MAKING INDIA
THE SKILL CAPITAL OF THE WORLD

Minister of Skill Development &
Entrepreneurship Government of India
Dr. Mahendra Nath Pandey
outlines in a conversation
with Education Post

IIRF
2020
The Best B-Schools

COVER STORY
RANKINGS
POINT TO THE
RIGHT DIRECTION

THE SUBTLE ART
OF STEPPING AWAY

Deciding to step away from one path or way of life is no reason for panic as another magically appears even before one realizes. So when one leaves the tarred road, a meandering path through meadows or forests may appear… maybe there will be a walk along a gently flowing river. This is what gives form to varying experiences and they, in turn, help one understand the myriad options that life is forever ready to offer. However, this happens more often when one is willing to step away.

The subtle art of stepping away is probably a different way of looking for more options and is all about a willingness to explore with an open mind. Those who travel are diving into this art every now and then. I must admit though that even without knowing we are all stepping away all the time… but do this consciously and with some degree of thought and deliberation and you will know why I have used the word subtle here.

This concept is valid all over… even in politics. It is, for instance, time for the Sarkar at the Centre to step away from any policy that pulls people apart. The same logic is equally valid for even those who hang the Sarkar upside-down on the social media all the time. Sometimes this revolutionary movement is spurred on by new sets of laws and regulations and the most appropriate example is the recent increase in penalties for traffic violations. A rather heavy nudge from the government regulatory authorities is finally making the ordinary and the not-so-ordinary driver on the streets realize that all old practices of traffic-bulldozing are over. Stepping away is the new art to embrace.

Stepping away is what even students need to understand… and one of the things they must know is that a blind rush into the future isn't lucrative any more. Step away from half-baked hearsay about courses and colleges. Step away from sales messages flooding your sensibilities in the on- and off-line world. Step away from agents and touts who push whatever caters to their interest. Step away from the pretenders in the world of education. What then is the right course of action?

Quite obviously, the first step is to step away and then step into the untamed and unexplored domain of research. Whenever I have conversed with successful students, the two things they all did besides stepping away from the usual included a thorough information search about all appropriate courses as well as places that offer those courses. Their second step was to prepare extensive excel sheets of rankings of departments and colleges/ universities/ institutes. They explained that sometimes it is the ranking of the department with its well-known faculty that scores over the rank of the university. After all, it is the subject expertise that one wants most. The employment quotient can be higher in this case. Well, there are other facets that are equally vital and may include the stocking of the library, the presence of industry-preferred and industry-experienced faculty, the way the alumni network has evolved, and the current state of the placements section there. In short, it is a thorough research that matters.

No one today can afford to overlook the advantages of a deeper inquest into the appropriateness of one's actions. However, what is equally true is that an inquest is possible only after a person has realized the importance of stepping away from what pretends to be what everyone has been doing for ages. Past precedence is no longer the winner…

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Arvind Passey

BAD NOVELS
GOOD SELLING

You've obviously heard of engineers opting to spend a couple of years in some IIM or a lesser institute and come out brandishing his MBA degree or diploma to finally settle down to selling soaps or thrusting limp shares down the throats of gullible investors or happily being an armchair advisor or as the industry calls them, business consultants. There are a couple of newer streams that the MBA think-tanks all over need to seriously consider… after all, isn't diversification the surest way to remain in the news, right? It is a lot easier to discover trends these days… I mean, one doesn't really need to hire Neilson to spend a crore and then make a presentation with obfuscating stats in a starred hotel to just mutter in the end, 'Writing is big business.'

We know that already. Yes, writing is indeed big business. But selling writing is bigger business simply because our publishers are no longer doing it effectively. Let us first investigate the link between MBA and the art of writing. If you are able to think of just Chetan Bhagat, I'm afraid you really need to polish your author GK. Rashmi Bansal, Amish Tripathi, Yashodhara Lal, Ramchandra Guha, Mallika Sarabhai, Harsha Bhogle, Prasoon Joshi, and Mallika Sarabhai are just a few. There are, in fact, hundreds of them who have decided to exercise their right to write because they think they already know how to market and sell. The tens of names that I have

not listed (because come on, dammit, this isn't a sponsored list and I'm not getting paid) can anyway be found bobbing in that sea called the social media. Surf the waves of Facebook and you'll soon find them on rafts selling their novel… which is probably a thriller with a lot of banking terminology thrown in to make it sound intelligent enough. This isn't bad at all… after all weren't we all anyway being strangled by those authors who made writing complex with all references from the classics thrown in, pretentious sentences saying all that even a sarkari-school-educated reader could have said without sounding pompous, and who moved around only in the company of other wordsmiths muttering something sounding uncannily like what Ifeanyi Enoch Onuoha once wrote: 'The audacity of my sagacity is instrumentality to my success.' Enough of this! We needed writers whose writing imitates the simplicity that life is and not those who make it go a step beyond understanding to enter the mumbo-jumbo world of a superior caste called a 'writer'.

The emerging breed of writers today have promptly dumped everything associated with literature, complex meandering of mundane thoughts in overdone sentence formations… or even grammar, if this makes you grunt with satisfaction. This was obvious as the

| 1.15 Billion registered users | 1.01 Billion registered users | 500 Million registered users | 1 Billion registered users | 259 Million registered users | 70 Million registered users |
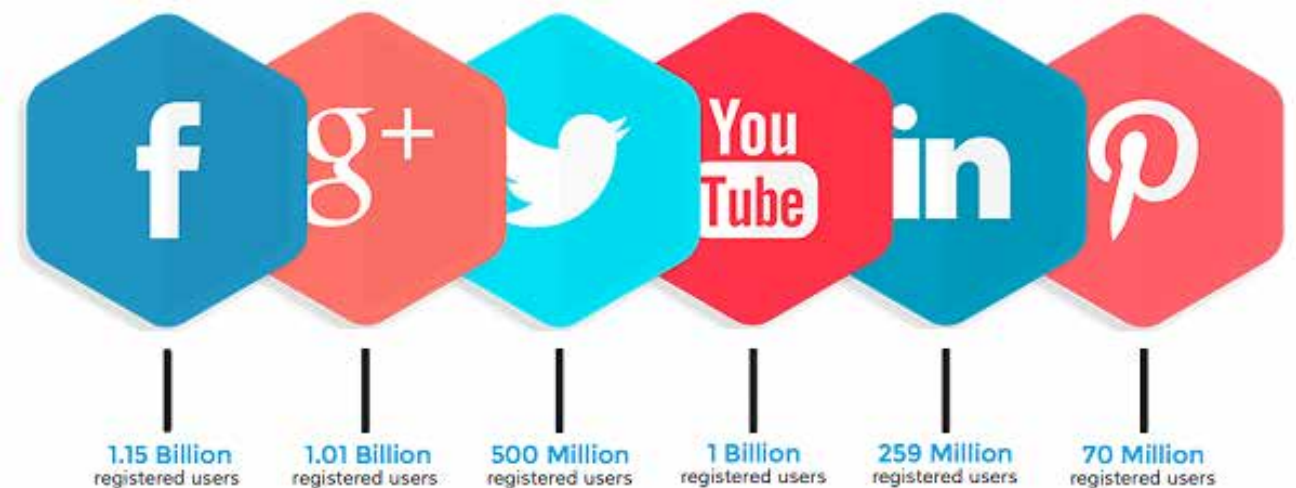
editorial teams of publishers were anyway busy with trying to write their own novel and had hardly any time to look up from their personal manuscript and read what is sent to them for corrections and suggestions. It is far easier to reject manuscripts that pour in endlessly, pick up some smart plot and begin realigning its genetic code to make it escape the attention of Dr Plagiarist-catcher. The marketing teams of publishing houses are no less… look at them pretending to understand how things happen on Facebook and suavely call themselves influencers. The only problem here is that they reserve all their talent for their own book. Thus the author despite his degrees in engineering and business management, is sent a carton full of his unsold book with a terse note, 'We told you it wouldn't sell. Now use the skills you learned at the B-school and see if you can make a living.' Such writers soon discover that they cannot really muster the courage to re-read their own work… and so it is simpler to invade Facebook-groups with 'buy this today – discounts don't last forever – and remember to review it on Amazon' message updates.

No, I'm not digressing from the topic… the last paragraph was written simply to tell you that the time for the idea of linking business acumen with writing is here and now. This is what is obvious on Facebook, Linkedin, Twitter, and even Instagram. A large percent of authors (and I don't mean just Indians writing in English) fall in the 'shamelessly ask for sales' or shamelessly promote your book every time, all the time' category. I guess this is because, as I said earlier, the marketing teams in publishing houses are busy doing everything but what they are paid for... and this means that some of them are authors as well. Editors dream of peddling their own book on the social media... and so the books that authors send across are hardly ever edited and reach the reader howling with howlers. Everyone, it appears to me, is writing a book. The world is fast turning into one amorphous lump of authors. And so, just as everyone is forever selling on Quikr and OLX with not many actually buying, we have tumbled into an era where everyone is writing and not many are reading.

Look at the other phenomenon happening on the social media… everyone who thinks he (and a 'she' is also included every time I mention 'he') can write but cannot sell, is selling the art of creative writing. More than a score of my friends on Facebook are successfully making a living selling one-day creative writing workshops. The better-off graduate to selling their own property in the hills and tout them as 'havens for writers and poets' and add value to the deal by throwing in some one-book writer who nobody knows or cares about knowing, as the teacher of creative writing. I thought only the engineering colleges and B-schools were churning out writers of novels but they are being thrown into the system by even these workshop-experts on the social media. So obviously, I don't suggest B-schools to design a writing or creativity curriculum for future writers… they just need to have a specialisation in selling your own book through the social media. B-schools need to wake up before the social media workshop consultants get a whiff of this idea. If they do, we'll soon be having our Facebook timelines swamped by updates selling 'one-day workshops in the art of selling the book that you wrote after attending our workshop on how to write your first novel!' I'm waiting for them to invade the YouTube space as well soon enough. Hey! This is a really profitable concept… keep adding modules about YouTubing, Instagramming, Periscoping, and even Whatsapping and the earning never stops because apps are anyway going to continue their blitz for a long time.

Does this disgust me? No. I have lived my life in times where everyone is anyway selling something or the other. I wish, though, that someone thought of selling the art of reading. What the world desperately needs is a dedicated set of readers... and now please don't tell me we already have the masterful Kindle, the humble Kobo, and a line of others including the bumbling Juggernaut reader. I mean the other sort of readers. Readers who step out of cars to pee or those who make rude gestures when they're angry. You've got the drift by now, I suppose. We need readers.∎
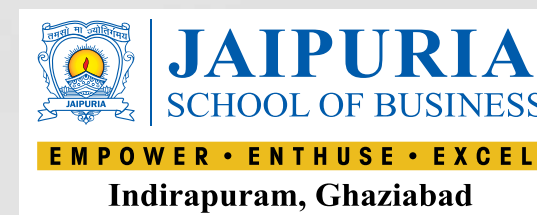
Mr. Ajitesh Basani
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Bengaluru

IMPORTANCE
OF STUDENT RESEARCH IN A B-SCHOOL

India's R&I investment is less than 0.7% of the country's GDP, and we have not been able to allocate R&D investments effectively to the projected range of 2.7% of India's GDP. Research is the fundamental practice needed for overall innovation and growth. For a country like ours, an effective strategy is making research an integral part of academia starting with students. Often the importance of research is assumed to be the work of teaching professionals, but it is something that can be applicable to anyone interested in gaining depth in a particular domain or area of study. Amongst the research output that Indian institutions have, the lowest contribution is from management institutes. Often B-Schools are focused on the final placements of their students. The emphasis given to the final placement offer is immense in India. Though placement statistics play a key factor in an institution's repute, what we often miss out on is the student engagement that is unique to each one's learning. This engagement is possible when research is introduced in a management degree.

Starting with the grassroots by driving student research is an approach that is scalable in institutions. Introducing structured research programs into the curriculum is the most effective way of scaling overall research contribution of institutions. This often requires patience and tenacity with a long-term vision of adding 'impact' to the community and the society.

The curriculum at ABBS School of Management, Bengaluru is focused on industry 4.0 and has a systemic pedagogy that introduces research in a step-by-step approach. The trimester model with five specializations offered enable a wide spectrum of research opportunities. The student is guided by a research associate and discovers his/her expertise through competency mapping before identifying a topic. The entire lifecycle of the student research results in publications in national and international journals. The idea behind the exercise is not the publication, but the learning through questioning, engaging and analyzing. With industry 4.0 skillsets in rising demand, the fundamentals of statistics and analysis play a crucial role before deep diving into analytics. Research and placement interviews works in cohesion. The reason behind this is the distinct subject knowledge that the student brings through his/her research work to the interview table, unlike pure domain knowledge that is usual. This is valuable in terms of students developing new perspectives, comprehending & analyzing data, and presenting topics with clarity. These are attributes that will last a lifetime for any professional. The workplace of the future will demand such skills from the management graduates of today. ∎

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Dr. Mahendra Nath Pandey
Minister of Skill Development & Entrepreneurship
Government of India

MAKING INDIA
THE SKILL CAPITAL OF THE WORLD

Our ecosystem is still growing and the Government **has introduced reforms in regulatory and tax policies, shares Dr. Mahendra Nath Pandey in a conversation with Arvind Passey**

Skills can have a killer effect only when supported by a robust economy. With a downturn in economy being the epicenter of all conversations, do you think skilled people, industry and expectations of higher earnings move together in harmony?

