya Institute Of Management Studies & Research, Mumbai	60.26		72.10	56.10	65.10	63.85	45.10	60.93	622.2
	Symbiosis Institute Of Business Management, Bengaluru	55.80		68.52	57.12	65.12	57.62	75.12	65.29	621.1
25	RV Institute Of Management, Bengaluru	62.52		72.12	56.12	65.12	41.37	50.12	66.95	617.5
26	Welingkar Institute Of Management Development & Research, Mumbai	56.92		70.32	57.12	65.12	41.37	75.12	66.95	617.1
27	Xavier Institute Of Social Services (XISSL), Ranchi	60.28		68.52	60.12	65.12	43.87	50.12	67.62	614.2
	Vidyavardhaka College Of Engineering (Dept. Of Management), Mysuru	58.78		59.52	57.12	77.12	63.87	50.12	52.45	613.1
28	Eastern Institute For Integrated Learning In Management (EIILM), Kolkata	58.78		66.72	56.12	71.12	47.62	50.12	61.95	609.2
	Xavier Institute Of Management & Entrepreneurship (XIME), Bengaluru	57.66		67.40	47.80	65.80	60.80	76.80	60.63	607.0

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
29	Chandragupt Institute Of Management (CIMP), Patna	65.50		62.00	36.80	66.80	60.80	85.80	65.05	600.8
	GIBS Business School, Bengaluru	60.28		52.32	56.12	71.12	43.87	75.12	65.95	595.1
	Bharathidasan Institute Of Management, Tiruchirappalli	62.50		61.30	55.10	57.10	43.85	75.10	60.93	592.3
30	Training And Advanced Studies In Management (TASMAC), Pune	68.10		63.10	39.10	65.10	60.10	50.10	63.56	588.7
31	CMR Institute Of Management Studies, Bengaluru	62.50		64.90	56.10	57.10	41.35	50.10	60.93	585.4
	SCMS Cochin School Of Business, Kochi	53.18		63.10	51.10	60.10	63.85	75.10	61.93	585.3
32	ASM's Institute Of Business Management & Research Centre, Pune	51.30		69.20	36.80	71.80	60.80	76.80	61.63	584.3
33	Prestige Institute Of Management And Research, Indore	51.30		66.72	57.12	65.12	47.62	50.12	61.95	583.0
34	Christ University, Institute Of Management, Bengaluru	54.66		70.30	56.10	41.10	63.85	75.10	60.93	582.0
35	ICFAI Business School (IBS), Dehradun	53.18		79.30	34.10	51.10	60.10	88.10	63.69	577.6
36	Mittal School Of Business, LPU (Jalandhar)	55.78		64.90	52.10	47.10	63.85	75.10	60.93	575.0
37	SDM PG Centre For Management Studies And Research, Mangaluru	62.52		70.30	40.10	57.10	53.85	50.10	60.27	573.8
	Global Business School And Research Centre, Bengaluru	54.66		64.90	56.10	61.10	41.35	50.10	60.93	573.4
38	Rajagiri Centre For Business Studies, Kochi	55.78		73.90	36.10	51.10	60.10	76.10	72.18	572.1
	Indore Management Institute (IMI), Indore	62.52		63.10	48.10	57.10	63.85	50.10	33.43	570.3
39	MYRA School Of Business, Mysuru	63.62		54.10	41.10	64.10	57.60	65.10	60.27	566.4
	Symbiosis Institute Of Operations Management, Nashik	64.74		59.50	36.10	63.10	53.85	50.10	60.27	557.6

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
40	Presidency University, Bengaluru	73.70		63.10	36.10	39.10	35.10	88.10	59.93	555.8
	Dayananda Sagar University (School Of Commerce & Management), Bengaluru	58.02		61.30	40.10	45.10	63.85	85.10	67.77	553.8
41	KLE Technological University (School Of Management Studies And Research), Hubli	67.74		72.80	41.80	18.80	60.80	84.80	48.97	551.3
	ITM University Gwalior	55.14		61.30	40.10	61.10	35.10	75.10	62.27	545.8
42	Faculty Of Management Studies (Manav Rachna Institute Of Research And Studies), Faridabad	61.38		46.90	40.10	59.10	63.85	75.10	59.93	544.9
	Indus Business Academy (IBA), Bengaluru	68.86		65.60	46.80	20.80	48.30	85.80	51.22	544.3
43	Symbiosis Institute Of Business Management, Hyderabad	62.50		63.10	41.10	51.10	43.85	50.10	60.93	543.0
	St. Joseph's Institute Of Management, Bengaluru	51.30		63.80	38.80	38.80	60.80	75.80	69.30	522.8
44	Kirloskar Institute Of Advanced Management Studies, Pune	51.30		68.50	41.10	31.10	63.85	75.10	60.27	522.8
	Institute Of Management Studies, Noida	54.66		59.50	40.10	57.10	41.35	50.10	60.27	522.5
45	KLS Institute Of Management Education And Research, Belgaum	66.62		69.20	44.80	20.80	17.05	83.80	56.30	521.8
	JSS Centre For Management Studies, Mysuru	65.50		65.60	36.80	40.80	42.05	33.80	60.30	518.3
46	JK Business School, Gurugram	51.30		63.80	35.80	48.80	38.30	76.80	55.30	513.1
	PSG Institute Of Management, Coimbatore	58.78		67.40	35.80	40.80	42.05	33.80	58.47	503.4
47	Indira School Of Business Studies, Pune	67.74		67.40	36.80	28.80	35.80	33.80	60.30	502.9
	Apeejay School Of Management, New Delhi	51.30		62.00	38.80	36.80	48.30	75.80	59.72	502.9
48	Ramaiah Institute Of Management Studies, Bengaluru	62.50		46.90	40.10	51.10	37.60	50.10	60.27	500.7
	Suryadatta Institute Of Management And Mass Communication, Pune	51.30		62.00	47.80	14.80	60.80	86.80	60.97	499.3

NATIONAL CLUSTER RANK *	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
49	Gitam School Of International Business, Visakhapatnam	55.42	69.20	35.80	40.80	42.05	33.80	55.30	498.0
	G H Rasoni School Of Business Management, Nagpur	55.42	60.20	35.80	52.80	32.05	33.80	40.97	485.9
	G.L. Bajaj Institute Of Management And Research, Greater Noida	57.66	60.20	35.80	19.80	17.05	82.80	55.30	459.8
50	MODY University Of Science And Technology (School Of Mgmt Studies), Lakshmanagarh	55.78	60.20	31.80	40.80	29.55	33.80	42.05	457.1

EducationPost
A NEW HIGH IN EDUCATION

www.theeducationpost.in

CELEBRATING

9th
YEAR
(Since 2012)



IIRF
INDIAN INSTITUTIONAL RANKING FRAMEWORK

www.iirfranking.com

SAT SUKRIT MEDIA PVT. LTD.

119-A, 1st Floor, Somdutta Chambers-1, 5 Bhikaji Cama Place,
New Delhi-110066 | Call us : 011-45604578, 8800306519
E-mail: satsukritmedia@gmail.com

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Indian School Of Business, Hyderabad	92.60		88.68	78.20	95.20	93.95	88.20	90.70	890.5
2	Xavier Labour Relations Institute (XLRI), Jamshedpur	88.68		87.68	78.20	94.20	93.95	85.20	84.53	873.0
3	Management Development Institute (MDI), Gurgaon	89.80		87.68	78.20	87.20	93.95	85.20	88.28	865.3
4	S P Jain Institute Of Management And Research (SPJIMR), Mumbai	86.44		82.98	77.20	93.20	93.95	85.20	90.03	855.7
5	Symbiosis Centre For Human Resource Deveopment (SCMHRD), Pune	79.72		77.55	77.20	93.15	93.90	85.15	81.48	824.1
6	Mudra Insitute Of Communications (MICA), Ahmedabad	80.84		82.95	71.15	93.15	93.90	75.15	81.48	820.6
7	Symbiosis Institute Of Business Management, Pune	80.82		72.35	80.15	94.20	85.15	84.15	81.48	816.3
8	NMIMS School Of Business Management, Mumbai	79.72		81.15	69.15	93.13	81.40	75.15	78.46	799.9
9	Instutite Of Management Technology (IMT), Ghaziabad	78.58		86.53	68.13	82.13	63.88	75.13	81.48	777.2
10	International Management Institute (IMI), New Delhi	78.58		81.13	69.13	85.13	63.88	86.13	75.46	776.6
11	Xavier Institute Of Management, Bhubaneswar	78.58		81.13	68.13	85.13	63.87	86.13	72.30	773.4
12	Goa Institute Of Management (GIM), Goa	83.04		75.72	70.12	83.12	60.12	75.12	68.95	762.2
13	Great Lakes Institute Of Management, Chennai	78.58		81.12	67.12	83.12	63.87	75.12	71.95	761.2
14	FORE School Of Management, New Delhi	74.08		79.32	70.12	88.12	60.12	75.12	71.95	758.3
15	WOXSEN School Of Business, Hyderabad	74.08		81.13	70.12	82.13	60.12	85.12	71.95	758.1
16	Management Development Institute (MDI), Murshidabad	78.58		77.52	69.12	82.12	60.12	83.12	71.95	757.7
17	Institute Of Management Technology (IMT), Nagpur	78.58		73.93	69.13	88.13	63.88	75.13	70.46	757.3
18	International Management Institute (IMI), Kolkata	74.08		77.52	70.18	83.13	72.62	75.12	77.96	757.1
19	International Management Institute (IMI), Bhubaneswar	74.08		77.53	69.13	88.13	63.88	75.13	71.95	755.0

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
20	T.A.PAI Management Institute (TAPMI), Manipal	69.62		75.72	69.12	83.12	63.88	86.12	72.46	738.6
21	Symbiosis Centre For Information Technology, Pune	66.24		79.33	69.13	77.12	63.88	86.13	72.46	728.2
22	Birla Institute Of Management Technology (BIMTECH), Greater Noida	69.62		72.12	70.13	77.12	63.87	85.12	80.87	725.2
23	IFIM Business School/Jagdish Sheth School Of Management, Bengaluru	68.48		77.52	69.12	77.12	66.37	75.12	72.46	724.8
24	Institute Of Management Technology (IMT), Hyderabad	62.88		81.12	62.12	83.12	63.87	86.12	70.70	719.6
25	Loyola Institute Of Business Administration (LIBA), Chennai	62.88		72.12	68.12	83.12	63.87	86.12	78.99	715.1
26	Indian Insitute Of Social Welfare & Business Management (IISWBM), Kolkata	59.52		82.92	57.12	83.12	63.87	86.12	63.95	702.8
27	VIT Business School, Vellore	74.08		72.12	55.12	83.12	60.12	75.12	66.95	701.9
28	TAXILA Business School, Jaipur	62.88		77.52	55.12	83.12	63.87	75.12	77.95	694.0
29	Amrita School Of Business, Coimbatore	66.24		73.92	70.12	77.12	53.87	50.12	77.95	691.9
30	Institute Of Management, NIRMA University, Ahmedabad	61.76		77.52	59.12	88.12	63.87	51.12	70.37	690.3
31	Lal Bahadur Shastri Institute Of Management (LBSIM), New Delhi	66.24		72.12	70.12	77.12	53.87	50.12	71.95	685.5
32	Bharati Vidyapeeth University/Institute Of Management And Research (BVIMR), New Delhi	61.76		70.33	67.13	77.12	63.88	75.13	66.95	684.9
33	CHITKARA Business School, Rajpura-Patiala	57.28		75.72	61.12	83.12	63.87	75.12	67.95	684.6
34	Jindal Global Business School (JGBS), Sonipat	66.24		72.12	69.12	77.12	53.87	50.12	65.62	681.0
35	University School Of Business (USB), Chandigarh University, Mohali	61.76		75.72	69.12	77.12	53.87	50.12	68.95	679.5