The Skill India Mission has given huge impetus to the skilling ecosystem of the country by placing importance on training people in vocational trades that have a direct link to livelihood. We understood early that with the skilled workforce, we can nudge our economy to grow at a faster pace. We have a huge pool of young talent, which is aspirational and accounts for about 40% of India's population. Using their skill set, we are on the journey to make India the Skill Capital of the World. For this, we are catalyzing many programs and partnering with industries and organizations who are constantly supporting us in our skilling endeavor. We have opted for a holistic approach that is enabling our young workforce to be largely equipped with industry-relevant skills. I would say that we are in harmony with the aspirations of the public, our partners, industries and gradually meeting their expectations because without their support we will not be able to achieve our objective.

We have launched reforms to impart skill training through proficient and certified trainers. Over 50% (1.34 crore) of PwDs are in the employable age of 15-59 years, but 74% of them are non-workers or are marginal workers.

Upskilling our youth through the conventional education framework is a daunting task that has anyway remained directionless for decades now. What new ideas has the ministry thought of or implemented that can change this course?

We have taken up several initiatives to bring in a change in mindsets. We want to inspire the youth to move beyond degrees and opt for certification and training in vocations and trades. For this purpose, we have created several vocational training institutes. We have introduced short-term training modules under our flagship program, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) to train candidates in soft skills, entrepreneurship, financial and digital literacy. We also believe, increase of women participation in the workforce will boost the economy, therefore, we have committed to equip our women with market-relevant skills and lead them to a path of self-sufficiency through entrepreneurship. Through a wide network of Industrial Training Institutes (ITIs) spanning across the country, which are more than 15000 today, candidates have been enrolled and special focus is being laid on enrolment of women. We are also working towards building an inclusive society, which provides equal opportunities to 'Persons with Disability' (PwD). To enable them to earn a dignified livelihood and to be able to become economic contributors, we have launched reforms to impart skill training through proficient and certified trainers. Over 50% (1.34 crore) of PwDs are in the employable age of 15-59 years, but 74% of them are non-workers or are marginal workers. We are committed to empower these PWDs for leading productive lives and creating an ecosystem where their rights are protected and equal prospects are created.

The skillful experts training the PwDs are on the National Skills Qualifications Framework (NSQC) approved job roles aligned for a specific disability and are also provided disability orientation and sensitization. NSQF is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. Besides, we have introduced various reform in Apprenticeship Act, 1961, to create an ecosystem for apprenticeship training across various industries. Only last week, we ended the Apprenticeship Pakhwada that saw participation by state governments and the industry, who came together to commit to engage 7 lakh apprentices in the current fiscal. The Ministry of Skill Development and Entrepreneurship has pledged Rs. 560 crore outlay for states to promote demand-driven and industry-linked skill development and signed MoUs with various states through Third Party Aggregators (TPAs), who will take the apprenticeship dream to fruition.

How will you define freedom of speech, sir? Being a trained journalist, what is your opinion on freedom of expression? Do you think the social media is causing damage to national harmony in any way? Is a point of view expressing dissent to be considered an act of treason?

The Constitution of India defines Freedom of Speech and Expression as the right to express one's convictions and opinions freely by words of mouth, writing, printing, pictures or any other mode. I do not need to define it further. However, the same Constitution also clearly states that this right is not absolute, and it should in no way harm the security or integrity of the nation. Social media has both a positive and negative side to it. Today, the people are more informed thanks to the advent of technology. At the same time, fake news and unverified information shared on social media has often been the cause of public discord and disharmony. Sometimes news on social media causes undue distress to individuals who pay a heavy price for no fault of their own. This is where my appeal to every citizen would be to use social media for spreading and accessing only the right and verified information. We all have a responsibility towards each other and the society and we should fight this growing culture of disinformation.

The mindset today is to seek jobs and this has been a major reason for India having a large number of professionals having little or no ability to think like an entrepreneur. Does the ministry have any plans to push an agenda that transforms this mindset? After all, we need more job creators and not so many job seekers.

Prof. Shailendra Singh
Director - IIM Ranchi

NEW EDUCATION POLICY

is well thought out and good intentioned document to enhance access, retention, equity, inclusivity, quality, affordability and outcome of learners across various levels, interprets Prof. Singh.

The present government insists that the policy of 'Make in India' be interpreted correctly as one that generates not just meaningful employment for skilled people but also makes the country a hub for research. Is it time for India's premier institutes to also make sure that they activate a 'Keep in India' policy so far as their students are concerned? What more needs to be considered to keep our brains here?

India is emerging as a land of opportunities for talented and meritorious people. Make in India is attracting foreign investors to create manufacturing facilities in India as India provides large and diverse talent pool and cost-effective labour force. We have also improved our position in'ease of doing business' and stable government. ThusMake in India policy provides opportunities to skilled human resources andaccess to very large consumer base, for the produce generated through it.

As far as "Keep in India" is concerned I don't see any problem. Now craze of leaving India for better pastures elsewhere is diminishing. However, since India is a land of vast talent pool, thus the competition for available resources for Research and Development is very high, and thus few researchers and trained professionals are moving abroad. However, this should also be seen as India's contribution to the world science and technology as they contribute to India's image by performing excellently in their domain in the countries of their domicile. They often contribute to Indian Economy by foreign exchange remittances. Now our IITs, IIMs and many other institutions and Universities are providing world class education and research facilities. However, we have to go a long way to create world class universities and institutions on a large scale so that a wide gap in quality of education between top and bottom institutions is reduced.

In this direction, the current Government's efforts to strengthen higher education and providing autonomy and resources to high performing Institutions are praiseworthy.

There is a rising voice in corporates that professionals with an intuitive understanding of economics and psychology can manage better than those with a mere MBA. What is your opinion?

MBA syllabi of premiere Institutions provides good doze of Psychology and economics plus many tools of analyses and syntheses which prepare an MBA to start with much stronger footing to face the business world than just psychologist and economist. In fact many business schools also train their students on how to hone their creative and intuitive faculties. MBA training is more about strategizing and developing ability and knack to solve new problems and making

> When talk about Entrepreneurial orientation, Management of change, Creativity and innovation, Leadership, Strategy etc. we tread in the domain of art. Creative thinking, creative writing, Communication skill, Conflict management, negotiation skills tread in the domain of art.

human life better. Of course, we may have many effective managers who have never seen a business school. They may have learned through their own experience and through coaching mentoring from others. What MBA experience does, it shortens the long cycle of learning, people learn from peers, also develop ability learn and unlearn quickly.

Do you agree with people who believe that being a street-smart businessman doesn't need a person to necessarily become a theory-spouting management graduate? Please give your reasons.

A Theory is developed after many studies and observations. Thus a business theory is derived after a series of business experiences and studies. Being street smart may be good in short run for business success but understanding the connections between various factors of business may be good in the long run.

Yes having good communication skill including ability to reach out people is essential for business success, but management is much more than just communication skill.

There are many fiction writers who are from premier engineering and management institutes. Do you think it is time for MBA curriculum to have modules in creative writing? Will this have a tendency to disturb the left hemisphere vs right hemisphere equilibrium as quite a bit of management deals with objective interpretation?

Management is both art and science. When we talk about Balance sheet, Optimization techniques,

Statistical tools we tread in the domain of science. When talk about Entrepreneurial orientation, Management of change, Creativity and innovation, Leadership, Strategy etc. we tread in the domain of art. Creative thinking, Creative writing, Communication skill, Conflict management, Negotiation skills tread in the domain of art. Thus issues having objective type one answer and subjective type multiple possibilities are integral part of management curriculum. Further, the pedagogy of case method, role plays and simulations stimulate creative faculties of students. Behavioural issues including emotional and social intelligences covered in management do cater to so called right brain hemisphere areas. Further, what we traditionally used to consider objective, i.e., finance is now recognizing the role of subjectivity, and now an area behavoural finance has developed. However, based on their own preference, people follow and practice management as objective science or as subjective art or both at the same time.

Colleges and institutes offering management courses have proliferated to an extent that an overall devaluation of perception about MBAs has slowly gained force. What do you think are the steps that must be taken to correct this perception?

Market forces will correct the situation. If after having a degree of MBA but not possessing skills of MBA may perform worse in job market than an ITI graduate having requisite skills. Regulator like AICTE should also play its role in recognizing /derecognizing the institutions imparting MBA training. Quality of faculty, infrastructure, Institution-Industry interaction, Governance of the Institution and Sustainable Revenue model are the essential factors in making of a good business school.

Students who opt for BBA vs those who go for an engineering degree – which course is a more success-oriented path to finally getting selected for MBA from a reputed institute? Why?

Both BBA and Engineering are having equal chance of getting selected in reputed MBA programs. If a candidate is choosing CAT as a qualifying exam, engineering student has natural edge over BBA student, as engineering students have better chance of scoring high in quantitative and data interpretation sections. However, if BBA student score higher than minimum threshold marks that (s)he iscalled for interview and written aptitude test, then probability of final selection is higher because institutions allocate certain weightage to academic diversity factor. Even other MBA tests are having numerical aptitude and data interpretation sections where engineering students do better than BBA students. Thus, essence is good preparation for entrance test rather than background of the student.

How do you perceive the suggested changes in the Draft NEP 2019? How do you think these changes will education?

New Education Policy is well thought out and good intentioned document to enhance access, retention, equity, inclusivity, quality, affordability and outcome of learners across various levels. If implemented properly will help develop India into knowledge society. Good amount of emphasis has been given in the area of quality, innovation and research. Initiatives like rigorous teacher preparation, robust recruitment process and abolition of para teacher system, flexible curricular structure and multiple exit points, autonomy for higher education institutions, National Research Foundation and Rastriya Shiksha Ayog are some of the laudable proposals. ∎

Dr. Jitendra K. Das
Director
Fore School of Management, New Delhi

ACADEMIA & INDUSTRY

share a symbiotic relationship. Academia produces graduates who are absorbed by industry. Industry on the other hand looks to academia for solutions to their concerns, Dr. Das oultines in a conversation with Education Post.

Dr. Jitendra K. Das
Director, Fore School of Management,
New Delhi

What according to you is at the core of industry 4.0? What should universities and academicians need to know before preparing students to embark on this journey?

Artificial Intelligence, Internet of Things (IoT), Big Data, Advanced Analytics, Robotics & Automation are the core of Industry 4.0. To leverage the best that technology has to offer us, India must embrace Industry 4.0. Industry 4.0 has just started making inroads in Indian manufacturing and other sectors. According to an analysis by McKinsey, if Indian companies adopt Industry 4.0 across functions such as manufacturing, supply chain, logistics and procurement, they can enhance their operating profits by 40% at less than 10% of the planned capital expenditure.

The world of business has redefined itself over the past two decades. Such changes have necessitated a change in the skills required of leaders. Given the relationship between management education and the business world, market forces such as globalization, technology revolution and workplace requirements influence business education significantly. Indian Higher Education, therefore, needs to adopt to these demands through a uniform/common rule based transparent and autonomous education system. If these requirements are met the Indian Higher Education system can surely become the global hub for B-School Education.

> **The world of business has redefined itself over the past two decades. Such changes have necessitated a change in the skills required of leaders.**

Being one of the most reputed management colleges in the country, how is FSM reinventing the business education to prepare student for industry 4.0?

FORE School of Management stands for academic excellence benchmarked to the best B-Schools in India. Backed by a strong value system, FORE nurtures educators and helps them provide cutting edge input to academics. Faculty are encouraged and supported in all their research and consultancy endeavors. The key element of our institutional success is transparent processes. The Board members of FORE are visionary social leaders who act as mentors who guide and support the institute through their wisdom and experience. Teaching at FORE is perceptive to changing demands of the corporate world and every year our students get excellent placements.

All the top bracket B-Schools like FORE have Industry oriented programmes. For example, Students at FORE get an opportunity to visit companies through various opportunities. Also, we organise many student centric panel discussions and other co-curricular activities where industry experts are invited to share their experience. Also, we have an active Academic Council which looks after the curriculum updates based on the industry demand.

Could you please elaborate on the importance of forming industry and academic collaborations and what are the efforts FSM has taken in this direction? Please tell us about the major collaborations with the industry and international institutions.

Academia and industry share a symbiotic relationship. Academia produces graduates who are absorbed by industry. Industry on the other hand looks to academia for solutions to their concerns. It would like colleges to tailor their courses to turn out graduates whose skill-set are aligned to industry requirements. FORE has a long tradition of collaboration with industry. Industry experts are included in the admission process. Industry experts are integral part of curriculum review committee. Industry leaders are invited for guest lecture regularly. Senior Industry executives are part of Academic Council.

Many premier B-schools are exploring and experimenting with the opportunity through Virtual Interactive learning programs. How does FSM make use of the latest technologies to improve the quality of business education?