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
36	Institute Of Public Enterprise, Hyderabad	60.64		73.92	69.12	77.12	53.87	50.12	74.95	675.3
37	Institute Of Management And Entrepreneurship Development (IMED), Pune	58.40		73.92	68.12	82.12	63.87	50.12	50.20	673.5
38	Bharath Institute Of Higher Education And Research (BIHER), Chennai	53.92		73.92	60.12	83.12	63.87	76.12	67.95	671.1
39	ICFAI Business School (IBS), Hyderabad	60.28		73.92	67.13	77.12	53.87	50.12	71.62	669.1
40	AMITY Global Business School, Noida	55.04		75.72	67.12	77.12	63.87	50.12	74.62	668.7
41	Jaipuria Institute Of Management (JIM), Noida	54.80		66.72	61.12	81.12	63.87	84.12	71.87	662.4
42	Institute Of Rural Management, Anand	60.64		75.72	61.12	77.12	57.62	50.12	65.62	662.1
43	KIIT University-School Of Management, Bhubaneswar	55.14		70.30	59.10	71.10	63.85	86.10	97.47	661.4
44	Dr. MGR Educational And Research Institute, Chennai	60.28		68.52	54.12	83.12	63.87	75.12	65.62	661.0
45	AIMS Institute, Bengaluru	55.04		73.92	61.12	83.12	57.62	50.12	79.95	660.7
46	SDM Institute For Management Development (SDMIMD), Mysuru	60.28		72.12	59.10	83.12	53.87	50.12	70.62	658.9
47	Manipal Institute Of Management/Manipal University, Manipal	55.80		72.12	64.14	83.12	53.87	50.12	71.62	658.6
48	Meenakshi Academy Of Higher Education And Research (MAHER), Chennai	58.04		72.12	57.12	83.12	63.87	50.12	66.95	655.1
49	ABBS School Of Management, Bengaluru	56.92		68.52	55.12	83.12	63.87	75.12	65.95	655.1
50	REVA University (School Of Management Studies), Bengaluru	53.18		83.60	50.80	71.80	60.80	86.80	61.13	654.3

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Indian School Of Business, Hyderabad	92.60		88.68	78.20	95.20	93.95	88.20	90.70	890.5
2	Xavier Labour Relations Institute (XLRI), Jamshedpur	88.68		87.68	78.20	94.20	93.95	85.20	84.53	873.0
3	Management Development Institute (MDI), Gurgaon	89.80		87.68	78.20	87.20	93.95	85.20	88.28	865.3
4	S P Jain Institute Of Management And Research (SPJIMR), Mumbai	86.44		82.98	77.20	93.20	93.95	85.20	90.03	855.7
5	Symbiosis Centre For Human Resource Deveopment (SCMHRD), Pune	79.72		77.55	77.20	93.15	93.90	85.15	81.48	824.1
6	Mudra Insitute Of Communications (MICA), Ahmedabad	80.84		82.95	71.15	93.15	93.90	75.15	81.48	820.6
7	Symbiosis Institute Of Business Management, Pune	80.82		72.35	80.15	94.20	85.15	84.15	81.48	816.3
8	NMIMS School Of Business Management, Mumbai	79.72		81.15	69.15	93.13	81.40	75.15	78.46	799.9
9	Instutite Of Management Technology (IMT), Ghaziabad	78.58		86.53	68.13	82.13	63.88	75.13	81.48	777.2
10	International Management Institute (IMI), New Delhi	78.58		81.13	69.13	85.13	63.88	86.13	75.46	776.6
11	Xavier Institute Of Management, Bhubaneswar	78.58		81.13	68.13	85.13	63.87	86.13	72.30	773.4
12	Goa Institute Of Management (GIM), Goa	83.04		75.72	70.12	83.12	60.12	75.12	68.95	762.2
13	Great Lakes Institute Of Management, Chennai	78.58		81.12	67.12	83.12	63.87	75.12	71.95	761.2
14	FORE School Of Management, New Delhi	74.08		79.32	70.12	88.12	60.12	75.12	71.95	758.3
15	WOXSEN School Of Business, Hyderabad	74.08		81.13	70.12	82.13	60.12	85.12	71.95	758.1
16	Management Development Institute (MDI), Murshidabad	78.58		77.52	69.12	82.12	60.12	83.12	71.95	757.7
17	Institute Of Management Technology (IMT), Nagpur	78.58		73.93	69.13	88.13	63.88	75.13	70.46	757.3
18	International Management Institute (IMI), Kolkata	74.08		77.52	70.18	83.13	72.62	75.12	77.96	757.1

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
19	International Management Institute (IMI), Bhubaneswar	74.08	77.53	69.13	88.13	63.88	75.13	71.95	755.0
20	T.A.PAI Management Institute (TAPMI), Bengaluru	69.62	75.72	69.12	83.12	63.88	86.12	72.46	738.6
21	Symbiosis Centre For Information Technology, Pune	66.24	79.33	69.13	77.12	63.88	86.13	72.46	728.2
22	Birla Institute Of Management Technology (BIMTECH), Greater Noida	69.62	72.12	70.13	77.12	63.87	85.12	80.87	725.2
23	IFIM Business School/Jagdish Sheth School Of Management, Bengaluru	68.48	77.52	69.12	77.12	66.37	75.12	72.46	724.8
24	Institute Of Management Technology (IMT), Hyderabad	62.88	81.12	62.12	83.12	63.87	86.12	70.70	719.6
25	Loyola Institute Of Business Administration (LIBA), Chennai	62.88	72.12	68.12	83.12	63.87	86.12	78.99	715.1
26	Indian Institute Of Social Welfare & Business Management (IISWBM), Kolkata	59.52	82.92	57.12	83.12	63.87	86.12	63.95	702.8
27	VIT Business School, Vellore	74.08	72.12	55.12	83.12	60.12	75.12	66.95	701.9
28	TAXILA Business School, Jaipur	62.88	77.52	55.12	83.12	63.87	75.12	77.95	694.0
29	Amrita School Of Business, Coimbatore	66.24	73.92	70.12	77.12	53.87	50.12	77.95	691.9
30	Institute Of Management, NIRMA University, Ahmedabad	61.76	77.52	59.12	88.12	63.87	51.12	70.37	690.3
31	Lal Bahadur Shastri Institute Of Management (LBSIM), New Delhi	66.24	72.12	70.12	77.12	53.87	50.12	71.95	685.5
32	Bharati Vidyapeeth University/Institute Of Management And Research (BVIMR), New Delhi	61.76	70.33	67.13	77.12	63.88	75.13	66.95	684.9
33	CHITKARA Business School, Rajpura-Patiala	57.28	75.72	61.12	83.12	63.87	75.12	67.95	684.6
34	Jindal Global Business School (JGBS), Sonapat	66.24	72.12	69.12	77.12	53.87	50.12	65.62	681.0
35	University School Of Business (USB), Chandigarh University, Mohali	61.76	75.72	69.12	77.12	53.87	50.12	68.95	679.5

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
36	Institute Of Public Enterprise, Hyderabad	60.64		73.92	69.12	77.12	53.87	50.12	74.95	675.3
37	Institute Of Management And Entrepreneurship Development (IMED), Pune	58.40		73.92	68.12	82.12	63.87	50.12	50.20	673.5
38	Bharath Institute Of Higher Education And Research (BIHER), Chennai	53.92		73.92	60.12	83.12	63.87	76.12	67.95	671.1
39	ICFAI Business School (IBS), Hyderabad	60.28		73.92	67.13	77.12	53.87	50.12	71.62	669.1
40	AMITY Global Business School, Noida	55.04		75.72	67.12	77.12	63.87	50.12	74.62	668.7
41	Jaipuria Institute Of Management (JIM), Noida	54.80		66.72	61.12	81.12	63.87	84.12	71.87	662.4
42	Institute Of Rural Management, Anand	60.64		75.72	61.12	77.12	57.62	50.12	65.62	662.1
43	KIIT University-School Of Management, Bhubaneswar	55.14		70.30	59.10	71.10	63.85	86.10	97.47	661.4
44	Dr. MGR Educational And Research Institute, Chennai	60.28		68.52	54.12	83.12	63.87	75.12	65.62	661.0
45	AIMS Institute, Bengaluru	55.04		73.92	61.12	83.12	57.62	50.12	79.95	660.7
46	SDM Institute For Management Development (SDMIMD), Mysuru	60.28		72.12	59.10	83.12	53.87	50.12	70.62	658.9
47	Manipal Institute Of Management/Manipal University, Manipal	55.80		72.12	64.14	83.12	53.87	50.12	71.62	658.6
48	Meenakshi Academy Of Higher Education And Research (MAHER), Chennai	58.04		72.12	57.12	83.12	63.87	50.12	66.95	655.1
49	ABBS School Of Management, Bengaluru	56.92		68.52	55.12	83.12	63.87	75.12	65.95	655.1
50	REVA University (School Of Management Studies), Bengaluru	53.18		83.60	50.80	71.80	60.80	86.80	61.13	654.3
51	International School Of Business And Media, Pune	58.78		72.12	59.12	83.12	53.87	50.12	67.95	654.2
52	Institute Of Management Studies (IMS), Ghaziabad	58.02		66.70	53.10	81.10	60.10	78.10	80.35	651.1
53	Institute for Technology And Management, Navi Mumbai	55.14		72.12	56.12	77.12	63.87	75.12	65.95	650.5

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
54	Indian Institute Of Forest Management (IIFM), Bhopal	53.18		77.52	61.12	63.12	63.87	86.12	63.95	649.7
55	School Of Management And Entrepreneurship, SHIV NADAR University, Greater Noida	55.04		75.72	61.12	77.12	53.87	50.12	67.95	647.0
56	PES University, Bengaluru	55.04		72.12	59.10	83.12	53.87	50.12	70.62	646.3
57	Symbiosis Institute Of Management Studies (SIMS), Pune	51.30		70.32	57.12	79.12	63.87	75.12	64.95	642.3
58	Jagan Institute Of Management Studies (JIMS), Rohini/ Delhi	56.92		72.12	56.12	63.12	63.87	75.12	72.70	633.7
59	MIT School Of Business, Pune	59.14		63.10	56.10	71.10	63.85	75.10	61.93	628.4
60	ARMY Institute Of Management, Kolkata	55.80		70.32	65.12	71.12	43.87	50.12	67.95	627.7
61	Justice KS Hegde Institute Of Management, NITTE/ Udupi	56.92		64.92	56.12	79.12	37.62	75.12	69.62	625.4
62	K.J. Somaiya Institute Of Management Studies & Research, Mumbai	60.26		72.10	56.10	65.10	63.85	45.10	60.93	622.2
63	Symbiosis Institute Of Business Management, Bengaluru	55.80		68.52	57.12	65.12	57.62	75.12	65.29	621.1
64	RV Institute Of Management, Bengaluru	62.52		72.12	56.12	65.12	41.37	50.12	66.95	617.5
65	Welingkar Institute Of Management Development & Research, Mumbai	56.92		70.32	57.12	65.12	41.37	75.12	66.95	617.1
66	Xavier Institute Of Social Services (XIIS), Ranchi	60.28		68.52	60.12	65.12	43.87	50.12	67.62	614.2
67	Vidyavardhaka College Of Engineering (Dept. Of Management), Mysuru	58.78		59.52	57.12	77.12	63.87	50.12	52.45	613.1
68	Eastern Institute For Integrated Learning In Management (EIILM), Kolkata	58.78		66.72	56.12	71.12	47.62	50.12	61.95	609.2