While Enterprise Resource Planning (ERP) Software SAP, Advanced Business Intelligence and Statistical Software SAS, 'CAPSTONE BUSINESS SIMULATION', INDUSTRAT Simulation Software, Music2Go Marketing Simulation software and Microsoft Dynamics CRM have been an integral part of the curriculum at FORE, we have now decided to implement ERP package for almost all internal operations. This will help in computerizing all major functional areas, such as, Admission, PGP, MDP, Placement, Accounts, Administrative activities, etc.

We are already offering elective courses in the field of AI, Big Data, Internet of Things (IoT), Advanced Analytics. In due course of time, few of them will be offered as Core course instead of elective in the curriculum. This will give the required platform for all students pursuing management course.

What percentage of your graduates receive campus placements and where? Can you tell us about some of your key placements of your last batch?

FORE achieved 100% (percentage) placements in record time this year. Some of the key recruiters are Jumbo Electronics, Squareyards, Seepco, Abudawood Al Saffar Co, JCDecaux Singapore Pte Ltd, Philips Lighting India Pvt.

Ltd, Deloitte US, HUL, NIVEA India Pvt. Ltd. Nestle Novartis, HCL Technologies, ITC, HSBC Technology and Services, ICICI Bank Maruti Suzuki Asian Paints Hyundai Motor India Limited, EYGDS Bharti Airtel, Tata Motors, Mahindra & Mahindra Citi Corp, Zycus Federal Bank, SBI Life Insurance, IDFC Bank, Orient Electric, Tata Asset Management,92.7 Big FM, Crisil, Indospirit, DHFL Pramerica Life Insurance Genpect, VIVO, Chai Point Relaxo Footwear, Mahindra Comviva, EY India etc.

Global lead firms and a respected 100+ list of organization that FORE can boast of, responded well during the placement season as collectively 12 international offers were extended to students spread over 7 countries with the highest compensation offered is INR 31 LPA. This institute witnessed more offers despite having a larger batch of 300 students. The average salary for 2019 batch increased to Rs. 10.80 lakhs as against Rs. 10.4 lakhs last year. Despite an increase in batch size, placements this year were faster and better, which manifested in a higher median CTC and multiple job offers for students. Average compensation went up by 3.8%, which is not common when the batch size increases. The salary offer of 31 lacs has been received by 4 of students while Pre-Placement Offer (PPO) has been offered to 28 students

When it comes to finding the best employment opportunities, what are the major achievements of FSM students that you are proud of?

Placement 2019 at FORE School of Management is

successfully concluded in record time with higher salary packages the substantial upward swing in highest salary which has gone up to Rs.31 LPA from Rs.21 LPA last year and average salary also going up at Rs.10.8 Lakhs, this year students were offered multiple roles for international firms such as Jumbo Electronics, Abudawood AlSafar and Square Yards Roles for GCC Countries like Dubai and Bahrain. Collectively 12 international offers were extended to students.

Mostly Recruiters participated in this placements process are mainly from Tier 1 category companies. Diverse roles were offered to the students like Financial Analyst , Associate , Assistant Manager, Global Finance Operations, Deputy Manager, Associate Business Analyst, Analyst 2- Advisory Services, Process Manager - Financial Market Senior Analyst, Key Account Management Enterprise , Product Manager, Area Manager Trainee (Sales), Business Analyst – Organization Transformation, Deputy Manager, Associate Consultant,, Key Account Manager, Business Development Analyst, Territory Sales Manager, Associate Product Management ,Management Trainee - Business Development, Management Trainee - Sales & Marketing, Pre Sales ,Area Supply Manager, Section Manager, Management Trainee HR, Analyst, Strategic HR, Management Trainee: Talent Acquisition, Associate Consultant, Senior Management Trainee - Presales - Identity and Access Management, Business Analysts, Senior Management Trainee – LEAP, Pre-Sales & Solutions, Management Trainee (Operations), Executive Operations, PES GBU-Operations, etc

In the Segment of PPO and PPIs offers, students had received in total 28 PPO's from distinguished firms. FORE has seen a jump in recruiters as well as remuneration offered for Summer Internship. All the students were offered Paid internship.

Key Recruiters: Deloitte, KPMG, HUL, Nestlé, Asian Paints, GEP, Philips Lighting India Pvt. Ltd Relaxo Footwear's Ltd, Tata Capital, Nivea, 92.7 Big FM, ESCORTS Limited, Google, HDFC Bank, Indospirit, Kotak Securities Decathlon and many more hired students from FORE.

How is FSM promoting entrepreneurship in the campus? Please share with us the details of ventures started by the students of FSM.

Eminent personalities and senior corporate professionals are invited at FORE from time to time to share their experiences and discuss real world managerial practices and market opportunities with the students under Center of Entrepreneurship. the Center carries out contemporary research and contribute to the body of knowledge in the area of Entrepreneurship. This ensures the dissemination of cutting-edge input to the students.

At FORE, we have around 5% of the students turn out to be entrepreneur. Most of these already have such environment at home.

They just learn the managerial skills at FORE to take their organisations to new heights.

In your opinion, what are qualities a student gains after graduating from FSM?

Today management education is perceived to be stepping stone to a huge bank balance and sometimes, unfortunately, even to a huge dowry. Some of the top B-Schools promote this field as something that will enable students to become successful managers handling complex situation in world of business. Is the purpose of management education to make good managers?

The purpose of management education is to make human minds like the stuff thunders are made of. In order to develop any economy, we need thinkers and that is where this field should play its part. We should not look to produce good managers but nurture an individual and develop him into a leader who stands for integrity and honesty and is empathetic towards the needs of the modern society. We should train the youth to take a holistic view of any situation and enable them to solve causes rather than investing their energies trying to solve a symptom. We require leaders who can go underneath and solve the cause and not managers who end up wasting society's resources trying to reduce the pain by prescribing a pain killer.

The growing number of B-Schools points out to the commercial viability of this field. It is up to the B-Schools to ensure that this field is projected in a right manner and right candidates are exposed to the demanding nature of this course in a way that future leaders come out of it. ∎

GOOD QUALITY GRADUATES

will continue to be preferred
by the progressive companies world over,
Dr. Atish Chattopadhyay outlines in a
conversation with **Education Post**

Dr. Atish Chattopadhyay
Director -IFIM Business School
Bengaluru

Many private players in higher education have been perceived as more-fee-for-almost-the-same-learning. Do you think the "not for profit" stance of the government will be challenged by all private player in education?

The first part of the question is probably not the correct statement. If you compare the fees charged by Public Funding Institutes like IIMs Ahmedabad, Bengaluru and Kolkata and compare it with similar quality education being offered by private players like XLRI, SPJMR of the world, the fees charged by the private institutions can no way be termed as more for almost the same learning

2nd Part Education in India will probably remain as "Not for Profit" as education is seen to be a public good. Hence if those, entering the education sector is expected to reinvest the surplus to foster the growth of education. This is happening in majority of the cases in India, as has been seen by the growth of the private players in education.

With so many institutes offering an MBA or some other qualification in business management you think its impact has suffered a beating? Sub -standard MBA courses have resulted in a huge number of students in lowly jobs. What sort of corrections do you see in the near future?

The Proliferation of MBA education institutes or other qualifications in Business Management is owing to the fact that the undergraduate education in India has not been able to make the graduates employable.

The professional education market is seeing a rationalization as aspirants have become more discerning in their choice. This augurs well for future of management education. Going forward we expect that some of the top institutions offering MBA programs only would launch the undergraduate programs like BBAs. As BBAs become more employable the market for MBA in its present form will get rationalized.

Many large companies the world over prefer students who have degrees in economics , mathematics, psychology, or even law over an MBA which is perceived as a mish-mash magic that doesn't work as much anymore. Please share your opinion.

Good quality graduates with degrees in the Economics, Mathematics, Science and Law will continue to be preferred by the progressive companies world over including India. Graduates from premium institutions like Delhi School of Economics in Economics , IISER in Science and Mathematics or a law graduate of NLU will quite often be as much in demand, if not more than the MBAs. The challenge in India is we don't produce as many good quality graduates in economics, science and law.

The professional education market is seeing a rationalization as aspirants have become more discerning in their choice.

Today IFIM is probably the pioneer to create a curriculum which grooms "T" shaped professionals aligned to the needs of the industry -4.0.

Management is by its very nature is interdisciplinary. It is like different instruments in a concert playing together to create an orchestra. Hence MBA by its very nature is supposed to impact generalist education bringing all the disciplines together; synchronizing functions and departments across to create a symphony. Any good management institution will have courses across disciplines as the foundation before the participants specializes in any area; Often is also not a requirement and is left to the choice of an individual participant.

What sort of message will you as an educationist want to give the political fraternity of India?

Education is one of the sector which needs to be liberated from the shackles, if India has to leverage its demographic dividend. Indian education system, for far too long has suffered owing to the lack of quality institutions and not being able to attract quality talent. The education sector needs to be freed to allow the growth of the quality institutions backed by quality governance which can attract higher quality endowment and high-quality faculty. India has the all the potential to emerge as a global destination for education and be a net earner of foreign exchange which today is not the case. ∎

What have been the prime areas in which IFIM Bengaluru has evolved in the past decade? Is " making education affordable" been one of these focal issues?

The past few years has been crucial in the journey of IFIM Bangalore as it became only the 6th institution in India to be AACSB accredited, which is gold standard of accreditation globally for management education. The curriculum of IFIM which is an outcome of extensive research of industry 4.0 need with NHRDN is unique and in sync with the changing needs of the Industry.

Today IFIM is probably the pioneer to create a curriculum which grooms "T" shaped

professionals aligned to the needs of the industry -4.0. IFIM today has a faculty body which is a mix of freshly minted PhDs, who are current and senior practitioners from the industry including the 14 CXOs. The curriculum, the pedagogy and the faculty creates an eclectic mix to groom professionals for new age roles in new age industries.

If we look at our program fees, it compares very favorably with the peer institutions globally and is generating great value for those looking for the quality education in India.

In what ways does the inter-disciplinary concept work for MBA, if it exists in management education at all?

UPGRADING ACADEMIC SYLLABUS

is one of the factors which most of the universities are ignoring and not in practice, industry is moving fast and there is huge gap between industry requirement and prescribed syllabus, reiterates Dr. Juin Choudhury with Education Post

Dr. Juin Choudhury
Director
Acharya School of Management, Bengaluru

What key factors set Acharya School of Management apart from other B-School?

At Acharya School of Management our aim is to develop leaders and entrepreneurs who would be equipped with the capabilities and attitudes that are most relevant to the needs of the new global world. ASM intend to make a positive impact on business and society.

Our curriculum is comprehensive and our pedagogy innovative. We have build academic rigour, professional training and personal development into our program, We focus on ethical awareness, encourage creative thinking and we welcome social entrepreneurship.

How exactly does industry integration play out through a student's education?

Besides the traditional specializations in Marketing, Finance and HR, ASM offers students the opportunity to build careers in new areas like:

- Business Analytics
- Entrepreneurship and Strategy
- Supply Chain Management
- International Business Management
- Capital markets and Financial Services

We also believe in developing and encouraging the spirit of entrepreneurship and in providing incubation support to students if they wish to establish their own business. A student to decide to be a job-seeker or a job-provider, ASM is the right place to chase their dream to become an entrepreneur. PGDM students get additional courses and external certifications during 2 years program. Some of these certificates are Business English certification (BEC), Digital Marketing Certification, NSE Certification in Financial Markets etc.

Which foreign universities have tied up with ASM and what role do these tie-ups play?

There are few foreign universities have tied up with ASM , some of the universities are, Carleton University Canada, Trinity Western University Canada, Old Dominion University USA, Massey University New Zealand, Sheffield Hallam University, UK, Queensland University of Technology, Australia, Lubeck University Germany, Illinois Institutes of Technology Chicago, Northern Illinois University, Dekalb, Rockford USA, Harrisburg University PA, USA, National University of Singapore (NUS) Northumbria University, UK.

Students of ASM PGDM program are participating almost 4 weeks foreign study program, where the students are spending this duration in an institution abroad, doing course work as part of their PGDM program. This foreign study program helps to attract good companies to recruit PGDM students. Apart from foreign program, ASM students undergo continuous training in various aspects like soft skills, managerial Behaviour, Aptitude Training productivity skills etc that would give then a unique advantage over the others. This training is a part of regular schedule and will be spread over 6 terms.

Do all these measures add up when it comes to corporate placements?

At ASM the training provided to the students and network of ASM makes placement smooth affair, ASM alumni are very well placed and they are helping during placement, some of them are entrepreneurs also.

What is your vision for ASM and Indian higher education?

The Vision of ASM is inspirational and innovative, ASM committed to the course of value-based education in a management disciplines, envisions itself as a fountainhead of innovative human enterprise, with inspirational initiatives for academic excellence.

Looking at India as a globally dominant economy, with a high quality higher education sector that fulfils the need of society, a Business-School like ASM caters the need of many business aspirants. We required to getting away from current constraints and looking a new way at what we could be in future. Focusing more on the genius and capability of our people with our traditional culture and meeting our future as a global leader.

Being a leader in education industry, what would you suggest the policy makers of this country to improve the pedagogy in higher education in India?

Being a leader in education industry, I feel that country is more focusing on graduation rate, policy makers of India are ignoring signs that what students are learning in college, which continuously declining . The reasons for concern are that Employers complain that many graduates they hire are lacking in basic skills. Most of the students needed to increase educational ability levels when they come to campus recruitments, are poorly prepared. Upgrading academic syllabus is one of the factors which most of the universities are ignoring and not in practice, industry is moving fast and there is huge gap between industry requirement and prescribed syllabus. Instead of getting only academic degree with high marks is not enough, students need to get training which can make them employable, only then efficiency of workplace will increase. ∎

RANKINGS
POINT TO THE RIGHT DIRECTION

By Arvind Passey

An article published in 'World Population Review' says that 'education is considered to be a human right and plays a key role in human, social, and economic development. Education promotes gender equality, promotes peace, and increases a person's chances of having more opportunities in life.' We are well aware that education needs to be imparted well and not every institution measures up to this task. It is for this reason that we have, at every stage of our life as a learner, guidelines that ranks institutions.

During the mid-nineties when my wife was at the University of York as a Commonwealth scholar, I happened to talk to the student editor of the university magazine where one of my poems was published and asked, 'How do students in UK choose their college or university?'

He replied, 'That's simple. Times Higher Education, Cambridge University, and a few other organizations rank courses, colleges, and universities.' He then paused and added that some students prefer to visit their choice of college on open days and then decide if they like the place or not. 'And for others it is the availability of scholarships or bursaries that matter,' he said, and then smiled, 'many of my friends wouldn't want to be in York as the nightlife here isn't as vibrant as it is in London.'

What matters and what doesn't

Over the years, the system of rankings has become more accurate as survey segments are extensive, precise as parameters are worked and re-worked, and relevant as an aspirant needs to be sure of the choices he makes. A conversation with aspiring students tells me that the primary concern at the undergrad level hovers around the quality of campus life and is a major deciding factor. Given a choice, they would all want to be at a university that is in a bigger city than preferring one that has only a few villages in the neighborhood, or may want to choose a college that is in or near a happening part of the city. At the PG level, the choices have academic prowess built-in. For management students, for instance, it is the alumni network or the equity that the college enjoys that takes precedence over the university.

Allow me to explain the concept by looking at the need for conceptualizing a bridge. We have in India a large variation of thought processes within the country's geographical perimeter and this includes using living roots of trees, large stones that float, boulders that connect, and even rubble placed in strategic ways. No, we aren't discussing the way bridges are built but the variations in educated thinking that is a part of India and obviously adding to the development of education system here.We, in India, have had our own brand of *gurukuls* where the focus was entirely on the student-teacher equation and this contributed to the strong and powerful cultural depth. This has, of course, given way to the new ways in the world of education where the *gurukul* system is now missing. However, we can still stumble upon traces of this ancient system that has strategically placed itself right within the heart and art of the one that we have adopted from the West. This is the reason why knowledge and information sharing meanders along calmly with concepts yoga that are now classified under the 'alternate' systems. However, what I am trying to point out is something vastly different from this.

India is a country where multiple cultures coexist and if we take the methods used and the values taught, for instance, in the North East, they will be seen to have taken a different path as compared to the one adopted by those in the Southern parts. The end result is invariably the successful conversion of a student into a well-rounded personality ready to take on the world. The advantage that India has over other countries is that we have different mind-sets seeped in varying teaching methodologies mingling with each other and sharing well-tested and reasonable methods that have links

to their past… this is the sort of creative educational churning that goes on continually in our country. This is the advantage that we need to be proud of and must work to make this confluence better.

The question that must be asked now is if this confluence is being encouraged or not. Has this confluence evolved at the right pace? What more is needed for things to go in the right direction? However, the aim of this article is not to talk about this educational flow but to understand what is happening with the system of rankings that are supposed to assist students reach the institution of their choice.

India's past must help education evolve

In an article published in Deccan Chronicle in 2018, the author lamented the fact that we still stand at a lowly 37th position according to the World Education Forum. The report quoted places Singapore at the top for science and math, followed by Finland, Switzerland, Lebanon, Netherlands, Qatar, Belgium, Estonia, Hong Kong and the US. The author specifies that 'the countries ranked up to 36 spent more than 6 per cent of their GDP on education against 3.3 per cent in India'.

It is only reasonable to wonder on these statistics if we consider the rich educational heritage that we have in the country. Experts believe that it is the influence of the western system that has promoted and nurtured a flaw over the years as we are hopelessly and helplessly bound in the present by an overwhelming focus on marks and grades. It is this focus that obviously needs a re-working and restructuring.

India's glorious past in the world of education must again emerge and help our systems evolve. One necessary action that may catalyze this push is a healthy and non-biased system of ranking for our colleges, institutions, universities, and courses. Even multiple systems will help… and we do have more than one organization involved with the act of awarding ranks. One such governmental agency is the NIRF or the National Institutional Ranking Framework that comes under the MHRD or the ministry of Human Resource Development. Governmental involvement at some stage in the ranking system plays the role of not just putting things in the right perspective for aspiring students but also provides a benchmark for other private players involved with rankings.

NIRF

This ranking framework came into being on the 29th of September 2015 and the parameters considered included 'teaching, learning and resources','research and professional practices', 'graduation outcomes', 'outreach and inclusivity', and 'Perception'.The NIRF website explains that the parameters factored in student strength, faculty student ratio, the budget and utilization analysis, a contemporary and relevant metric for publications and their quality, and the footprint of projects and professional practice. Equally vital is the metric for graduating students admitted to universities for higher education, the percentages of women, students from other states, and encouragement to socially and/ or physically challenged students. So far as the parameters for perception are concerned, they include employers, research investors, academics, and even the public.

These sarkari rankings are for overall as well as specific grading and include colleges and universities and also for branches of study including engineering, management, pharmacy, law, architecture, and medical sciences.

In an article published last year in The Hindu, the writer voiced a concern and specified that 'even among the 3,954 institutions that participated, there is a clear skew towards southern, southeastern and western India. Participation levels are inadequate: there were 40,026 colleges and 11,669 standalone institutions according to the HRD Ministry's All India Survey on Higher Education for 2016-17.' Such indications are enough to tell us that the process of ranking has to continually evolve and probably also include a lot of other private players to add to its efforts.

The relevance of labels

Labels matter. They tell us if we are looking at the right thing or the things that we would want to keep active in our choice horizon. Labels also inspire aspirations, help us jump over social and cultural barriers by giving subliminal calls, and make things more orderly. However, as Criss Jami wrote, when one looks at a person, 'I see a person - not a rank, not a class, not a title'. ∎

Dr. K. V. Jacob
Former Joint Secretary to
Government of India and Professor

AI ARTIFICIAL INTELLIGENCE
A FORCE MULTIPLIER IN HIGHER EDUCATION

Figure 1: What is Artificial Intelligence
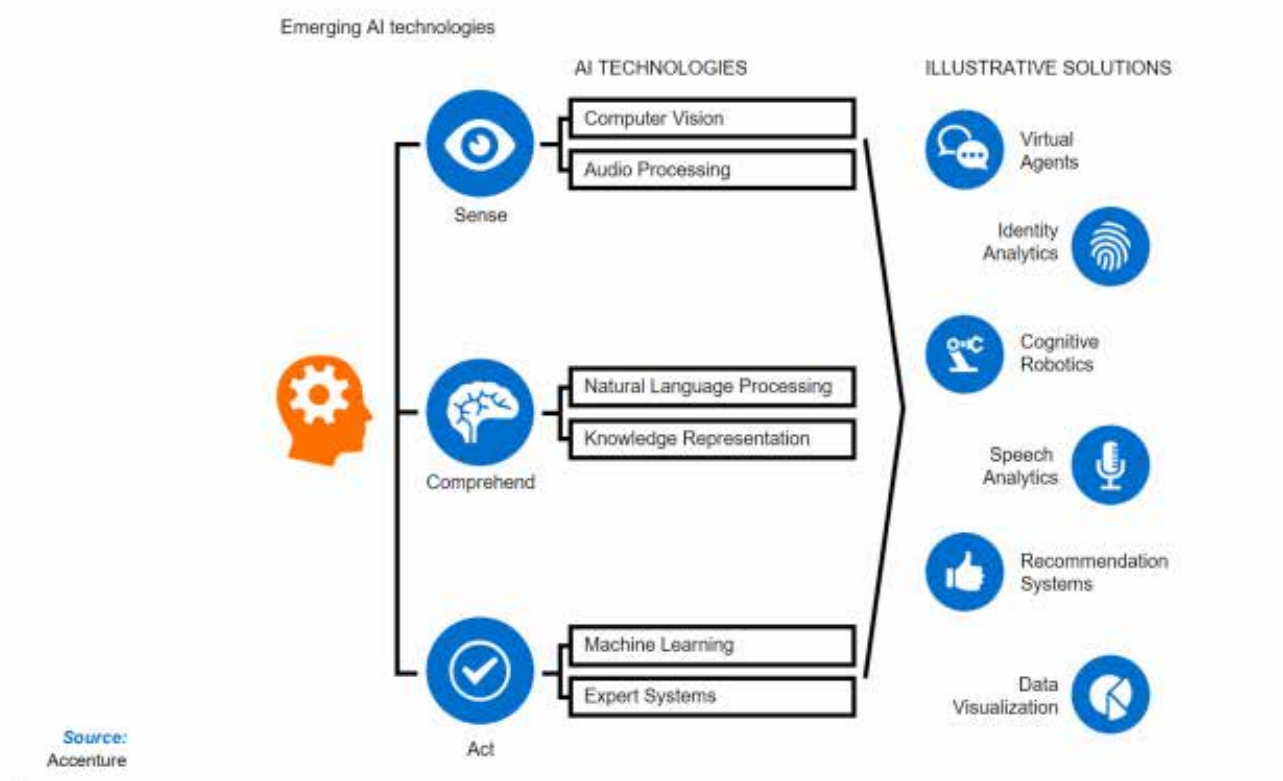
"Our intelligence is what makes us human, and AI is an extension of that quality."
– Yann LeCun Professor, New York University

Artificial Intelligence

In generic terms, Artificial Intelligence (AI) is the process of creating machines and programs that can easily do specific tasks independently, which were possible earlier only through human cognition. For emulating human knowledge in specific fields, technologists program algorithms and extensive rules for computers, which support AI value chain. Such systems with machine language bring out quick correlations and patterns in available vast data, which are not immediately comprehensible or intuitive to humans. Some of the recent visible applications include creating GPS systems, auto language translations, voice recognitions, face recognition, recommending books by companies like Amazon, and shaping academic trajectories for students. Some solutions provided by AI technologies are at Fig. 1.

Available AI Tools

Some of the AI tools currently being used in higher education sector for supplementing pedagogy, establishing systems, and decision-making process across stakeholders and administrative levels are as under:

i. **Intelligent and interactive tutoring systems:** It helps in assessing student's comprehension level and design remedial action. Tools like GradeGuardian uses visualizations and predictive models for student performance along with interactive dashboard indicating anticipated effects.

ii. **Predictive tools to inform pre-emptive action for students:** By analyzing available student data, the probable student activities like dropping out, motivation etc. could be predicted and remedial actions could be taken.

iii. **Adaptive learning tools for customized learning:** At the level of individual students, it helps to judge learning levels and allow development of customized educational content. It also provides feedback to instructors for appropriate guidance.

iv. **Automated rationalization of teachers:** This helps in effective distribution and posting of instructors based on supply gaps, candidate preferences etc.

v. **Professional development courses:** Training content for instructors based on their performance can be developed using adaptive

AI tools. These tools design and develop professional development training content, and could be used for understanding concepts and instructor's skill development.

Based on the objectives and higher education needs, organizational AI tools can be customized and developed for use and efficiency. The concerns like intellectual property rights, data security and content security need appropriate consideration.

Role of AI in higher education

AI, as an emerging disruptive technology, demands response from higher education system. AI provides higher education services more scalable in different areas. Some of the immediate and future applications of AI in four key areas of higher education are given below.

Student acquisition

Studies indicate that more than 41 per cent of the potential students use Edu websites as a primary source for making decisions. AI enabled websites can be used for scaling enrolment work. Students can text for answers to FAQ Chatbots for their common questions, which ultimately frees counselors to take other priority jobs. AI can assist in identifying students who can succeed in certain majors and the institutions can make effective and target enrolments.

Learning enhancement

AI can help instructors to supply resources to struggling students as required. AI can help instructors

AI, as an emerging disruptive technology, demands response from higher education system.

Based on predictive data and past performance, AI can provide personalized degree planning.

for grading students and free themselves to attend lager class issues and engage students. Creating AI enabled adaptive courseware can enhance learning. AI enabled online multi lingual translation tools, besides promoting different languages, would enhance learning from different streams with least intervention of instructors.

Student affairs

Based on predictive data and past performance, AI can provide personalized degree planning. It also helps to create hyper learning in which institutions can use data to maximize complex decisions. For eg. Building maintenance can be linked to class schedules under various campuses.