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
69	Xavier Institute Of Management & Entrepreneurship (XIME), Bengaluru	57.66		67.40	47.80	65.80	60.80	76.80	60.63	607.0
70	Chandragupt Institute Of Management (CIMP), Patna	65.50		62.00	36.80	66.80	60.80	85.80	65.05	600.8
71	GIBS Business School, Bengaluru	60.28		52.32	56.12	71.12	43.87	75.12	65.95	595.1
72	Bharathidasan Institute Of Management, Tiruchirappalli	62.50		61.30	55.10	57.10	43.85	75.10	60.93	592.3
73	Training And Advanced Studies In Management (TASMAC), Pune	68.10		63.10	39.10	65.10	60.10	50.10	63.56	588.7
74	CMR Institute Of Management Studies, Bengaluru	62.50		64.90	56.10	57.10	41.35	50.10	60.93	585.4
75	SCMS Cochin School Of Business, Kochi	53.18		63.10	51.10	60.10	63.85	75.10	61.93	585.3
76	ASM's Institute Of Business Management & Research Centre, Pune	51.30		69.20	36.80	71.80	60.80	76.80	61.63	584.3
77	Prestige Institute Of Management And Research, Indore	51.30		66.72	57.12	65.12	47.62	50.12	61.95	583.0
78	CHRIST University, Institute Of Management, Bengaluru	54.66		70.30	56.10	41.10	63.85	75.10	60.93	582.0
79	ICFAI Business School (IBS), Dehradun	53.18		79.30	34.10	51.10	60.10	88.10	63.69	577.6
80	Mittal School Of Business, Lovely Professional University (LPU), Jalandhar	55.78		64.90	52.10	47.10	63.85	75.10	60.93	575.0
81	SDM PG Centre For Management Studies And Research, Mangaluru	62.52		70.30	40.10	57.10	53.85	50.10	60.27	573.8
82	Global Business School And Research Centre, Bengaluru	54.66		64.90	56.10	61.10	41.35	50.10	60.93	573.4
83	Rajagiri Centre For Business Studies, Kochi	55.78		73.90	36.10	51.10	60.10	76.10	72.18	572.1
84	Indore Management Institute (IMI), Indore	62.52		63.10	48.10	57.10	63.85	50.10	33.43	570.3
85	MYRA School Of Business, Mysuru	63.62		54.10	41.10	64.10	57.60	65.10	60.27	566.4

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
86	Symbiosis Institute Of Operations Management, Nashik	64.74		59.50	36.10	63.10	53.85	50.10	60.27	557.6
87	Presidency University, Bengaluru	73.70		63.10	36.10	39.10	35.10	88.10	59.93	555.8
88	Dayananda Sagar University (School Of Commerce & Management), Bengaluru	58.02		61.30	40.10	45.10	63.85	85.10	67.77	553.8
89	KLE Technological University (School Of Management Studies And Research), Hubli	67.74		72.80	41.80	18.80	60.80	84.80	48.97	551.3
90	ITM University Gwalior	55.14		61.30	40.10	61.10	35.10	75.10	62.27	545.8
91	Faculty Of Management Studies (Manav Rachna Institute Of Research And Studies), Faridabad	61.38		46.90	40.10	59.10	63.85	75.10	59.93	544.9
92	Indus Business Academy (IBA), Bengaluru	68.86		65.60	46.80	20.80	48.30	85.80	51.22	544.3
93	Symbiosis Institute Of Business Management, Hyderabad	62.50		63.10	41.10	51.10	43.85	50.10	60.93	543.0
94	St. Joseph's Institute Of Management, Bengaluru	51.30		63.80	38.80	38.80	60.80	75.80	69.30	522.8
95	Kirloskar Institute Of Advanced Management Studies (KIAMS), Pune	51.30		68.50	41.10	31.10	63.85	75.10	60.27	522.8
96	Institute Of Management Studies, Noida	54.66		59.50	40.10	57.10	41.35	50.10	60.27	522.5
97	KLS Institute Of Management Education And Research, Belgaum	66.62		69.20	44.80	20.80	17.05	83.80	56.30	521.8
98	JSS Centre For Management Studies, Mysuru	65.50		65.60	36.80	40.80	42.05	33.80	60.30	518.3
99	JK Business School, Gurugram	51.30		63.80	35.80	48.80	38.30	76.80	55.30	513.1
100	PSG Institute Of Management, Coimbatore	58.78		67.40	35.80	40.80	42.05	33.80	58.47	503.4
100+	Indira School Of Business Studies, Pune	67.74		67.40	36.80	28.80	35.80	33.80	60.30	502.9
100+	Apeejay School Of Management, New Delhi	51.30		62.00	38.80	36.80	48.30	75.80	59.72	502.9

RANK*	BUSINESS SCHOOLS	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
100+	Ramaiah Institute Of Management Studies, Bengaluru	62.50		46.90	40.10	51.10	37.60	50.10	60.27	500.7
100+	Suryadatta Institute Of Management And Mass Communication, Pune	51.30		62.00	47.80	14.80	60.80	86.80	60.97	499.3
100+	Gitam School Of International Business, Visakhapatnam	55.42		69.20	35.80	40.80	42.05	33.80	55.30	498.0
100+	G H Rasoni School Of Business Management, Nagpur	55.42		60.20	35.80	52.80	32.05	33.80	40.97	485.9
100+	G.L. Bajaj Institute Of Management And Research, Greater Noida	57.66		60.20	35.80	19.80	17.05	82.80	55.30	459.8
100+	MODY University Of Science and Technology (School Of Management Studies), Lakshmangarh	55.78		60.20	31.80	40.80	29.55	33.80	42.05	457.1
100+	Siva Sivani Institute Of Management, Hyderabad	57.66		63.80	38.80	14.80	42.05	33.80	54.30	452.9
100+	IILM Graduate School Of Management, Greater Noida	65.50		58.40	35.80	14.80	10.80	78.80	38.30	452.6
100+	Indian Institute Of Cost And Management Studies And Research (IICMSR), Pune	55.78		62.00	35.80	26.80	10.80	33.80	50.80	435.6
100+	New Delhi Institute Of Management (NDIM), New Delhi	57.66		62.00	35.80	14.80	29.55	33.80	53.30	433.8
100+	Hindustan Institute Of Technology, Coimbatore	55.14		60.20	35.80	14.80	35.80	33.80	59.72	430.8
100+	International School Of Management Excellence (ISME), Bengaluru	54.66		62.00	35.80	14.80	29.55	33.80	59.72	429.2
100+	Fortune Institute Of International Business (FIIB), New Delhi	51.30		53.00	35.80	15.80	29.55	83.80	49.55	429.0
100+	Hindustan College Of Arts And Science (Department Of Management Studies), Coimbatore	54.66		62.00	35.80	14.80	29.55	32.80	59.72	428.6
100+	Dr. Gaur Hari Singhania Institute Of Management & Research, Kanpur	55.14		62.00	35.80	14.80	29.55	30.80	59.72	428.5
100+	Harlal Institute Of Management Technology (HIMT), Greater Noida	54.66		60.20	35.80	14.80	29.55	33.80	53.30	422.7

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Management Development Institute (MDI), Gurgaon	NORTH	89.80	87.68	78.20	87.20	93.95	85.20	88.28	865.3
2	Institute Of Management Technology (IMT), Ghaziabad	NORTH	78.58	86.53	68.13	82.13	63.88	75.13	81.48	777.2
3	International Management Institute (IMI), New Delhi	NORTH	78.58	81.13	69.13	85.13	63.88	86.13	75.46	776.6
4	FORE School Of Management, New Delhi	NORTH	74.08	79.32	70.12	88.12	60.12	75.12	71.95	758.3
5	Birla Institute Of Management Technology (BIMTECH), Noida	NORTH	69.62	72.12	70.13	77.12	63.87	85.12	80.87	725.2
6	TAXILA Business School, Jaipur	NORTH	62.88	77.52	55.12	83.12	63.87	75.12	77.95	694.0
7	Lal Bahadur Shastri Institute Of Management (LBSIM), New Delhi	NORTH	66.24	72.12	70.12	77.12	53.87	50.12	71.95	685.5
8	Bharati Vidyapeeth University/Institute Of Management And Research (BVIMR), New Delhi	NORTH	61.76	70.33	67.13	77.12	63.88	75.13	66.95	684.9
9	CHITKARA Business School, Rajpura-Patiala	NORTH	57.28	75.72	61.12	83.12	63.87	75.12	67.95	684.6
10	Jindal Global Business School (JGBS), Sonapat	NORTH	66.24	72.12	69.12	77.12	53.87	50.12	65.62	681.0
11	University School Of Business, Chandigarh University, Mohali	NORTH	61.76	75.72	69.12	77.12	53.87	50.12	68.95	679.5
12	AMITY Global Business School, Noida	NORTH	55.04	75.72	67.12	77.12	63.87	50.12	74.62	668.7
13	Jaipuria Institute Of Management, Noida	NORTH	54.80	66.72	61.12	81.12	63.87	84.12	71.87	662.4
14	Institute Of Management Studies (IMS), Ghaziabad	NORTH	58.02	66.70	53.10	81.10	60.10	78.10	80.35	651.1
15	School Of Management And Entrepreneurship, SHIV NADAR University, Greater Noida	NORTH	55.04	75.72	61.12	77.12	53.87	50.12	67.95	647.0

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
16	Jagan Institute Of Management Studies (JIMS), Rohini/Delhi	NORTH	56.92		72.12	56.12	63.12	63.87	75.12	72.70	633.7
17	ICFAI Business School (IBS), Dehradun	NORTH	53.18		79.30	34.10	51.10	60.10	88.10	63.69	577.6
18	Mittal School Of Business, LPU, Jalandhar	NORTH	55.78		64.90	52.10	47.10	63.85	75.10	60.93	575.0
19	Faculty Of Management Studies (Manav Rachna Institute Of Research And Studies), Faridabad	NORTH	61.38		46.90	40.10	59.10	63.85	75.10	59.93	544.9
20	Institute Of Management Studies, Noida	NORTH	54.66		59.50	40.10	57.10	41.35	50.10	60.27	522.5
21	JK Business School, Gurugram	NORTH	51.30		63.80	35.80	48.80	38.30	76.80	55.30	513.1
22	Apeejay School Of Management, New Delhi	NORTH	51.30		62.00	38.80	36.80	48.30	75.80	59.72	502.9
23	G.L. Bajaj Institute Of Management And Research, Greater Noida	NORTH	57.66		60.20	35.80	19.80	17.05	82.80	55.30	459.8
24	MODY University Of Science And Technology (School Of Mgmt Studies), Lakshmanagarh	NORTH	55.78		60.20	31.80	40.80	29.55	33.80	42.05	457.1
25	IILM Graduate School Of Management, Greater Noida	NORTH	65.50		58.40	35.80	14.80	10.80	78.80	38.30	452.6
26	New Delhi Institute Of Management (NDIM), New Delhi	NORTH	57.66		62.00	35.80	14.80	29.55	33.80	53.30	433.8
27	Fortune Institute Of International Business (FIIB), New Delhi	NORTH	51.30		53.00	35.80	15.80	29.55	83.80	49.55	429.0
28	Dr. Gaur Hari Singhania Institute Of Management & Research, Kanpur	NORTH	55.14		62.00	35.80	14.80	29.55	30.80	59.72	428.5
29	Harlal Institute Of Management Technology, Greater Noida	NORTH	54.66		60.20	35.80	14.80	29.55	33.80	53.30	422.7

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Indian School Of Business (ISB), Hyderabad	SOUTH	92.60		88.68	78.20	95.20	93.95	88.20	90.70	890.5
2	Great Lakes Institute Of Management, Chennai	SOUTH	78.58		81.12	67.12	83.12	63.87	75.12	71.95	761.2
3	WOXSEN School Of Business, Hyderabad	SOUTH	74.08		77.52	70.18	83.13	72.62	75.12	77.96	757.1
4	T.A.PAI Management Institute (TAPMI), Manipal	SOUTH	69.62		75.72	69.12	83.12	63.88	86.12	72.46	738.6
5	IFIM Business School/Jagdish Sheth School Of Management, Bengaluru	SOUTH	68.48		77.52	69.12	77.12	66.37	75.12	72.46	724.8
6	Institute Of Management Technology (IMT), Hyderabad	SOUTH	62.88		81.12	62.12	83.12	63.87	86.12	70.70	719.6
7	Loyola Institute Of Business Administration (LIBA), Chennai	SOUTH	62.88		72.12	68.12	83.12	63.87	86.12	78.99	715.1
8	VIT Business School, Vellore	SOUTH	74.08		72.12	55.12	83.12	60.12	75.12	66.95	701.9
9	Amrita School Of Business, Coimbatore	SOUTH	66.24		73.92	70.12	77.12	53.87	50.12	77.95	691.9
10	Institute Of Public Enterprise, Hyderabad	SOUTH	60.64		73.92	69.12	77.12	53.87	50.12	74.95	675.3
11	Bharath Institute Of Higher Education And Research (BIHER), Chennai	SOUTH	53.92		73.92	60.12	83.12	63.87	76.12	67.95	671.1
12	ICFAI Business School (IBS), Hyderabad	SOUTH	60.28		73.92	67.13	77.12	53.87	50.12	71.62	669.1
13	Dr. MGR Educational And Research Institute, Chennai	SOUTH	60.28		68.52	54.12	83.12	63.87	75.12	65.62	661.0
14	AIMS Institute, Bengaluru	SOUTH	55.04		73.92	61.12	83.12	57.62	50.12	79.95	660.7
15	SDM Institute For Management Development (SDMIMD), Mysuru	SOUTH	60.28		72.12	59.10	83.12	53.87	50.12	70.62	658.9
16	Manipal Institute Of Management/ Manipal University, Manipal	SOUTH	55.80		72.12	64.14	83.12	53.87	50.12	71.62	658.6

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)		TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
17	Meenakshi Academy Of Higher Education And Research (MAHER), Chennai	SOUTH	58.04		72.12	57.12	83.12	63.87	50.12	66.95	655.1
18	ABBS School Of Management, Bengaluru	SOUTH	56.92		68.52	55.12	83.12	63.87	75.12	65.95	655.1
19	REVA University (School Of Management Studies), Bengaluru	SOUTH	53.18		83.60	50.80	71.80	60.80	86.80	61.13	654.3
20	PES University, Bengaluru	SOUTH	55.04		72.12	59.10	83.12	53.87	50.12	70.62	646.3
21	Justice KS Hegde Institute Of Management, NITTE/Udupi	SOUTH	56.92		64.92	56.12	79.12	37.62	75.12	69.62	625.4
22	Symbiosis Institute Of Business Management, Bengaluru	SOUTH	55.80		68.52	57.12	65.12	57.62	75.12	65.29	621.1
23	RV Institute Of Management, Bengaluru	SOUTH	62.52		72.12	56.12	65.12	41.37	50.12	66.95	617.5
24	Vidyavardhaka College Of Engineering (Dept. Of Management), Mysuru	SOUTH	58.78		59.52	57.12	77.12	63.87	50.12	52.45	613.1
25	Xavier Institute Of Management & Entrepreneurship (XIME), Bengaluru	SOUTH	57.66		67.40	47.80	65.80	60.80	76.80	60.63	607.0
26	GIBS Business School, Bengaluru	SOUTH	60.28		52.32	56.12	71.12	43.87	75.12	65.95	595.1
27	Bharathidasan Institute Of Management, Tiruchirappalli	SOUTH	62.50		61.30	55.10	57.10	43.85	75.10	60.93	592.3
28	CMR Institute Of Management Studies, Bengaluru	SOUTH	62.50		64.90	56.10	57.10	41.35	50.10	60.93	585.4
29	SCMS Cochin School Of Business, Kochi	SOUTH	53.18		63.10	51.10	60.10	63.85	75.10	61.93	585.3
30	CHRIST University, Institute Of Management, Bengaluru	SOUTH	54.66		70.30	56.10	41.10	63.85	75.10	60.93	582.0

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
31	SDM PG Centre For Management Studies And Research, Mangaluru	SOUTH	62.52	70.30	40.10	57.10	53.85	50.10	60.27	573.8
32	Global Business School And Research Centre, Bengaluru	SOUTH	54.66	64.90	56.10	61.10	41.35	50.10	60.93	573.4
33	Rajagiri Centre For Business Studies, Kochi	SOUTH	55.78	73.90	36.10	51.10	60.10	76.10	72.18	572.1
34	MYRA School Of Business, Mysuru	SOUTH	63.62	54.10	41.10	64.10	57.60	65.10	60.27	566.4
35	Presidency University, Bengaluru	SOUTH	73.70	63.10	36.10	39.10	35.10	88.10	59.93	555.8
36	Dayananda Sagar University (School Of Commerce & Management), Bengaluru	SOUTH	58.02	61.30	40.10	45.10	63.85	85.10	67.77	553.8
37	KLE Technological University (School Of Management Studies And Research), Hubli	SOUTH	67.74	72.80	41.80	18.80	60.80	84.80	48.97	551.3
38	Indus Business Academy, Bengaluru	SOUTH	68.86	65.60	46.80	20.80	48.30	85.80	51.22	544.3
39	Symbiosis Institute Of Business Management, Hyderabad	SOUTH	62.50	63.10	41.10	51.10	43.85	50.10	60.93	543.0
40	St. Joseph's Institute Of Management, Bengaluru	SOUTH	51.30	63.80	38.80	38.80	60.80	75.80	69.30	522.8
41	KLS Institute Of Management Education And Research, Belgaum	SOUTH	66.62	69.20	44.80	20.80	17.05	83.80	56.30	521.8
42	JSS Centre For Management Studies, Mysuru	SOUTH	65.50	65.60	36.80	40.80	42.05	33.80	60.30	518.3
43	PSG Institute Of Management, Coimbatore	SOUTH	58.78	67.40	35.80	40.80	42.05	33.80	58.47	503.4
44	Ramaiah Institute Of Management Studies, Bengaluru	SOUTH	62.50	46.90	40.10	51.10	37.60	50.10	60.27	500.7
45	Gitam School Of International Business, Visakhapatnam	SOUTH	55.42	69.20	35.80	40.80	42.05	33.80	55.30	498.0

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
46	Siva Sivani Institute Of Management, Hyderabad	SOUTH	57.66	63.80	38.80	14.80	42.05	33.80	54.30	452.9
47	Hindustan Institute Of Technology, Coimbatore	SOUTH	55.14	60.20	35.80	14.80	35.80	33.80	59.72	430.8
48	International School Of Management Excellence (ISME), Bengaluru	SOUTH	54.66	62.00	35.80	14.80	29.55	33.80	59.72	429.2
49	Hindustan College Of Arts And Science (Department Of Management Studies), Coimbatore	SOUTH	54.66	62.00	35.80	14.80	29.55	32.80	59.72	428.6

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Prestige Institute Of Management And Research, Indore	CENTRAL	51.30	66.72	57.12	65.12	47.62	50.12	61.95	583.0
2	Indore Management Institute (IMI), Indore	CENTRAL	62.52	63.10	48.10	57.10	63.85	50.10	33.43	570.3
3	ITM University Gwalior	CENTRAL	55.14	61.30	40.10	61.10	35.10	75.10	62.27	545.8

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	S P Jain Institute Of Management And Research (SPJIMR), Mumbai	WEST	86.44	82.98	77.20	93.20	93.95	85.20	90.03	855.7
2	Symbiosis Centre For Human Resource Deveopment (SCMHRD), Pune	WEST	79.72	77.55	77.20	93.15	93.90	85.15	81.48	824.1
3	Mudra Insitute Of Communications (MICA), Ahmedabad	WEST	80.84	82.95	71.15	93.15	93.90	75.15	81.48	820.6
4	Symbiosis Institute Of Business Management, Pune	WEST	80.82	72.35	80.15	94.20	85.15	84.15	81.48	816.3
5	NMIMS School Of Business Management, Mumbai	WEST	79.72	81.15	69.15	93.13	81.40	75.15	78.46	799.9
6	Goa Institute Of Management (GIM), Goa	WEST	83.04	75.72	70.12	83.12	60.12	75.12	68.95	762.2
7	Institute Of Management Technology (IMT), Nagpur	WEST	78.58	73.93	69.13	88.13	63.88	75.13	70.46	757.3
8	Symbiosis Centre For Information Technology, Pune	WEST	66.24	79.33	69.13	77.12	63.88	86.13	72.46	728.2
9	NIRMA University (Institute Of Management), Ahmedabad	WEST	61.76	77.52	59.12	88.12	63.87	51.12	70.37	690.3
10	Institute Of Management And Entrepreneurship Development (IMED), Pune	WEST	58.40	73.92	68.12	82.12	63.87	50.12	50.20	673.5
11	Institute Of Rural Management, Anand	WEST	60.64	75.72	61.12	77.12	57.62	50.12	65.62	662.1
12	International School Of Business And Media, Pune	WEST	58.78	72.12	59.12	83.12	53.87	50.12	67.95	654.2
13	Institute For Technology And Management, Mumbai	WEST	55.14	72.12	56.12	77.12	63.87	75.12	65.95	650.5

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
14	Symbiosis Institute Of Management Studies (SIMS), Pune	WEST	51.30	70.32	57.12	79.12	63.87	75.12	64.95	642.3
15	MIT School Of Business (MIT-SOB), Pune	WEST	59.14	63.10	56.10	71.10	63.85	75.10	61.93	628.4
16	K.J. Somaiya Institute Of Management Studies & Research, Mumbai	WEST	60.26	72.10	56.10	65.10	63.85	45.10	60.93	622.2
17	Welingkar Institute Of Management Development & Research, Mumbai	WEST	56.92	70.32	57.12	65.12	41.37	75.12	66.95	617.1
18	Training And Advanced Studies In Management (TASMAC), Pune	WEST	68.10	63.10	39.10	65.10	60.10	50.10	63.56	588.7
19	ASM's Institute Of Business Management & Research Centre, Pune	WEST	51.30	69.20	36.80	71.80	60.80	76.80	61.63	584.3
20	Symbiosis Institute Of Operations Management, Nashik	WEST	64.74	59.50	36.10	63.10	53.85	50.10	60.27	557.6
21	Kirloskar Institute Of Advanced Management Studies, Pune	WEST	51.30	68.50	41.10	31.10	63.85	75.10	60.27	522.8
22	Indira School Of Business Studies, Pune	WEST	67.74	67.40	36.80	28.80	35.80	33.80	60.30	502.9
23	Suryadatta Institute Of Management And Mass Communication, Pune	WEST	51.30	62.00	47.80	14.80	60.80	86.80	60.97	499.3
24	G H Rasoni School Of Business Management, Nagpur	WEST	55.42	60.20	35.80	52.80	32.05	33.80	40.97	485.9
25	Indian Institute Of Cost And Management Studies And Research (IICMSR), Pune	WEST	55.78	62.00	35.80	26.80	10.80	33.80	50.80	435.6

RANK*	BUSINESS SCHOOLS	REGION	PLACEMENT PERFORMANCE (PP) (OUT OF 100)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) (OUT OF 100)	RESEARCH (RS) (OUT OF 100)	INDUSTRY INCOME AND INTEGRATION (III) (OUT OF 100)	PLACEMENT STRATEGIES & SUPPORT (PSS) (OUT OF 100)	FUTURE ORIENTATION (FO) (OUT OF 100)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) (OUT OF 100)	WEIGHTED INDEX (OUT OF 1000)
1	Xavier Labour Relations Institute (XLRI), Jamshedpur	EAST	88.68	87.68	78.20	94.20	93.95	85.20	84.53	873.0
2	Xavier Institute Of Management, Bhubaneswar	EAST	78.58	81.13	68.13	85.13	63.87	86.13	72.30	773.4
3	Indian Institute Of Management, Bodh Gaya	EAST	80.82	75.73	70.13	82.13	63.88	75.13	77.13	761.1
4	Management Development Institute (MDI), Murshidabad	EAST	74.08	79.32	70.12	88.12	60.12	75.12	71.95	758.3
5	International Management Institute (IMI), Kolkata	EAST	78.58	77.52	69.12	82.12	60.12	83.12	71.95	757.7
6	International Management Institute (IMI), Bhubaneswar	EAST	74.08	77.53	69.13	88.13	63.88	75.13	71.95	755.0
7	Indian Insitute Of Social Welfare & Business Management (IISWBM), Kolkata	EAST	59.52	82.92	57.12	83.12	63.87	86.12	63.95	702.8
8	KIIT University-School Of Management, Bhubaneswar	EAST	55.14	70.30	59.10	71.10	63.85	86.10	97.47	661.4
9	ARMY Institute Of Management, Kolkata	EAST	55.80	70.32	65.12	71.12	43.87	50.12	67.95	627.7
10	Xavier Institute Of Social Services (XISS), Ranchi	EAST	60.28	68.52	60.12	65.12	43.87	50.12	67.62	614.2
11	Eastern Institute For Integrated Learning In Management (EIILM), Kolkata	EAST	58.78	66.72	56.12	71.12	47.62	50.12	61.95	609.2
12	Chandragupt Institute Of Management (CIMP), Patna	EAST	65.50	62.00	36.80	66.80	60.80	85.80	65.05	600.8



Dr. R.K. Shivpuri
 Founder Director
 Centre for Detector & Related Software Technology
 University of Delhi

NATIONAL EDUCATION POLICY 2020 AN APPRAISAL

Higher education is the basis for knowledge creation and innovation and hence it contributes to a growing national economy. Higher Education represents the power behind a vibrant, progressive, and prosperous nation. National Education Policy (NEP) 2020 targets a complete overhaul of the higher education system to deliver high-quality education. The policy's vision document includes the following changes in the current system:

- ◆ Move towards higher educational institutions (HEI) consisting of large, multi-disciplinary universities and colleges, with at least one in

or near every district.