Institutional efficiency maximization

AI can be used to integrate information from multiple campus systems. AI helps to understand local hiring needs of employers and prepare students to fill the needs. AI tools can optimize the course platforms and provide uniform feedback and exam mechanism for large multidisciplinary colleges, universities and HEI (Higher Education Institutions) clusters with 3000 or more students to be created at the national level.

Forward looking vision

Higher education, as a sector, may be late to adopt AI as compared to corporate sector. Further research on AI adoption and developing requisite AI tools

for different spheres of higher education is of immense importance at this stage. NITI Aayog has already rolled out a discussion paper on National Strategy for Artificial intelligence, bringing out various concerns and probabilities. For quality output, leading western institutions like MIT, Carnegie Mellon etc. have made huge investments to incorporate AI into all diversified programs through their college of computer science and institutions. Recent National Education Policy aims to provide access to highest-quality education for all learners by 2030. At the educational system level, AI can facilitate as a force multiplier to achieve this objective. At the level of individual institutions, and among existing more than 50,000 higher education institutions in India, pioneer institutions and early adopters of AI techniques can provide high quality value outputs in their respective field, in addition to reaping financial benefits for their institutional growth. ■

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The writer is former Joint Secretary to Government of India and Professor, has worked in various Govt. institutions, research and education projects.

INDUSTRY 4.0
THE NEW CHALLENGE FOR B-SCHOOL'S CURRICULUM

Harjeet Khanduja
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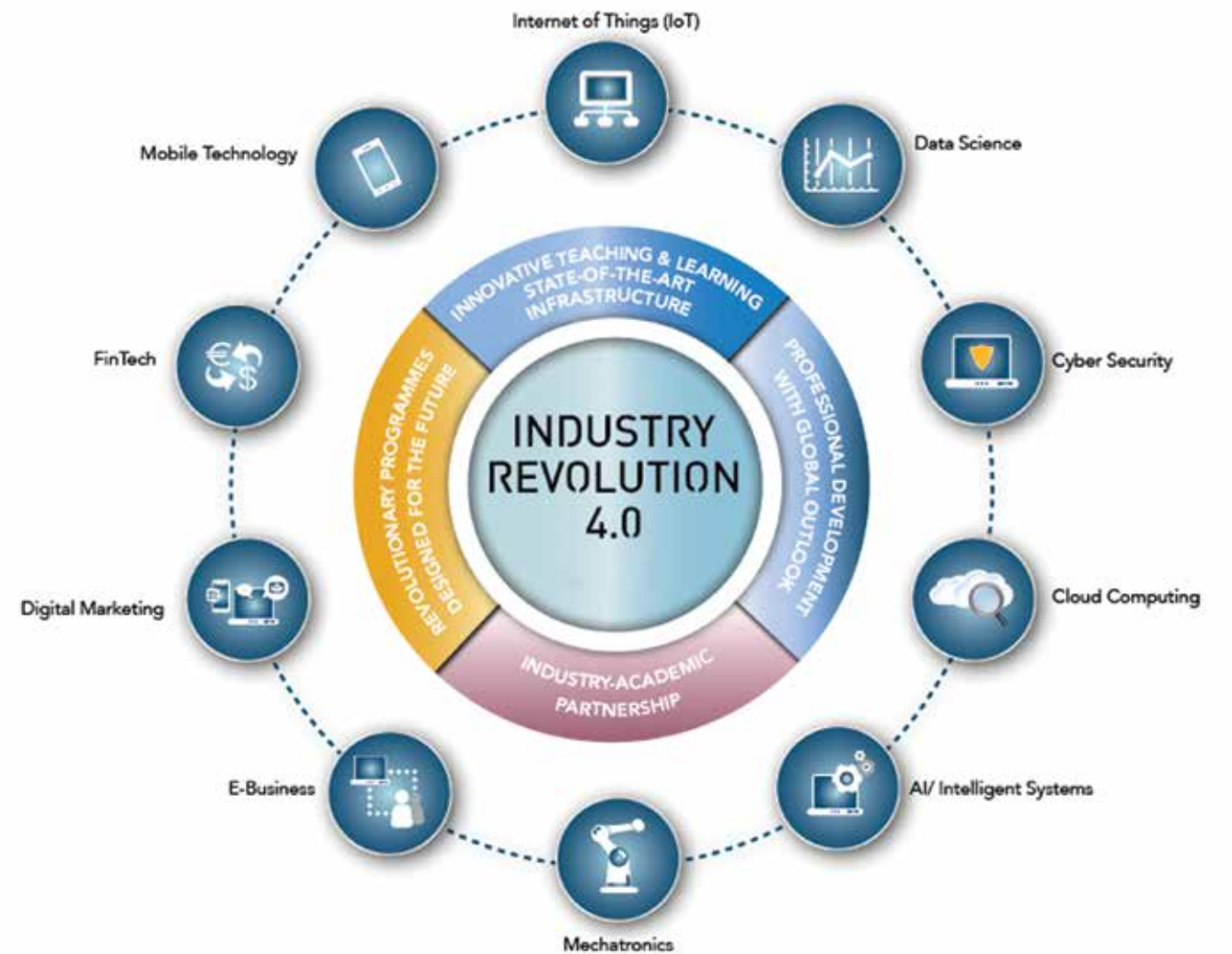
Industrial Revolutions

The human race has evolved over a period of time. Human craftsmanship was the power behind the growth for several thousand years. This was being transferred to the next generation through apprenticeship. During this period, Humans became smarter and started using horsepower (or animal power, in general).

In the urge to become more efficient, mechanical production facilities were established leveraging hydropower and steam in the 18th century. This marked the advent of the 1st Industrial revolution. During 1870 to 1914, Electricity significantly enhanced the efficiency of production. Assembly lines and standardization of quality came into existence. This characterized the 2nd Industrial Revolution. In the late 20th century, Electronics and Computer Science redefined the industry and that became the advent of 3rd Industrial revolution.

Why are they called revolutions?

Revolution is defined as a forcible overthrow of social order in favour of a new system. Industrial revolutions did something like. Each industrial

INDUSTRY 4.0 | BUSINESS SCHOOL

DIGITAL INITIATIVE

revolution overthrew the earlier industrial practices for bringing in new, efficient ways of production. Each revolution started with a set of innovations, which made industrial processes more efficient. As a result, products and services became affordable. Overall, wealth creation increased and was distributed widely. However, just like any other revolution, industrial revolutions also resulted in turmoil. There were job losses. There was exploitation.

In simple words, Industrial revolutions were not only about technology. They also impacted the socio-economic and cultural aspects of society to some extent.

What is the 4ᵗʰ Industrial Revolution?

Today, your phone has more power than the computer which landed apollo on the moon in 1969. This power is not only with you, it is available with millions of people across the globe. Large processing power and computing power has made transactions as well as analysis easy. More so, machines can now be imparted a basic decision making power using artificial Intelligence. Machines no longer need humans to fill in with necessary information. They can sense the environment themselves and interact with other machines to get information. This is enough to disrupt the industry. The industry is getting ready to adopt the change and overthrow what the 3ʳᵈ Industrial revolution brought for us. This is being termed as the 4ᵗʰ Industrial revolution or Industry 4.0.

What is the role of B Schools?

Incidentally, the first few business schools came into existence after the first industrial revolution in Europe. During the 2ⁿᵈ Industrial revolution, business schools grew in various parts of the world. 3ʳᵈIndustrial revolution made Business degrees a major requirement for getting a managerial job i.e. a certain level of specialisation and subject knowledge became imperative for functioning in the industry. Business schools gained huge importance during this period.

Basically, B-schools grew and expanded in their horizons with each industrial revolution. Role of B-Schools was to ensure that a supply of "ready-to-deploy" talent was available for the industry by imparting skills and behaviours required for running the business.

How did B-schools do it?

When B-schools started, there was very little research available on the skills and behaviours required for the industry. Over the years, B-schools gathered the conceptual requirements from the industry and designed a definitive course curriculum. However, the power of Management education came largely from the methods of teaching.

Case methodologies were devised so that students can relate the concepts to practical problems faced by the companies. Comprehension, analysis, problem solving, presentation, time pressure and rigour were built into the program itself so that they become habits when students pass out from these institutions.

What is the problem with Industry 4.0?

The adaptation to Industry 4.0 might look like it has a lot to deal with understanding new technologies, but it goes further than that. Owing to technological advancements, businesses have discarded conventional business models and have started experimenting with new ones. Platform-based organizations, in particular, have made several strides in experimentation. Uber came up with an employment model outside the boundaries of labour laws. Amazon used the technology platform to change the buying behaviour of people. UrbanClap professionally organized the unorganized-service sector. Swiggy is aiming to change the cooking and food habits of people. AirBnB devised a sound revenue model without owning an asset. Google experimented with an ad-based revenue model.

These platforms organizations are changing the way business is conducted. They are changing the dynamics of the industry, socio-economic behaviours, and the culture at large. All the knowledge imparted by B-schools needs to be revisited, because the fundamentals are changing. The curriculum in its current shape and form will not be effective. As a result, B-schools will not be able to deliver "ready-to-deploy" talent pool to the industry.

How to deal with Industry 4.0?

B-schools can deal with dynamics of Industry 4.0 by simply following few principles
- Create **forums** for interaction between faculty, students and industry experts.
- Mandate faculty to work and research with Industry 4.0 companies.
- Identify key competencies required for Industry 4.0.
- Develop case studies of the Industry 4.0 companies.
- Review the courses in light of the research based on Industry 4.0 companies.
- Redefine the habits required for Industry 4.0 and embed them in the Management program

I could have been prescriptive by suggesting the few skills and areas which can be directly included in the course curriculum, but that will not be of major help because the requirements are very dynamic and ever-changing. ■

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He has been conferred with HR Leadership Award, Pride of the Nation Award, HR Personality of the Year, Global Learning Award, Top 100 HR Minds and Top 50 HR Tech Leaders.

Harjeet has been a LinkedIn power profile, Chicken Soup Writer, TEDx Speaker, Guest Faculty at IIM Ahmedabad, Board Member of Federation of World Academics and Co-Chair of Nasscom Diversity Committee.

Rajeev Bhadauria
Managing Partner- Ebullient
Former Director-HR, Jindal Group

TECHNIQUES
FOR HIRING THE RIGHT PERSON IN THE DIGITAL AGE

The golden rule of hiring right in today's context is that there are no golden rules. Derived from the existing state of hyper-disruptive technology of today is the business driver being the 'continual change' in itself. What is assumed here, as a necessary adjunct, is that the shelf life of technology and its derived business processes and systems, is too short. Hence the shelf life of any strategy/ technique is by default,if not by design, even shorter.

The overarching 'technique' of talent hiring as such, if any, will have to be robust and agile enough to be adapted, upgraded, modified and changed as per the super dynamic contextual granularity. Understandably, this is true of any domain, across all business segments. Any technique of talent hiring will have to take into account the above context for it to remain relevant and successful.

The following few broad elements/ techniques need to be incorporated in any hiring process if it aims to court success:

The new talent

Access and hire only those adept at future skills (as much as the current ones), who are able to adapt to the digitally advanced 'work' and 'work-place' requirements. This 'new talent' alone, can stay relevant for future organizational needs.

Identification tools/ techniques of the Talent

Using appropriate and evolved assessment tools measuring digital attitude, empathy and people-and-process agility becomes absolutely essential at the first level scrutiny itself lest your hires become redundant no sooner they are hired.

A good technique willbe to necessarily rely less on transactional number-based hiring but be high on 'quality' of hires, sub-serving amongst others, the new and futuristic competencies if the process has to be sustainable. Assumption here will be the existence of a mature level of competency framework adapted to the business outcomes in the given organization.

Infusing high level of advanced frontier technology

A necessary element of the hiring process will have to be a high degree of infusion and integration of technology. Sophisticated tools and technologies based on and/ or using artificial intelligence and machine-learning could be useful in handling

large segments/ geographies simultaneously to handle the filtration/ segregation process with speed, efficacy (with subtle intelligence including cognitive ones),and probity (transparency and fairness).

This can be extended to the initial round of virtual interviews as much as real ones later, to aid and assist human decision-making, thereby enhancing its quality (removing, amongst others, certain human biases). This will also help in transforming the experiential journey of the applicants apart from enriching the employer brand (which in turn may lead to better attraction and, quite possibly, retention as well).

Infusion of a high level of advanced technology will also anyway be the only possible way to reach-out to the rare and gradually thinning pool of global talent from a wide-spread global applicant pool. Digital technology is poised to cease being a mere 'good to have' technique and will graduate to being 'must have'.

This will not just exist as a minor part of the tool/ technique or the process, but dynamically transform itself into a 'stand-alone' customer/ brand-value proposition as a differentiator and a hyper-value creator.

Customer centric approach

An important aspect in our recruitment strategy today will be to have a 'customer-centric' mind-set towards all prospective applicants. This approach needs to get conceptualised, enunciated, and strategically executed across the process right from the way we source, sort, and select candidates. Ethical use of artificial intelligence will

ensure this, provided it is systemically and institutionally infused and incorporated across the process-value chain.