- ◆ Move towards a more multi-disciplinary undergraduate education.
- ◆ Move towards faculty and institutional autonomy.
- ◆ Revamp of curriculum, pedagogy, assessment, and support for enhanced student experiences.
- ◆ Maintain the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service.
- ◆ Establish a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.
- ◆ Governance of HEIs by highly qualified independent boards having academic and administrative autonomy.

higher education.

Move to large multi-disciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. India needs to create innovative individuals. This is already transforming other countries educationally and economically. Colleges to be encouraged, mentored, supported, and incentivized to gradually reach the minimum benchmarks required for each level of National Education Policy accreditation. HEIs to have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.

By 2040, all higher education institutions (HEIs) to become multi-disciplinary institutions and to have larger student enrolments in thousands, for optimal use of infrastructure. By 2030, there shall be at least one large multi-disciplinary HEI in or near every district. The aim is to increase the Gross Enrolment

NEP aims to transform higher education institutions into large multi-disciplinary universities, colleges, and HEI clusters/knowledge hubs. Vibrant communities of scholars and peers to be created to break down silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects.

- ◆ Promote a 'light but tight' regulatory pattern by a single regulator for higher education.

Restructure and consolidate

NEP aims to transform higher education institutions into large multi-disciplinary universities, colleges, and HEI clusters/knowledge hubs. Vibrant communities of scholars and peers to be created to break down silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects. Active research communities to be created across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across

Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. Institutions to have the option to run Open Distance Learning (ODL) and online programs. Single-stream HEIs to be phased out over time, and all to move towards becoming vibrant multi-disciplinary institutions or parts of vibrant multi-disciplinary HEI clusters in order to enable and encourage high-quality multi-disciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs to add departments across different fields to strengthen the single stream that they currently serve. All HEIs to gradually move towards full autonomy (academic and administrative) in order to enable this vibrant culture.

Holistic and multi-disciplinary education

A holistic and multi-disciplinary education to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education to help develop well-rounded individuals that possess critical capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; social dynamic system of engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education to be, in the long term, the approach of all undergraduate programs, including those in professional, technical, and vocational disciplines. Imaginative and flexible curricular structures to enable creative combinations of disciplines for study, and to offer multiple entry and exit points, thus removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, PG and doctoral education in large multi-disciplinary universities, while providing rigorous research-based specialization, to also provide opportunities for multi-disciplinary work, including in academia, government, and industry. The curricula of all HEIs to include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Students at all HEIs to be provided with opportunities for internships with local industries, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions. The undergraduate degree to be of either 3- or 4-year duration, with multiple exit options within this period, with appropriate certifications. HEIs to have the flexibility to offer different designs of PG programs. Undertaking a Ph.D to require either a PG degree or a 4-year Bachelor's degree with Research. HEIs to focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.

HEIs to focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.

Learning environment and support for students

Curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. All assessment systems to also be decided by the HEIs, including those that lead to final certification. The Choice Based Credit System (CBCS) to be revised for instilling innovation and flexibility. HEIs to move to a criterion-based grading system that assesses student achievement based on the learning goals for each program, making the outcomes more comparable. HEIs to also move away from high-stakes examinations towards more continuous and comprehensive evaluation. Each institution to integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution to be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom.

Internationalization

An International Students Office at each HEI hosting foreign students to be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions to be facilitated. High performing Indian universities to be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world to be facilitated to operate in India. Research collaboration and student exchanges between Indian institutions and global institutions to be promoted.

Motivated and capable faculty

The most important factor in the success of higher education institutions is the quality and engagement of its faculty. All HEIs to be equipped with the basic infrastructure and facilities, pleasant classroom spaces and educational technology that enables better learning experiences. Faculty to be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook. Empowering the faculty to conduct innovative teaching, research, and service as they see best to be a key motivator and enabler for them to do truly outstanding, creative work. Excellence to be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. HEIs to have clearly defined, independent, and transparent processes and criteria

The effectiveness of any policy to depend upon its implementation. Implementation of NEP is to be piloted by the Union Ministry of education, Central Advisory Board of Education, NCERT, SCERT, State departments of education, the regulatory bodies of schools and higher education with precisely defined timelines. All bodies to have to act in tandem and co-ordinate with each other. This is a non-trivial task. However, the road map to arrive at the desired results is unclear.

for faculty recruitment. Whereas the current recruitment process is to be continued, a 'tenure-track' i.e., suitable probation period to be put in place to further ensure excellence. There shall be a fast-track promotion system for recognizing high impact research and contribution. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills to be identified early and trained through a ladder of leadership positions.

Teacher education

Teacher education is crucial for creating a pool of teachers who are capable, dedicated and committed to give their best to the students.

The 4-year integrated B.Ed. offered by multi-disciplinary HEIs to become the minimal degree qualification for school teachers by 2030. Besides the teaching of cutting-edge pedagogy, teacher education to include an understanding of sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy and more. Scholarships for meritorious students to be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programs. All fresh Ph.D. entrants, irrespective of discipline, to be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Ph.D students to also have a minimum number of hours of actual teaching experience gathered through teaching assistantships. Ph.D. programs at universities around the country to be reoriented for this purpose. Continuous professional development of college and university teachers to continue through the existing institutional arrangements.

Vocational education

NEP requires integration of vocational education programs into mainstream education in all education institutions. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education to be integrated smoothly into higher education. It is to ensure that every child learns at least one vocation and is exposed to several more. This will lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship. By 2025, at least 50% of learners through the school and higher education system to have exposure to vocational education, for which a clear action plan with targets and timelines to be developed. Vocational education to be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Secondary schools to also collaborate with ITIs, polytechnics, local industry, etc. Skill labs to also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions to offer vocational education either on their own or in partnership with industry and NGOs HEIs to also be allowed to conduct short-term certificate courses in various skills including soft skills.

Leadership for higher education institutions

All leadership positions and Heads of institutions to be offered to those with high academic qualifications and demonstrable administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI to demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. Outstanding leaders to be identified and developed early, working their way through a ladder of leadership positions.

Other issues

There are other areas such as adult education and lifelong learning and also Indian languages, arts and culture which the NEP has strongly supported for deep study. All goals are clearly defined in NEP and what is now needed is the information on how to reach there.

There are several other issues related to HEI that need a deep analysis.

Commercialization of education


At present, education is one of the most sought after business venture since it provides fast and easy access to profits. It is not surprising that so many educational institutions have mushroomed. It is not clear from the NEP-2020 how the private HEIs are to re-evaluate this attitude and not bother about profits and take steps to implement the tenets of the new education policy. The question to ask is why should they do so and what is their incentive? We know of institutions that begin as a school and in time they claim to have progressed to over a dozen campuses including one in USA, UK, Dubai etc. and using the 'not-for-profit' plank, are now a university. 'Serving the nation' sounds fine so far as words go... but let us get real.

Implementation

The effectiveness of any policy to depend upon its implementation. Implementation of NEP is to be piloted by the Union Ministry of education, Central Advisory Board of Education, NCERT, SCERT, State departments of education, the regulatory bodies of schools and higher education with precisely defined timelines. All bodies to have to act in tandem and co-ordinate with each other. This is a non-trivial task. However, the road map to arrive at the desired results is unclear.

Financial support

In 2018-19, we have spent 3% of our GDP on Education. NEP envisages an expenditure of around 6% on education. This is a huge jump and deserves to be applauded. Given the current economic scenario, when the GDP is showing a negative growth, it is difficult to perceive when this increase will be manifest in real terms. In such a scenario, the timelines mentioned in NEP-2020 may not be as practical as envisaged.

It must also be mentioned that NEP is a bold and imaginative attempt to overhaul the education system which has been waiting for radical reforms. As mentioned earlier in this article, the roadmap visibility is getting smoggier in this period of global crisis. 

IIRF



DECEMBER 2020

Law Colleges Ranking 2021

For Online Survey Form : www.iirfranking.com

Call us : 8800306519, 9972529721 (M), 011-45604578 (T)

Website: www.theeducationpost.in



Madhumay Mallik

PHOTOGRAPHY

CAREER VS HOBBY



Confucius said, “Choose a job you love and you’ll never have to work a day in your life.” Ages later Mark Twain went on to say, “Find a job you enjoy doing, and you will never have to work a day in your life.” These two incredible quotes, from different times, mean the same, but do they adhere to the reality? This could be a topic open for a debate, but the focus here is on the experiences of the photographers who moved from being a hobbyist to being a professional... which simply means they opted to earn their livelihood by clicking pictures every day. These professionals obviously love everything about each assignment they accomplish and have a compelling story to tell.



Shooting for money is significantly different from shooting for the sheer love of photography. Following is the list of factors that changes the game completely!

Commitment to demand against instinctive shooting

The word ‘freedom’ here is all about functioning within the limits of professional focus. A fashion photographer must stick to the client-brief. This may also mean forgetting the art aspect of photography and working with not-so-creative flat lighting. A wildlife photographer may be asked to take ‘clear subject’ pictures paying zilch heed to the animals’ unique behavioural facets. A wedding photographer may need to overlook the fine-art aspect because that’s not what the clients are keen on showcasing in their albums. The probability of occurrence of these examples happens more often than not.

Shooting for visibility

A lot of photographers are guilty of shooting for promoting their business, and not promoting the artist within. More often than not we end up shooting people even when our interest lies in clicking abstract images, sometimes even out of everyday objects. These abstract pictures may make no sense to anyone else but ourselves. This has taken a lot of photographers away from shooting what they really love to shoot.

Striving for perfection

Even if it is the flaw in a picture that defines it, being a professional you cannot avoid the fact that you may need to embrace perfection. How many times do wedding photographers choose to capture the mood of a scene against a perfectly lit image with precise skin tones? Not many, if you don’t want to risk losing a customer, without even having an idea if the client would actually love it



or not. Going by other's experiences there's one in a thousand who actually loves it.

Not fun anymore?

When was the last time you were making pictures instinctively, for the sole purpose of deriving pleasure out of it? Rather than spending all your time learning a new technique that might boost your business and practising the newly learnt technique till you no longer want to think beyond it. It's facile to justify that we pursue photography for our love for it and we need to do it the way we actually love doing it. But the hard reality is that if you are doing it for money, you are not always going to be able to do it this way. You have to learn the act of 'one for the kitchen and one for the soul' well to find that balance.

However, people who have seamlessly been able to achieve success in fusing both love and money

into their images vindicate why it is not impossible to photography the way you love it. All of the greats of photography have shown how it is done. Few of them include Ansel Adams, Jerry Ghionis, Gregory Heisler, Raghu Rai and Joseph Radhik. All you need to do is figuring out how you could make it work for you.

Types of Photography

With more than fifty types of photography floating around, here are some of the broader categories for people to take up!

Landscape photography

If you love nature and like to stop and look at the beautiful scenery around you and freeze it in a frame, you would definitely be interested in Landscape Photography. Newspapers, magazines, calendars could be your clients. You could even sell your photos to



stock photo sites like Alamy or Getty.

Journalistic photography

One of the most revered fields in photography, journalistic photography aims for the Pulitzer! This field deals with assignments that showcase frames that 'say a thousand words' and can really bring about a movement. Obviously enough, you get to work with all kinds of media houses or as a freelance journalist, handle independent assignments for a whole lot of clientele.

Wildlife photography

This genre of photography focuses on animals and their respective natural habitats. The behaviour of animals in the wild too is key. These pictures mostly go on to be printed in journals and displayed in exhibitions. The photographer has to have a lot of

patience. Wildlife photographers make money from cash prizes, by selling their images to galleries and online picture libraries like Nature Picture Library and National Geographic Images.

Portrait photography

Portraiture ranges from clicking the members of your family to friends to pets. Dentists, orthodontists, paediatricians, optometrists, dermatologists, make-up artists, spa-owners, hair salon owners, jewellers, veterinarians, pet boarders, Gym and fitness centre owners, and tutoring centre owners could be some of your prospective clients.

Sports or Action photography

This genre of photography specialises freezing



decisive moments in various events of sports. This is one of the very difficult types of photography. One has to be really attentive and alert. It requires practice and adept with equipment. Sportsmen and teams, media houses, government departments organising sports events, corporations sponsoring sports events and the likes are some of the entities hiring sports photographers.

Architectural photography

Structures, houses and buildings are clicked from different angles in this form of photography. This aid creates a positive impact on potential buyers of real estate. Real estate companies and dealers are the most promising clientele.

Event or wedding photography

Wedding photography being a narrowed down version of event photography has been too much in demand in the pre-COVID era. A person dealing in this genre has to be a portraiture photography expert and needs to possess extremely good editing skills. Event planners, wedding designers, the to-be bride or groom or someone close to them hire your services.

Fashion photography

This type of photography is mostly used for promotions, advertisements and fashion magazines. Models displaying clothes, shoes, accessories etc. are clicked in a glamorous way. Fashion labels, models, actors, advertising agencies, Instagram influencers are the most prominent recruiters for this genre of photography.

Product photography

It deals with the art of clicking pictures of various items in a way that it immediately appeals to the viewers. The photographer needs to pay attention to the context in which a certain product is to be presented. Ad agencies, food business owners, jewellery business owners, e-commerce businesses, marketing and sales agencies would hire your services.

Making photography a career

With the constantly changing world, photography trends too keep on changing. And they are changing so fast that one needs to keep up to understand people's interests and demands to be able to adapt the services they need. Trends tend to break a lot of conventional

photography rules, and recycling not being new, some trends do make a comeback. In the quest for trying to stand out in the already overcrowded community, photographers try everything they can.

The conventional way to make a career in photography is by learning photography through one of the colleges offering photography as a course.

JOB OPPORTUNITIES

You could take a call on if you want to build yourself as a freelance photographer or land an in-house job.

In-house photographers are considered employees and qualify for all employee benefits. Some of the examples would be:

At an e-commerce brand headquarters creating images for their on-line store and distribution channels, at a photography company capturing events and tours, at a wedding photography company shooting weddings, at a modelling agency clicking fresh talents, and at a photography studio clicking portraits, to mention a few suggestions.

Although freelance jobs are not as stable as traditional employment, there are some serious benefits to going freelance. Freelance photographers lock a much higher per-hour price and because they are not committed to any one organization they have the liberty to explore and pursue a wider variety of opportunities. As a result you get to build a more diverse, creative and expansive portfolio. Few of the sites offering photography job search in India would be: SimplyHired, glassdoor, indeed, QuikrJobs, TiMESJOBS, Naukri.

Social media platforms offer a great place to network, come across new opportunities, connect with potential clients and bag your next freelance job. Some of the best networks for leveraging to build your freelance photography career are:

LinkedIn - LinkedIn is one social media network focused on everything business which makes it the first choice for job searches. Along with searching and applying for jobs directly, you get to connect proactively with people that you would actually love to work with.

Facebook - Facebook has umpteen number of groups that cater to photographers and photography jobs. Those groups are an amazing place to network and learn of new opportunities and grow your

Top Colleges in India offering a Photography Degree

- Delhi College of Photography
- Light and Life Academy, Ooty
- Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad
- AJ Kidwai Mass Communication Research Centre
- Asian Academy of Film and Television, Noida
- Osmania University, Hyderabad
- National Institute of Design, Ahmedabad
- Sir JJ Institute of Applied Arts, Mumbai
- National Institute of Photography
- The Indian Institute of Digital Art and Animation, Delhi
- Pixel Institute of Photography, Delhi
- The One Goa School, Goa
- Sri Aurobindo Centre for Arts and Communication, New Delhi.

freelance photography work.

Instagram - Instagram being a purely visual platform offers a great deal to showcase your work and get noticed to land few of your own photo-gigs.

Making it your own

If you have already crossed that college education period in your life, and are trying to turn into a pro from being an enthusiast, here are some of the steps that could help you introduce yourself to photography as a career and build your business.

Research and analysis

Start with yourself. What motivates you to take up photography professionally? What are you looking to gain from your work? What makes you stand out? Which genre of photography you are driven towards the most? If you don't have the answers, practice with different genres. Shoot something or the other every day. You got to discover yourself as a photographer



and strive to improve the quality of your own work. This would help you take informed decisions and make plans for your career. Study the market. Be aware of the global trends. Try and discover gaps that you could address. Work hard on your quality and develop a unique style of yourself. Figure out the average prices in the market. Set your own pricing.

Regulations

Explore what all regulations that apply in your area of interest and make your business official. Find out the regulations regarding what all and where all you can shoot. Regulations vary from place to place. Convert the oral agreements with the clients into legal contracts. You could keep a template and adjust it for every project. All that paperwork is burdensome but it's definitely worth it.

Photography gear

It's better not to invest before you earn. Start working with what you have. Always remember the artist is far more important than the gadget. Try to perfect your quality and technique as much as your own gear allows. You could consider renting when a high-end assignment calls for more than what you own. Rental fees are very reasonable and help you get hands-on experience with a variety of gadgets eventually giving you that clarity regarding what all you need to buy.

Find your niche

With no limit to the number of genres you could explore, as you become professional it's always better to focus on a particular niche. While being driven by the professional aspects and internal drive, do not



ignore the commercial aspect involved. Keep in mind that some niches pay well and some don't. Moreover, specializing gives a clearer picture of your brand to your audience and as a result the right clients have a better chance to discover you.

Promotion

It's important that you have a website of your own. You could direct your potential clients to your online portfolio instantly. A professional photography page on Facebook, Instagram and other major social media platforms is vital. At least one picture should go up in a day. Visibility is the key!

Indulge in casual networking. Introduce yourself as a professional. Offer taking portraits at local events and gatherings. Later e-mail them the pictures with links to your websites and social media handles. If they like your work some of the attendees may want to hire you

for a paid assignment. Your earnings would depend on the wealth of your clients too. Do pay attention to the kind of events you are attending.

Don't take too much pressure to get clients in the beginning but at the same time do get out of your comfort zone. Telling people what you do makes a lot of difference. The more the number of clients the more that amount of experience for you, and experience plays a major role in making an amateur a pro.

Learning

Educate yourself by studying the works of iconic photographers. Learning is vital when you are starting out, and in photography this learning never stops! Consider taking up some online courses and in-person workshops. You could find a mentor to heed in the process. Practice as much as possible, even when you don't have clients. Shoot something every day. A great

way to do it is by creating a 365-day project, where you click one photograph a day for one whole year. Post it onto your online profiles. Try to educate yourself on the business aspects of photography. That will help boost your professional photography career.

If you are willing to put in the hard work to make it happen, yes, photography makes a great career choice!

From freezing those precious moments at a wedding to capturing the northern lights in a timespan of months and going from a minimum wage to a six figure income in a year's time can be an interesting phase in the life of a professional photographer. There are many reasons that make photography a great career option, including:

You get to capture that moment that lasts forever and goes on to become a memory forever. No matter how accessible photography gets, this idea is not to be taken for granted.

It is one profession that lets you express your own individuality. You don't have to change for anyone and can insist on being what you are. They choose you over others because they share your sense of style and vision. You get to be true to yourself.

Through the images created by you, you get to tell a story. And others get to relive the story that truly matters.

Photography would take you to places you have never been to. It gives a whole new meaning to business trips. Instead of corporate meetings you get to capture landscapes, destination weddings, adventure travels and the likes.

You become your own boss. You are in complete control of your own time. Need some more family time? There's no one to stop you from having that.

Because photography is always evolving, you get to keep learning. New gear, new lighting techniques, more editing tricks - the list goes on! Learning something new all the time keeps you going. There's no sense of feeling stuck.

Photography conferences are a lot of fun. No matter which part of the world you are in, you always get to find that one conference that excites you. You get to network so well with the peers from such far-off places, you never know when you might need them to cover for you or they need you to cover for them.

No two days are the same in photography. One

day you are enjoying a wedding or an eventful studio action working with a group of people, the next day you are busy editing. Even if you have two shoots of the same genre in one weekend, its never the same. You get to see different faces, get to be at different places, experience something different each time.

Money could be the last reason a photographer decides to pursue photography, but nobody enjoys starving! While few of them might disagree, but most of them would tell you there's very good money to be made in the industry. You having the freedom to set your own price and handle all your bookings. Photography is indeed magical in more than one way!

Challenges of being a photographer

The life of a photographer at first glance seems like a wonderful journey. Spending your time travelling the world creating beautiful art which is admired by everyone is a dream for most. But that doesn't mean you can't become that successful photographer. To live that dream all you need is to deal with a few struggles that photographers around the world face. Some of the most common challenges are:

Rejection

One of the biggest hurdle one photographer could face is rejection. Your services will be declined by the clients in favour of those from another service provider or a photographer. Even the greatest photographers in the world face rejection. The big difference between one successful and one unsuccessful photographer is that the successful photographer has learnt to shrug off those rejections and plough on.

Expenses

The spending never stops when you are a photographer! The equipment costs are too high. The camera you own now, and all of the future cameras you are going to own will keep making you feel that the one you currently have is not good enough for your purpose. Then there are lenses, accessories and gears that you would keep needing to buy. You could find yourself shelling out money on books, workshops, classes, trips and more to keep honing your skills every now and then.




Competition

Nowadays, everyone is photographer! They may not all call themselves one but if they have a smartphone then they may just use it rather than coming to you for professional services. Moreover, you would have all of the seasoned professionals as your competition. For example, if a bride-to-be has three options, and she gets too appalled by the prices quoted to her she will find a friend with a DSLR to do the job for her for free. It takes something special for you to get noticed. As a photographer you will have to learn to not only lose gracefully to the competition but also to make yourself stand out in the crowd.

Monotony

If you are making images everyday it could turn into a grind where you are merely doing a job rather than creating art. There are some blessed photographers who can make art every day, all day and not at all get bored of it. If you aren't one of them, try to keep your 'work' photography and 'fun'

photography separate. If you are busy pursuing one genre all day, then save that other genre that you are truly passionate about for the times when you are taking a break from your job.