Respect for talent, ensuring an enduring sensitivity towards diversity and inclusion, as well as protecting issues of privacy will go a long way in both attracting and then retaining talent. After all, in today's business context it is ethical/ transparent governance that matters and its clout is increasing as it raises the engagement quotient of employees. 'New talent' is, by definition, having a digital mind-set (substantial numbers are 'digital natives' and the remaining will have to be digital immigrants by default to succeed) wherein forward-looking and progressively humane cultural practices are a rub-off of a democratised work context.

Balanced blend of using the print, electronic and the referral route

We generally need to hold ourselves from going over-board with any singled-out approach. In the talent search space we must remember that the basic human disposition is for him or her to feel the personal despite all the impersonal intrusions of technology. Considering these two facets we will be required to have a blended approach in using the appropriate medium and keeping the process as personal as possible. This is less of a 'prescribed approach' which mayalso work but a more appropriate action will be to adopt a contextual approach.

An organic covenant

Last, but not the least, we must remember that hiring being the first stage in the life-cycle management process of an employee, it has to be robust enough to act as a strong foundation of an edifice which it must sustain overtime. Promises made must be kept in letter-and-spirit. After all, it is not a mere mechanical process but the start of the creation of an organic bond between an organization and a new entrant. The right path to human instincts, bonds, and relationships is one that traverses human approach. ∎

HIRING
THE BEST TALENT

Avadhesh Dixit
Head HR (India Region)
Moody's Corporation

''The secret of my success is that we have gone to exceptional lengths to hire the best people in the world''
- **Steve Jobs**

In any modern enterprise, the quality of people is key source of competitive advantage.Other sources of business value creation like land, labor, capital and technology are getting extremely replicable. People have increasingly become the most important asset in the company and it is not easy to attract and retain talented people. Collective capability of people is as good as collective capability of organizations. Talented people can be a huge differentiator to any organization. However, it's never easy to attract and hire the best people as they have multiple jobs options that they can exercise.

"Failure to attract and retain top talent" was the number-one issue in the Conference Board's 2016 survey of global CEOs—before economic growth and competitive intensity.Management guru Jim Collins noted "… the single biggest constraint on the success of my organization is the ability to get and to hang on to enough of the right people

So what does it take to attract and hire best talent?

Articulating Employee Value Proposition

This is the one of the most important dimension of attracting talent and even retaining the existing ones. EVP is all about how candidates perceive the value they will get in return for their skills and talent. This 'value' has

TECHNIQUES FOR HIRING
THE RIGHT SKILL, RIGHT MINDSET & RIGHT VALUES

Saswati Sinha
VP and Head HR
Cheil India (Samsung Group), Gururgram

The keyword these days is 'right talent'. It is no longer about the best or the ideal. It is about who is 'right' for the organisation. The right skill, right mindset and the right values which align with the organizations' vision and culture is the 'right talent'. This brings us to the question of how will find this talent. I believe there are a few critical techniques that cannot be undermined.

Employer branding

We talk a lot about this word but very few organisations implement it. The talent out there must know what you stand for, what are your core values and where do you plan to go. If we do it properly, the kind of talent we need will be attracted to us.

Social networking

Recruiters should spend more time connecting with the 'right' talent than just mapping resumes in job portals. Networking should be an integral part of the recruitment strategy to make hiring a continuous process rather than just a reactive position based action.

Use of technology

Use of technology with a large number of technological tools propelled by AI which are available in the market today, it has become very easy to target the right talent through your job descriptions or talent mapping. What is required by the recruiter is to find the right tool for the organisation and implement it for maximum ROI. For this they will need to have an overall understating of what technology can do and how should we use it.

Understanding of data

Gone are the days when a recruiter or manager could believe that they only need social skills in human resource function. Even to understand which kind of talent is right for the organisation recruiters have to understand the humongous amount of data that technology is throwing up and accordingly, take decisions. ■

to be clearly in terms various rewards and benefits that could be tangible as well as intangible. Tangible benefits are compensation, incentives, bonus, medical Insurance, life Insurance, vacation days, training programs etc. while Intangible benefits include nature of job, manager support, leadership image, company brand etc. It's crucial to clearly define EVP and then to communicate the same through offers and other candidate connect programs. EVP attempts to answer the question '' what's in it for me?''. A well-articulated EVP is also a fantastic tool that recruiters can use to sell the jobs and organizations as they interact with candidates. Only caution to exercise is that EVP promise and actual practices on the ground should match, else they create brand dissonance and could trigger attrition. Promise what you can deliver.

Brands are getting digital

All brands, including employer brand, are getting digital. Candidates are navigating through all forms of social media and digital platforms like company website, career pages on website, Linked in, Facebook, and Twitter before they appear for interviews. Companies too are increasingly using these platforms to promote their employer brands. Social media marketing has become an important tool to create awareness about the company and its culture. Hiring talent means that your digital presence should be world class. Companies should be proactively managing platforms like Glassdoor and Linked in to create positive and lasting impressions.

Hiring Experience

End to end hiring experience is also critical in determining if the candidate is going to accept the offer and work for

> **End to end hiring experience is critical in determining if the candidate is going to accept the offer and work for you.**

you. All touch points with the candidate have to be professionally managed right from the first call to explain the job role. Subsequent interviews with line managers, selection test (if any), salary negotiation and offer process must create great candidate experience. Good hiring experience leads to much higher conversion of offers. Post offer engagement with the candidate is also an important aspect to keep the candidate excited about the job role and the organization.

Deploy Analytics to make hiring decisions

Increasingly technology is proving to be a great enabler in only finding the right people but to selecting them as well. Companies are generating a lot of data about current employees as well as candidates. This data can be processed to derive insights on the kind of people expected to work with you and the kind of people who will stick around. HR analytics can also come handy in terms of selection performance and on the job performance of candidates. This can then feed into who to hire and how to hire.

Internal staffing/Referrals

Many times organizations may ignore the power of internal sources to hire people for open roles. This requires creating open and transparent internal job postings process and a lucrative staff referral programs. These sources are very cost effective as well as reliable given that profiles are validated internally. Employee referral program is a great way to engage staff in hiring talent as they also become the spokesperson for the company as part of referring candidates.

The war for talent is far from over and is expected to get even more intense. Those who will remain focused on creating compelling EVP will continue to win this war now and in future! ■

Anil Munjal
Vice President - HR
Maruti Suzuki India Ltd.

HOW TO WIN
A TALENT WAR?

A

n organisation is exceptional only with the talent in it, and to get exceptional people, a well-defined recruitment strategy & process is required to maximizing the value of recruitment activities.

There is a saying "Superior talent is many folds more productive& contributes to building a culture of organisation too".

We all need to understand, Great Talent is scarce & its even difficult to get the same in recession.

Hiring talented individuals is critical to an organization's success. As stated, recruiting employees is a challenging task, even in a recession, you may find it tough to fill certain positions. Recruiters need to strategies& understand what you need to attract the Talent.

As Mckinsey stated focus on the 5 percent who deliver 95 percent of the value.

Companies go through cycles of initiatives to improve their talent processes. Yet they reap only incremental improvements. The facts are companies neither recruit enough highly talented people nor believe that their current strategies will work. One need to understand recruitment of the best and brightest people commanding fleets of nuclear submarines is not going to work, you need to know it requires superior talent to the role of the IT-outage engineer, who prevents catastrophes for the crew, the environment, and humanity. Thus HR People need to know the role for which they are hiring.

One of the key factors is to focus on roles than just processes. In a constrained resources environment, companies should focus their efforts on the few critical areas where the best people have the biggest impact.

HR need to understand the true economics of value creation in specific roles. That's precisely why this can be one of your secret weapons in the war for talent.

Make your offer Compelling, Alluring & Captivating —and deliver

Organisation need to know the term "Employee value proposition," or EVP:

Firstly, Talent always looks for what's he gets, for what's being given. It's all about —time, effort, experience, ideas & "Gets" include

tangible rewards, the experience of working in a company, Its all about how strong is your EVP is truly stronger than the competition's, you will attract and retain the best talent. Remember " Talent doesn't work for Compensation any more, it is all about Challenging & Stimulating Environment "

Is your EVP evocative, If yes, you have won the half battle, you have created edge over competition

Distinctive or not?

Majority of HR people work in determining, what makes the company great, what kind of reward system should be drawn? What kind of environment people want? ……..
HR starts framing things across all those propositions & in fact misses on the Key factor, what the value proposition he is giving. It's better to have a standalone more powerful than a bouquet of propositions. eg Apple: Do your life's best work here. With the whole world watching. Work for Google if you want to face complex challenges. Dell: You thrive, We thrive. Unilever: A better business. A better world. A better you.
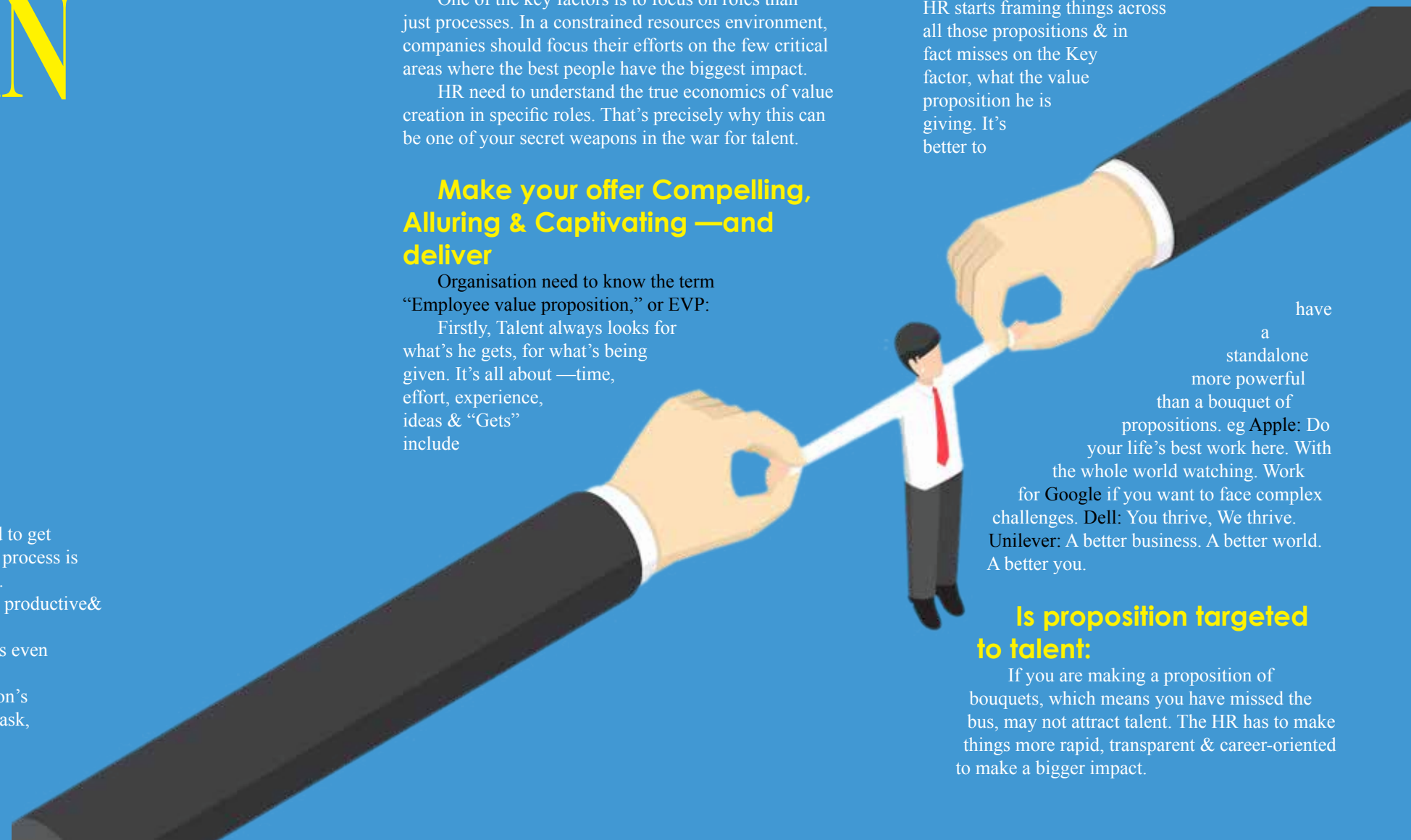
Is proposition targeted to talent:

If you are making a proposition of bouquets, which means you have missed the bus, may not attract talent. The HR has to make things more rapid, transparent & career-oriented to make a bigger impact.

Is your proposition true:

If HR makes EVP more for branding EVP than substantiating with the real, it may be able to attract talent initially but will lose in a big way later, In a nutshell, it will be a losing proposition. With the advent of social media, every individual is wired & comes to know facts even before you know the impact. So, PR, branding on a false premise is a double edge weapon.

Technology will be the game changer

We need to understand information is freely available & technology will have an edge on all ideas. Today one can screen people more fast, accurate & can differentiate what is needed? What is potential & what is garbage?

HR software systems are no more processing software, they work like, aggregator, identify the potential even for tomorrow, getting information from social media, LinkedIn & even to the extent from financial institutions, organisation like IBM, SAP's success factors and work day already gather information through sources such as LinkedIn to provide advanced warning when top talent may be thinking about jumping ship.

Organisations like Mckinsey are using AI machine-learning algorithms to determine, What's driving attrition among our managers. Unexpectedly, all three are unrelated to pay, travel, or hours worked. a complete process; a bad process may not only be hindrance but may miss on the right talent.

To hire the right talent, right time with & right strategy, need to address some of the key factors:

- Create clear and concise job descriptions, if it needs train functional heads, how to write job description?
- Understand the role, its criticality, future perspective: know is it, fast track or which track ?
- What we need to target, reaching the targeted individuals?

There's nothing more crucial to the success of an organization than bringing the right people on board and encouraging their growth, especially if you consider a bad hire could cost you not only loss of Revenue, but impacts the Organisational Culture too

- What type of work experience and skills needed?
- How to brand your organisation, designing a recruitment pitch on true premise?
- Know your competitors, edge & plan accordingly.
- Analyse your past efforts, challenges & successes to create the difference.
- Managing the entire recruitment operation. End to end, a complete flawless flow.

Job description :

Write a differentiated job description that gets the right talent engaged and excited,

Job-based competencies, e.g.

- What specific capabilities will this job require over the next few years?
- Will the focus be on growth or on engineering a turnaround?
- Does it require someone who is fundamentally an entrepreneur, a manager, or a leader?
- If this is a stretch opportunity, can the candidate grow into the job?
- What are the next jobs he or she is likely to move into, and
- What capabilities may be required for those positions?

Team-based competencies.

- Does the candidate have the skills to lead his or her prospective team, and how do they overlap with other members' skills?
- How will the applicant manage resistance or political dynamics?
- Will the individual need to hire additional people to build out the team? If so, can he or she bring in other talented executives?
- Organisation-based competencies.
- How well will the candidate fit into the organizational culture?
- Will this person flourish with the resources (supporting talent, technology, organizational reputation, and so on) the organization can provide?
- Whether the person comes from a more resource-rich environment, can equivalent

support be provided, or at least can the candidate be helped to adapt to less?

Assess the candidates keeping in view that :

- Judging people accurately is very challenging & requires a great skill & competence, keeping in view of the information candidate carries with him is immense.
- Assessing people for complex positions is inherently difficult for several reasons, including the unique and changing characteristics of many jobs, intangible traits etc.
- Using "assessment process" is not a simple solution, in reality its has separate objectives& one of the major challenge is to bring consensus within the interviewers. Also it is too stringent in process &can leave a candidate feeling judged and unenthusiastic about the organisation.

There's nothing more crucial to the success of an organization than bringing the right people on board and encouraging their growth, especially if you consider a bad hire could cost you not only loss of revenue, but impacts the organisational culture too.

What employees want—a great job, in a great company, with great leaders, and great rewards, to do so ensure :

1. Empower employees by bringing them into your innovation ecosystem : Build a culture of innovation & a brand post to display

2. Create transparency and connect employees to your corporate strategy : Develop listening poles in organisation.

3. Drive internal innovation disruption to discover : Have incubation centres in organisation.

4. Sharpen your innovation horn : You will be perceived as innovation company

5. Avoid "innovation tourism: one time cutting ribbon ■

There is a saying
"You're not just recruiting employees, but are sowing the seeds of your Brand."

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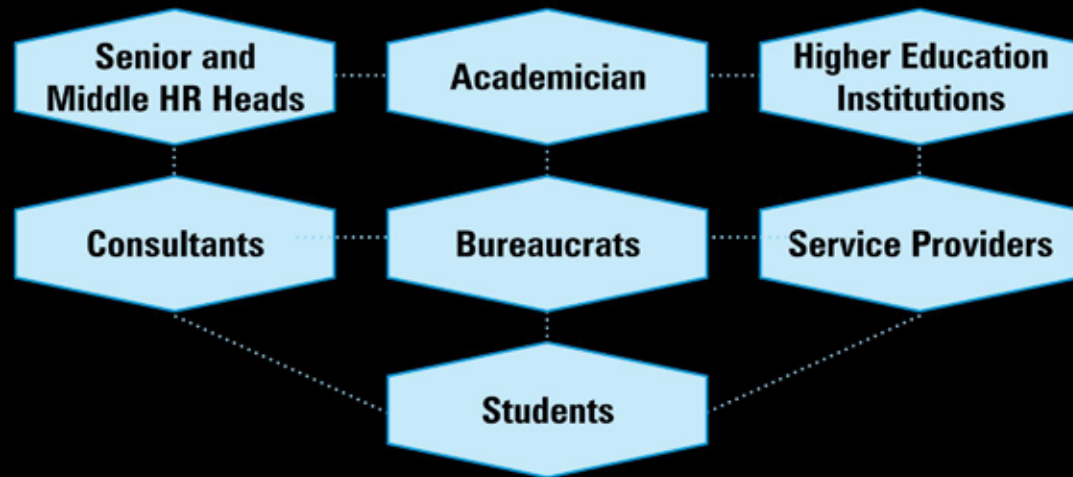
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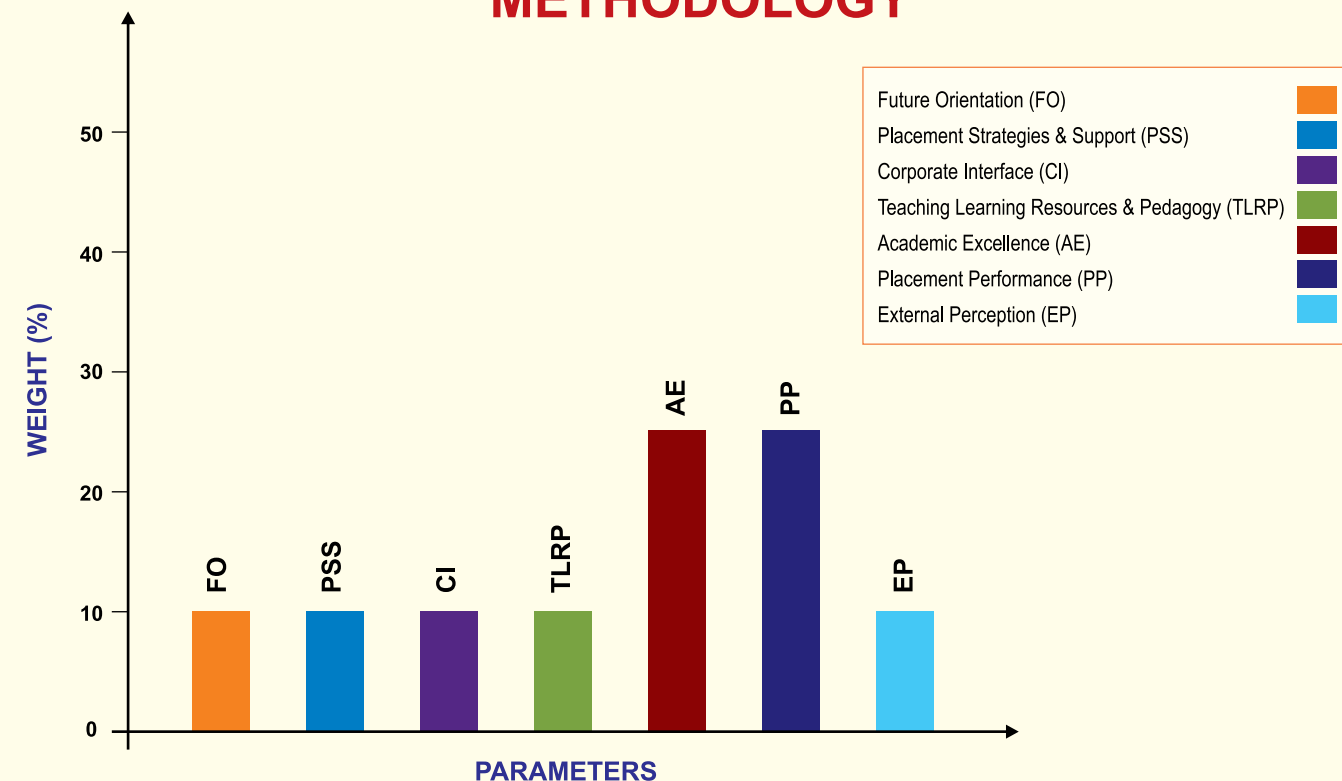
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WEIGHT (%)

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National Preferential Cluster Rank (NPCR)* Survey/Perceptive Based	INSTITUTES (Business Schools)	CITY	STATE
1	Indian Institute of Management	Ahmedabad	Gujarat
	Indian Institute of Management	Calcutta	West Bengal
	Indian Institute of Management	Bangalore	Karnataka
2	Faculty of Management Studies, University of Delhi	Delhi	Delhi
	Indian School of Business (ISB)	Hyderabad	Telangana
	IIFT	New Delhi	Delhi
	Indian Institute of Management	Lucknow	Uttar Pradesh
	XLRI	Jamshedpur	Jharkhand
3	Management Development Institute	Gurgaon	Haryana
	S P Jain Institute of Management and Research (SPJIMR)	Mumbai	Maharashtra
	Indian Institute of Management	Indore	Madhya Pradesh
	Indian Institute of Management	Kozhikode	Kerala
	Jamnalal Bajaj Institute of Management Studies	Mumbai	Maharashtra

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National Preferential Cluster Rank (NPCR)* Survey/Perceptive Based	INSTITUTES (Business Schools)	CITY	STATE
4	Shailesh J Mehta School of Management, IIT Bombay	Mumbai	Maharashtra
	Department of Management Studies, IIT-Delhi	New Delhi	Delhi
	Vinod Gupta School of Management, IIT Kharagpur	Kharagpur	West Bengal
	SCMHRD	Pune	Maharashtra
	MICA	Ahmedabad	Gujarat
5	Indian Institute of Management	Rohtak	Haryana
	Indian Institute of Management	Raipur	Chattishgarh
	Indian Institute of Management	Ranchi	Jharkhand
	Indian Institute of Management	Trichy	Tamil Nadu
	Indian Institute of Management	Udaipur	Rajasthan
6	NMIMS School of Business Management	Mumbai	Maharashtra
	Indian Institute of Management	Shillong	Meghalaya
	Instutite of Management Technology (IMT)	Ghaziabad	Uttar Pradesh
	International Management Institute (IMI)	New Delhi	Delhi
	Indian Institute of Management	Visakhapatnam	Andhra Pradesh
	Indian Institute of Management	Kashipur	Uttarakhand
	Indian Institute of Management	Nagpur	Maharashtra

National Preferential Cluster Rank (NPCR)* Survey/Perceptive Based	INSTITUTES (Business Schools)	CITY	STATE
7	University Business School, Punjab University (UBS)	Chandigarh	Chadigarh
	Department of Business Economics, DU	Delhi	Delhi
	FORE School of Management	New Delhi	Delhi
	MHRM Department of Humanities and Social Science, IIT-Kharagpur	Kharagpur	West Bengal
	SIMSREE	Mumbai	Maharashtra
	MHRM Department of Humanities and Social Science, IIT-Kharagpur	Kharagpur	West Bengal
8	Department of Management Studies, IIT-Roorkee	Roorkee	Uttarakhand
	Indian Institute of Management	Sambalpur	Himachal Pradesh
9	GOA Institute of Management (GIM)	Goa	Goa
	Indian Institute of Management	Jammu	Jammu
	Indian Institute of Management	Sirmaur	Himachal Pradesh
10	TAXILA Business School	Jaipur	Rajasthan
	Lal Bahadur Shastri Institute of Management	New Delhi	Delhi
	Great Lakes Institute of Management	Chennai	Tamil Nadu
	Indian Institute of Management	Bodh Gaya	Bihar

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11	Birla Institute of Management Technology (BIMTECH)	Greater Noida	Uttar Pradesh
	Indian Institute of Management	Amritsar	Punjab
	WOXSEN School of Business	Hyderabad	Telangana
	Loyola Institute of Business Administration (LIBA)	Chennai	Tamil Nadu
12	National Institute of Industrial Engineering (NITIE)	Mumbai	Maharashtra
	Jaipuria Institute of Management	Noida	Uttar Pradesh
	Symbiosis Centre for Information Technology	Pune	Maharashtra
13	Institute of Management Studies, BHU	Varanasi	Uttar Pradesh
	Jagan Institute of Management Studies (JIMS)	Rohini, Delhi	Delhi
14	Department of Management Studies, IIT-ISM	Dhanbad	Jharkhand
15	IISWBM	Kolkata	West Bengal
16	School of Management, Manipal University	Manipal	Karnataka
17	Institute of Management, Nirma University	Ahmedabad	Gujarat
18	ABV-IIITM	Gwalior	Madhya Pradesh
19	Institute of Management and Entrepreneurship Development (IMED)	Pune	Maharashtra