Deciding on turning your hobby into a professional venture is always going to be exciting. It can get overwhelming in the beginning. It all starts with a passion. Without that deep love and a need to be a photographer there is little point in starting on a journey to turning into a professional photographer since passion is, in a way, the fuel with which your creativity burns. We get to hear often that 'nothing comes easy in life'. Photography too will never be a cakewalk. It will have its own share of hurdles and problems. There will be times when one will start questioning and doubting their own decision if they were right because, trust me on this, people do pull you down. And that can happen to both a beginner as well as a professional photographer. Unless you are brave for the challenges, do think it through thoroughly and then take a call. And remember, nothing compares to being able to make a living by doing what your true passion is. 

DIVINE BLESSING



Dr. B B Das

Those days Odisha was a village dominated State. It was rich with forestry and agriculture. Villages were self-sufficient in meeting peoples' day to day necessities. A cohesive lifestyle was seen all over the state. People were highly contented and happy and therefore no one was interested to move out of village for better prospect.

That time *Zamindari pratha* (system) was prevailing. It facilitated Mughal Raj to

administer states far away from Delhi. *Zamindars*, therefore were the link between King and *Praja* (people) for collection of tax and looking after their welfare. Only carefully selected persons were given *Zamindari* to administer designated sectors.

Most *Zamindars* (landlords) were people-oriented and could look after the interest of their *praja* and helped them during difficult times. But certain *Zamindars* were disliked because of their inhuman behaviour. People were harassed and painfully suffered under their regime.

Chandra Bhanu was chosen as *Zamindar* of Jagannathpur with the title of *Mahapatra*. He visited the area with a group of people and selected a high-raised place for the construction of his *Niwaas* (residence). He first set up two villages by bringing people from Khurdha district and employed them to construct his residence. An attractive and massive wooden complex was built by using expensive timber. The wooden roofs were decorated with intricate and beautiful carvings.

The entire complex was divided in three interconnected *khanjas*. (*khanja*- a unique design of four to five rooms around a courtyard.) The inner *khanja* was for his family members. The middle one was for guests and other purposes. And the outer one was his *Chaupadhi* (big central hall) for people to assemble on special occasions. Adjacent to that, there were two more rooms, one for the purpose of private meetings and the other was a special place for storage of grains. A very spacious open space (*danda*) in front of the main entrance was for multipurpose activities. That was the place for *praja* to meet the *Zamindar* and to express their needs as well as difficulties.

He then set up two more villages by rehabilitating people from different trades for making his jurisdiction self-sustained. Subsequently, a small village grew around his residence named *Bagada* to house his close relatives.

Being a nature lover, he took keen interest in tree plantation. As a result, many fruit orchards developed with different varieties of fruit bearing trees. His main thrust was on agriculture followed by trade works to make villagers self-dependent.

Next to his *Niwaas*, he constructed a Temple with idols of *Balabhadra*, *Subhadra* and *Jagannath*. This facilitated people to perform their religious rituals/festivals. People were pleased to have a comfortable time during his *Zamindari*.



He had married to Sagarmani, a kind-hearted lady highly concerned with the welfare of *praja*. Ladies were free to meet her to express their problems/grievances, and she could help them without any hesitation. Both husband and wife were highly popular and loved by one and all.

He had two sons, Jaga Mohan and Chandra Mohan. After Chandra Bhanu, Jaga Mohan, the eldest son became the *Zamindar* with the title Mahapatra. The younger brother Chandra Mohan felt dejected and was looking for an opportunity to get the endorsement of Mughal Empire to become a *Zamindar*. One day he succeeded in getting *Zamindari* with title Choudhary. Both brothers being *Zamindars*, became rivals to each other for establishing their supremacy. As time passed, their hostility got deepened, and finally they detached their family affiliation.

Jaga Mohan also was the *Dewan* of Maharaja of Narasinghpur for a short duration. During this period he was able to build up wealth and expanded his landed property.

His marriage was performed with Sunamani, a soft spoken and very affectionate lady. Both of them were leading a blissful life. Though he was longing for a son as his successor, but in the process, became the father of three daughters. They decided to adopt a newly born baby of their very close relative as their son. The *Namakarana* ceremony was conducted in a grand way and the boy was named Baman Charan. The boy grew happily in the family under abundant love and affection.

When the boy was 16 years old his father Jaga Mohan died of heart attack. He was too young to handle the vast *Zamindari*. Although he was aspiring to become a doctor to serve people, his circumstances did not let him fulfil his noble desire.

The close relatives of Jaga Mohan ganged up to stop Baman Charan to become the *Uttaraadhikaaree* (successor) of the *Zamindari*. They dragged him into a prolonged legal battle.

At the age of 16 to fight court cases was extremely difficult for him. But he bravely accepted the challenge to uphold the reputation of his father as well as his *Zamindari*. The opponents filed cases in different courts to harass/ demoralize him. In spite of harassment he kept on fighting cases at different courts. No one was alongside him except his strong will power and profuse devotion and faith in his temple deities, Balabhadra, Subhadra and Jagannath.

After a long fight in various courts for 10 years, the last argument was scheduled in Jajpur court for the concluding judgement. Two days before the due date of court hearing, he went to Jajpur town for signing obligatory documents. He had to stay in a hotel. Those days, hotels were not having proper facilities to offer needed comfort.

All these days, he had many sleepless nights being apprehensive about the final judgement of the court. But his imbibed faith on the Almighty always inspired hope in him.

It was raining heavily the second night he was there. Next morning was the day for the judgement. While recollecting the tough journey he had travelled so far, he felt exhausted, and fell in deep sleep. The rain was lashing outside. The flickering light of the lantern went off and the room was immersed in darkness.

He woke up when someone tried to force open the door. He jumped out of the bed but could not see anything in the dark. Suddenly, his room was flooded with bright moonlight and the fragrance of champak flower filled the air. A figure of a beautiful lady wearing

yellow sari with a broad red border appeared in front of him. Her divine face was articulating deep affection and love for her son in distress. Though Baman Charan was frightened, but he could gather enough strength to stand in front of the deity with folded hands.

The Divine Mother smiled and spoke in her loving voice, "My dear son, do not worry. The court decision will be in your favour. Remember this mantra I am giving to you and repeat in your mind throughout the court proceedings." After chanting the *mantra* she vanished.

Baman Charan was in a state of disbelief and unable to comprehend if it was real or just a dream. The mantra was fresh in his mind and he quickly noted it in his diary. The rain had stopped. The morning light was peeping through the window. He hurriedly completed his daily routine and sat down in prayer and recited the mantra again and again.

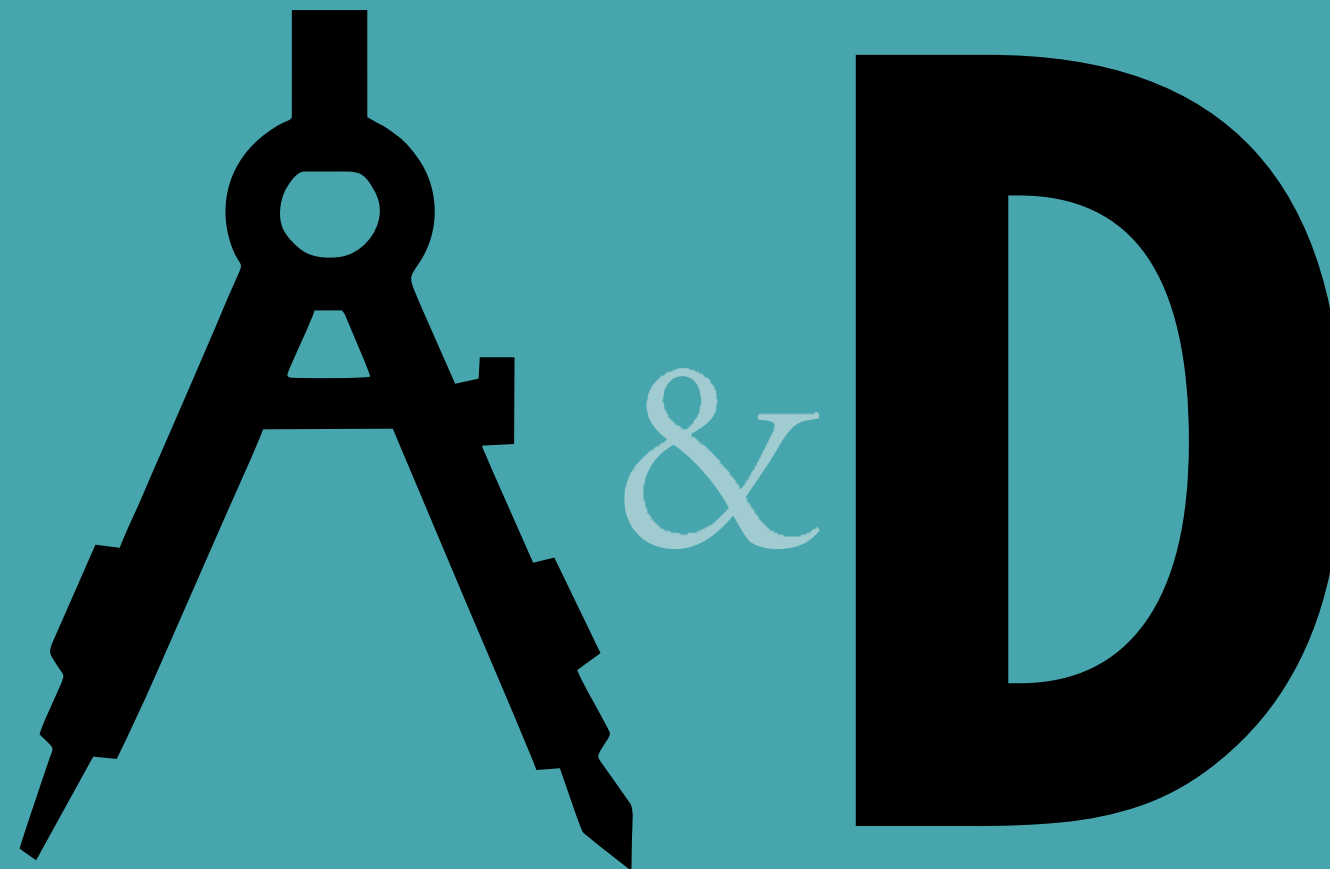
When he reached the court premises, the opponents were highly jubilant in anticipation of their victory. In the court room, Baman Charan selected a place on the last bench and silently repeated the mantra. The court hearing continued for hours in the first half. In the second half, the honourable Judge announced the verdict in favour of Baman Charan as the successor of Jaga Mohan and to hold the title Mahapatra. He was highly grateful to the Divine Mother who came in the previous night to bless him.

Next day, after returning to his village, he called the family *pandits* and villagers and narrated what happened in the hotel room. Nobody could identify the mantra except one old *pandit* who could recognize that as the core mantra of Maa Subhadra. Tears of devotion rolled down from the eyes of Baman Charan in reverence to Maa Subhadra.

Next evening a grand puja was organised in the temple. People from nearby villages and *pandits* were invited to attend the special puja followed by delicious *prasada*.

As this puja came to an end, Mahapatra, once again narrated the incident and with folded hands he offered his deep gratitude to Maa Shubhadra for her Divine Blessing.

God is omnipresent to extend helping hand whenever we are in distress. But we have to struggle continuously to overcome our difficulties by dedicating our complete faith on Him and using the divine strength equally distributed to all of us. 📧



IIRF

Architecture & Design Schools 2021

DECEMBER 2020

For Online Survey Form : www.iirfranking.com

Call us : 8800306519, 9972529721 (M), 011-45604578 (T)

Website: www.theeducationpost.in

MATHEMATICS CHALLENGE

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

CMT - 2020 / 7.

For $x < 0, y > 0, \text{ and } z > 0,$

$$\text{If } \left(x + \frac{1}{x}\right)^4 + \left(x - \frac{1}{x}\right)^4 + 6\left(x^2 - \frac{1}{x^2}\right) + 4\left(x^2 - \frac{1}{x^2}\right) \left\{ \left(x + \frac{1}{x}\right)^2 + \left(x - \frac{1}{x}\right)^2 \right\} = 1296;$$

$$\left(y + \frac{1}{y}\right)^3 + \left(y - \frac{1}{y}\right)^3 + 6y\left(y^2 - \frac{1}{y^2}\right) = 2744;$$

$$\frac{(z^2 + 1) \left\{ (z^2 + 1)^4 - 5z^2(z^2 + 1)^2 + 5z^4 \right\}}{(z^2 - 1) \left\{ (z^2 + 1)^4 - 3z^2(z^2 + 1)^2 + z^4 \right\}} = \frac{29525}{29524};$$

And, $px + qy + rz = 118;$

$rx + py + qz = 119;$

$qx + ry + pz = 120;$

then, $\frac{p^2q - p^2r + q^2r - q^2p + r^2p - r^2q}{p^3(q-r) + q^3(r-p) + r^3(p-q)} = ?$

CMT - 2020 / 8.

If $m = (x^7 + y^7) \div (x^5 + y^5)$ and $n = a^2 + b^2,$

where, $x + y = 3; x^2 + y^2 = 1;$

$a^2b^{-1}u + a^{-1}b^2v = 1; u : v :: a^{-1} : b^{-1};$

and, $\left[\sqrt{u^2 + v^2} - (u^2 - v^2) \div \sqrt{u^2 + v^2} \right] = 2v^2,$

then, $\left(\frac{4(m+n)^2}{mn} - 16 \right) \left(\frac{(m+n)^2 - mn}{mn} \right) \div \left(\frac{m^3 + n^3}{mn} \right) = ?$

ANSWERS : CMT-2020/5: $\frac{5}{4}$; CMT-2020/6: $\frac{1}{51}$

Answers will be published in the next issue . You can ask any queries and send your solution to Email : ganitmath.india@gmail.com , M: +91 8826337312 , Website : www.ganitmath.in

Copyright © 2020 reserved with Ganit Math(गणित मठ) ... a Trust for revolution in Mathematics Education!

- composed by -
Teachers' Teacher , Maths Wizard



श्री श्री 1008 गणित गुरु गणितानन्द जी महाराज
संस्थापक - गणित मठ

... must practise from

MENTAL MATHS

Work Book of Algebra

Volume - 0001A
for
Speed and accuracy

If $x^2 + y^2 = \alpha$ and $xy = \beta,$
then find the value of :

$x^{16} + y^{16}, x^{15} + y^{15},$ and ,

$x^{12} + y^{12}$ in terms of α and

β in the simplest form.

... a part of Ganitanand-Facts

<http://www.ganitmath.in/Books.aspx>

Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

DEEMED TO BE UNIVERSITY

University with Graded Autonomy Status

Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu, India.

(An ISO 21001 : 2018 Certified Institution)

Engineering Accreditation Commission

Asia's Fastest Growing Private Education Institute

IET-UK Award For its excellent contribution towards the IET Chennai Network

Computing Accreditation Commission

NEN Entrepreneurship Week - India 2014 Certificate of Achievement Award

AICTE - Approved
ADMISSION : 2020 - 2021
NBA Accredited

B.Tech. Aeronautical Engineering

A.C.S. Medical College and Hospital
(Approved by MCI & MHFW, New Delhi)

M.B.B.S.

RajaRajeswari Medical College & Hospital
(Approved & Recognised by MCI & MHFW, New Delhi)
Mysore Road Kambipura, Bengaluru, Karnataka.

M.B.B.S.

Thai Moogambigai Dental College and Hospital
(Recognised by DCI & MHFW, New Delhi) (Recognised by Sri Lankan Medical Council, Sri Lanka)

B.D.S.

Engg. & Tech. **B.Tech. (FT/PT/LE)**
M.Tech. (FT/PT)

Architecture - **B.Arch. / B.Des.**
M.Arch.
✦ Landscape ✦ Construction Project Management ✦ Interior Design

Nursing - B.Sc. / M.Sc.

Physiotherapy - B.P.T. / M.P.T.

Pharmacy - B.Pharm / D.Pharm

B.Ed.

BCA (Shift System) | MCA (FT/PT)

- ✦ BCA General
- ✦ Financial Technology
- ✦ Digital Technology
- ✦ Artificial Intelligence & Data Science
- ✦ Big Data Analytics

BA (Shift System) / MA

- ✦ English
- ✦ HRM
- ✦ Economics
- ✦ Tamil Literature
- ✦ Sociology
- ✦ Defence Studies
- ✦ French
- ✦ Journalism & Mass Communication
- ✦ Hindi
- ✦ Political Science & Public Administration
- ✦ Tourism & Travel Management

- ✦ Bachelor of Fine Arts
- ✦ Bachelor of Social Work
- ✦ Bachelor of Liberal Arts
- ✦ Master of Social Work

B.Com. (Shift System)

- ✦ General
- ✦ Accounting & Finance
- ✦ Computer Application
- ✦ Marketing Management
- ✦ Banking and Insurance
- ✦ Cost and Management Accounting
- ✦ Corporate Secretaryship
- ✦ Accounting
- ✦ Capital Markets
- ✦ Financial Planning (FP)
- ✦ Chartered Accounting (CA)

M.Com. For All the above courses

- ✦ B.Com. (CMA)*
*Cost and Management Accounting
- ✦ B.Com. (FP)*
*Financial Planning
- ✦ M.Com. Integrated (CMA)*
*Cost and Management Accounting
- ✦ B.Com. (IAA)*
*International Accounting & Auditing
- ✦ M.Com. (CMA)
- ✦ M.Com. Integrated (IAA)*
*International Accounting & Auditing
- ✦ M.Com. (IAA)

Certificate Courses

- ✦ Cost and Management Accounting (CMA)
- ✦ Corporate Secretaryship (CS)
- ✦ Chartered Accountant (CA)

BBA (Shift System)

- ✦ General
- ✦ Human Resource Management
- ✦ Business Analytics
- ✦ Logistics & Supply Chain Management
- ✦ Financial Planning
- ✦ Financial Management

MBA For All the above courses

- ✦ BBA / MBA (CMA) *
*Cost and Management Accounting
- ✦ MBA Integrated (CMA)*
*Cost and Management Accounting
- ✦ BBA / MBA (FP) *
*Financial Planning
- ✦ BBA/MBA Integrated (FP)*
*Financial Planning

HOTEL MANAGEMENT / CULINARY ARTS/AVIATION & De-NOVO COURSES

- ✦ B.Sc. Hotel Management & Catering Technology
- ✦ Culinary Arts
- ✦ Bakery and Confectionery
- ✦ BBA Hotel Management & Catering Technology
- ✦ B.Com International Hotel & Management
- ✦ Dip. in Hotel Management & Catering Technology

IATA / Amadeus / Altea approved Diploma & Certificate Courses also Offered

B.Sc. / M.Sc.

- ✦ Advanced Culinary Arts

ALLIED HEALTH SCIENCES (Shift System)

- ✦ B.Sc. - Cardiac Perfusion Technology
- ✦ B.Sc. - Cardiac Care Technology
- ✦ B.Sc. - Physician Assistant
- ✦ B.Sc. - Renal Dialysis
- ✦ B.Sc. - O.T & Anaesthesia Technology
- ✦ B.Sc. - Clinical Nutrition
- ✦ B.Sc. - Radiology & Imaging Science Technology
- ✦ B.Sc. - Emergency & Trauma Care Technology
- ✦ B.Sc. - Medical Record Science
- ✦ B.Sc. - Medical Lab Technology
- ✦ B.Sc. - Optometry
- ✦ B.Sc. - Respiratory Care Therapy
- ✦ B.Sc. - Medical Sociology

B.P.E.S. - Bachelor of Physical Education and Sports

M.Phil. / M.S. / Ph.D. (in all the above courses)

FACULTY OF LAW

- ✦ LLB (Hons) - 3 Years
- ✦ B.Com. LLB (Hons.) - 5 Years
- ✦ B.A.LL.B (Hons) - 5 Years
- ✦ B.B.A. LLB (Hons.) - 5 Years

FACULTY OF HUMANITIES AND SCIENCE
B.Sc. (Bachelor of Science) / M.Sc. (Master of Science)

B.Sc. (Shift System)

- ✦ Computer Science
- ✦ Cloud Infrastructure Management
- ✦ Computer Science & Networking
- ✦ Information Science & Cyber Forensics
- ✦ Mobile Technology
- ✦ Physics
- ✦ Applied Physics
- ✦ Physics with Nano Science
- ✦ Physics with Laser Technology
- ✦ Chemistry
- ✦ Nano Chemistry
- ✦ Industrial Chemistry
- ✦ Medicinal Chemistry
- ✦ Animation & Viscomm
- ✦ Advanced Animation
- ✦ Game Art & Design
- ✦ Augmented reality & Virtual Reality (AR & VR)
- ✦ Electronic Design & Computer Science
- ✦ Embedded Electronics & Computer Science
- ✦ Electrical Engineering and Information Technology
- ✦ Electronics & Instrumentation
- ✦ Industrial Electronics
- ✦ Instrumentation Technology
- ✦ Medical Electronics
- ✦ Process control & Instrumentation
- ✦ Power Electronics & Computer Science
- ✦ Renewable Energy Technology
- ✦ Artificial Intelligence
- ✦ Automation Technology
- ✦ Communication Networks
- ✦ Communication Systems with Business Management
- ✦ Data Communication & Technology
- ✦ Digital Image Processing
- ✦ Electronics
- ✦ Electronic Media
- ✦ Embedded Systems
- ✦ Internet of Things (IoT)
- ✦ Information System Management
- ✦ Network Security
- ✦ Very Large Scale Integration (VLSI)
- ✦ Environmental Science
- ✦ Water Resources & Geo - Environmental Science
- ✦ Geology
- ✦ Industrial Safety
- ✦ Surveying and Spatial Sciences
- ✦ Mathematics
- ✦ Mathematics with computer application
- ✦ Mathematical Sciences
- ✦ Industrial Mathematics
- ✦ Mathematical with Applied statistics
- ✦ Broadcast Media
- ✦ Digital Media
- ✦ Electronic Media
- ✦ Interactive Media
- ✦ Media and Communication
- ✦ Mass Media
- ✦ Fashion Design
- ✦ Food Science, Nutrition & Dietetics
- ✦ Psychology
- ✦ Aviation Service Management
- ✦ Fire and Occupational Life Safety
- ✦ Yoga
- ✦ Bio - Technology
- ✦ Bio Chemistry

M.Sc. for all the above Courses

- ✦ M.Sc. Animation & Visual Communication (Integrated)
- ✦ M.Sc. Real Estate Valuation

Architecture through NATA www.drimgdu.ac.in

FACULTY OF AGRICULTURE
B.Sc. (Hons.) Agriculture

For further details please contact :

University Office :
Periyar E.V.R High Road, (NH4 Highway),
Maduravoyal, Chennai - 600 095.
Ph : 74012 20777 / 21777 / 78239 44325 / 44326

Corporate Office :
No. 22, G.N. Chetty Road, T. Nagar, Chennai - 600 017.
Ph : 74012 26777 / 78239 44327

A.C.S. Medical College and Hospital
Poonamalle High Road, (NH-4 Highway),
Velappanchavadi, Chennai - 600 077. Ph : 044 - 2680 0113

Truly Global. Uniquely Indian.

Apply Now for Admissions 2021

PGDM

An innovatively designed 2 year Masters program with a global curriculum that is tailored to the needs of emerging markets.

6

Specializations

General Management
Marketing & Strategy
Finance & Accounting
Analytics & Data Science
Operations Management
OB & HR

102

Credits earned

3

Centres of Excellence

94%

Placements in last 3 years

16 lpa

Highest CTC offered

7.5 lpa

Average CTC offered

11

Entrepreneurial Ventures in last 3 years

1.75 Cr

Received in Seed Fund 2020

Global Partners



CATOLICA
LISBON
BUSINESS & ECONOMICS



55

National B School Ranking 2020 - IIRF

A+++

National B School Rating 2020 - Business India

MYRA
SCHOOL OF BUSINESS

9901583333 | 9901853333
admissions@myra.ac.in
www.myra.ac.in