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20	Institute of Management Studies (IMS)	Ghaziabad	Uttar Pradesh
21	Institute of Rural Management, Anand	Anand	Gujarat
22	School of Management and Entrepreneurship, Shiv Nadar University	Dadri	Uttar Pradesh
	Jindal Global Business School	Sonipat	Haryana
	School of Management, KIIT University	Bhubaneswar	Odisha
	AIMS Institutes	Bengaluru	Karnataka
	BVIMR	New Delhi	Delhi
23	ABBS School of Management	Bengaluru	Karnataka
	AMRITA School of Business	Coimbatore	Tamil Nadu
24	Jaipuria School of Business	Ghaziabad	Uttar Pradesh
	AMITY Business School	Noida	Uttar Pradesh
25	VIT Business School	Vellore	Tamil Nadu
26	SDMIMD	Mysore	Karnataka
27	ICFAI Business School	Hyderabad	Telangana
28	RV Institute of Management	Bengaluru	Karnataka
	PES University (Department of Management Studies)	Bengaluru	Karnataka
29	GIBS Business School	Bengaluru	Karnataka

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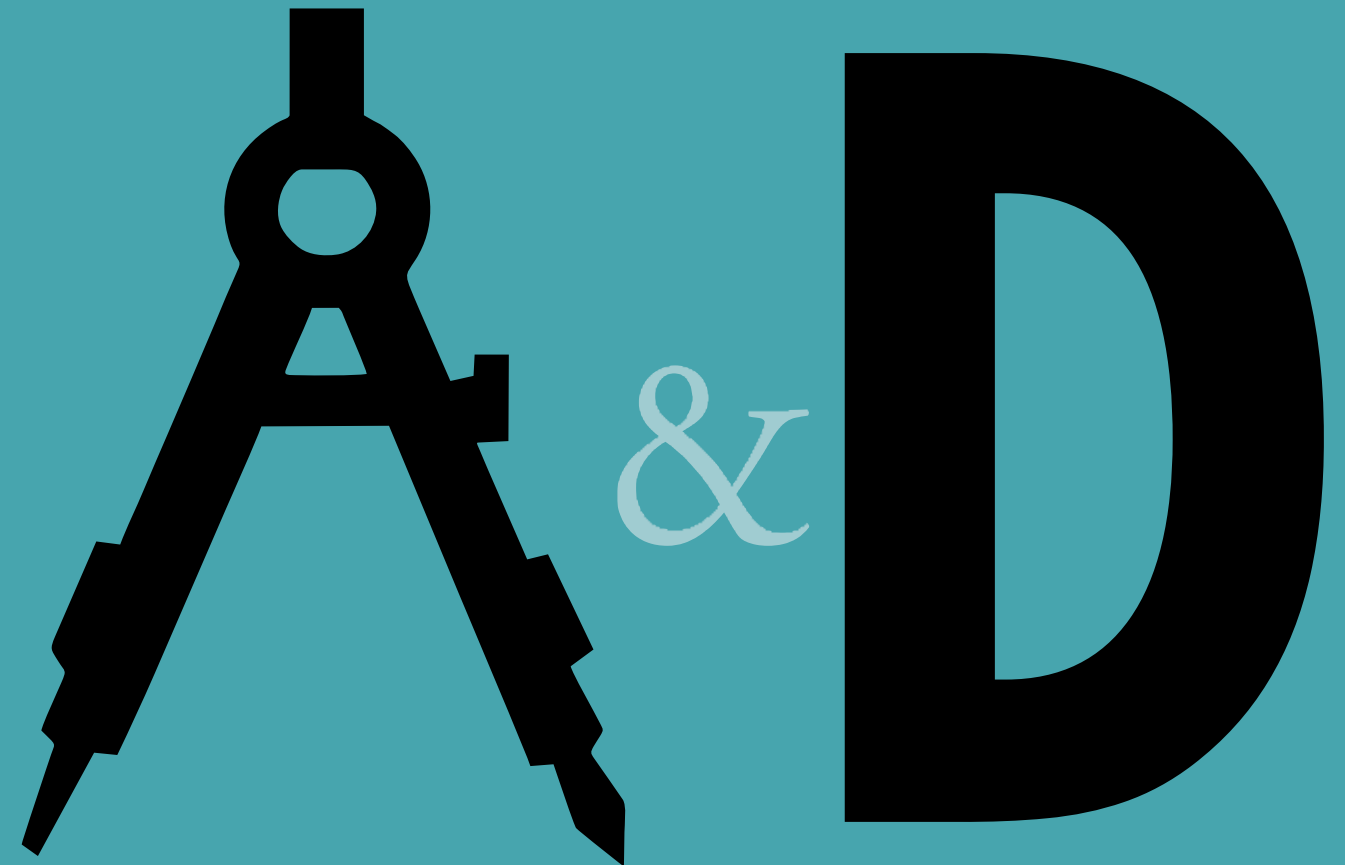
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30	Kirloskar Institute of Advanced Management Studies	Harihar	Karnataka
31	REVA University :- School of Management Studies	Bengaluru	Karnataka
32	Institute of Public Enterprise	Hyderabad	Telangana
33	Indian Institute of Forest Management (IIFM)	Bhopal	Madhya Pradesh
34	TAPMI	Manipal	Karnataka
35	Symbiosis Institute of Management Studies (SIMS)	Pune	Maharashtra
36	MIT-SOB	Pune	Maharashtra
37	Vidyavardhaka College of Engineering (Deptt. Of Management)	Mysuru	Karnataka
38	Justice KS Hegde Institute of Management	Nitte	Karnataka
39	Bharathidasan Institute of Management	Tiruchirapalli	Tamil Nadu
40	School of Management Studies, MODY University of Science and Technology	Lakshmangarh	Rajasthan
41	TASMAC	Pune	Maharashtra
42	JK Business School	Gurgaon	Haryana
43	SCMS Cochin School of Business	Cochin	Kerala

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44	K.J. Somaiya Institute of Management Studies & Research	Mumbai	Maharashtra
45	IILM Graduate School of Management	Greater Noida	Uttar Pradesh
46	Symbiosis Institute of Business Management	Bengaluru	Karnataka
47	Chandra Gupt Institute of Management, Patna (CIMP)	Patna	Bihar
48	Eastern Institute for Integrated Learning in Management (EIILM)	Kolkata	West Bengal
49	International School of Business and Media	Pune	Maharashtra
50	Fortune Institute of International Business (FIIB)	New Delhi	Delhi
51	Army Institute of Management	Kolkata	West Bengal
52	Prestige Institute of Management and Research	Indore	Madhya Pradesh
53	XAVIER Institute of Management and Entrepreneurship (XIME)	Bengaluru	Karnataka
54	Institute for Technology and Management	Navi Mumbai	Maharashtra
55	MYRA School of Business	Mysuru	Karnataka
56	IICMSR	Pune	Maharashtra
57	G L Bajaj Institute of Management & Research	Greater Noida	Uttar Pradesh

National Preferential Cluster Rank (NPCR)* Survey/Perceptive Based	INSTITUTES (Business Schools)	CITY	STATE
58	Institute of Management Studies	Noida	Uttar Pradesh
59	ASM's Institute of Business Management & Research Centre	Pune	Maharashtra
60	Xavier Institute of Social Services (XISS)	Ranchi	Jharkhand
61	Symbiosis Institute of Operation Management (SIOM)	Nashik	Maharashtra
62	Presidency University (School of Management)	Bengaluru	Karnataka
63	Apeejay School of Management	New Delhi	Delhi
64	Xavier Institute of Management	Bhubneswar	Odisha
65	New Delhi Institute of Management (NDIM)	New Delhi	Delhi
66	Institute of Management, Christ University	Bangalore	Karnataka
67	Mittal School of Business, LPU	Phagwara	Punjab
68	Ballari Institute of Technology & Management	Ballari	Karnataka
69	Indus Business Academy	Bengaluru	Karnataka
70	St. Joseph's Institute of Management	Bengaluru	Karnataka
71	JSS Centre for Management Studies	Mysuru	Karnataka
72	Welingkar Institute of Management Development & Research	Mumbai	Maharashtra

National Preferential Cluster Rank (NPCR)* Survey/Perceptive Based	INSTITUTES (Business Schools)	CITY	STATE
73	Rajagiri Centre for Business Studies	Kochi	Kerala
74	PSG Institute of Management	Coimbatore	Tamil Nadu
75	Indira School of Business Studies	Pune	Maharashtra
76	Dayananda Sagar University (School of Commerce & Management)	Bengaluru	Karnataka
77	Doon Business School	Dehradun	Uttarakhand
78	FISAT Business School	Angamaly	Kerala
79	ITS - Institute of Technology and Science	Ghaziabad	Uttar Pradesh
80	Ramaiah Institute of Management Studies	Bengaluru	Karnataka
81	Suryadatta Institute of Management and Mass Communication	Pune	Maharashtra
82	GITAM School of International Business	Visakhapatnam	Andhra Pradesh
83	MIT Group of Institutes	Ujjain	Madhya Pradesh
84	KLE Technological University (School of Management Studies and Research)	Hubli	Karnataka
85	SONA School of Management	Salem	Tamil Nadu
86	DBIMSCA	Bengaluru	Karnataka
87	DCSMAT	Trivandrum	Kerala

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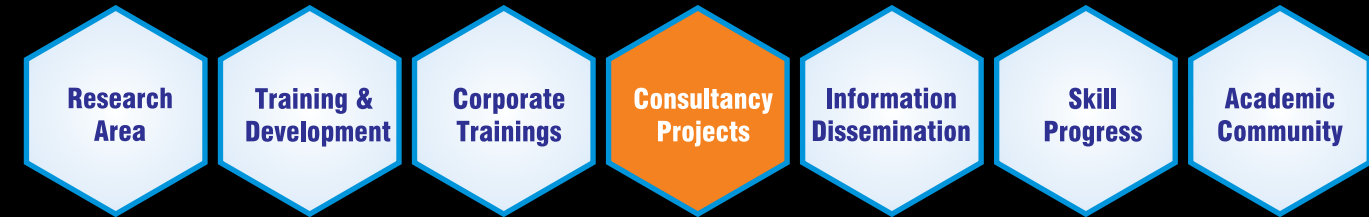
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89	Indore Indira Business School	Indore	Madhya Pradesh
90	International School of Management Excellence(ISME)	Bengaluru	Karnataka
91	Dr. Gaur Hari Singhania Institute of Management & Research	Kanpur	Uttar Pradesh
92	EMPI Business School	New Delhi	Delhi
93	KLS Gogte Institute of Technology (Deptt. Of Management Studies)	Belagavi	Karnataka
94	CMR Institute of Management Studies	Bengaluru	Karnataka
95	ICBM-School of Business Excellence	Hyderabad	Telangana
96	Siva Sivani Institute of Management	Secunderabad	Andhra Pradesh
97	Master School of Management	Meerut	Uttar Pradesh
98	School of Management Sciences	Varanasi	Uttar Pradesh
99	Rukmini Devi Institute of Advanced Studies	Delhi	Delhi
100	Asia Pacific Institute of Management	Delhi	Delhi

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LEARNINGS & PEDAGOGY
IN HIGHER EDUCATION

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PROFESSIONAL EDUCATION
IS THE GATEWAY TO CAREER BUILDING

With changing times, the expectations and requirements of the pedagogy employed in Higher Education in India is also evolving. Gone are the days when teaching-learning outcomes were restricted to the physical space of the classroom alone. Classrooms are now transforming to channels of virtual reality wherein learning is becoming relatively ubiquitous, with its scope extending beyond classroom teaching. Today, the focus of pedagogy is shifting from being teacher-centric to learner-centric. Modern teaching pedagogies must encourage students to broaden their horizons, to understand and learn from conceptual frameworks expanding far beyond the static curriculum and application of knowledge to problems emergent in the real world scenarios. As such, it is imperative that the pedagogy employed by institutions of higher education reflect the attributes of dynamism, adaptation and orientation towards participative learning. In effect, the dynamic landscape of higher education requires creative engagement and collaborative strategic initiatives. Quality teaching pedagogies entails various dimensions ranging from relevant curriculum design to effective assessments and constructive feedbacks. The ultimate objective of teaching-learning process should be to enable learners to imbibe and inculcate innovative, flexible, and interactive thinking which would not only permit the rapid dissemination of existing knowledge but also facilitate creation and enhancement of new knowledge. This approach demands continuous professional development, inductive workshops and adequate training of the teachers tasked with the delivery of the pedagogical process.

Today, with the digital natives populating the classrooms, pedagogies must identify and illuminate the role of teacher as a guide and facilitator as well. It is important to help learners identify the right sources of information and its access. While adapting the pedagogical processes and syllabi to the new requirements of the industry is important, the transformation of the pattern of assessments is also equally significant. An effective assessment and evaluation process must create a drive amongst students while stimulating learning processes. Overall, the teaching-learning process must add value to the learner, create knowledge, and build capabilities for practical applications of such knowledge. It is imperative to equip students with the right skills that foster creativity and personal development. Institutions must focus on equipping learners for current as well as future needs of the industry. Outcomes of the teaching-learning process must be clearly defined and attainable. With technology proving to be a catalyst in the process, a critical analysis of objectives of implementing a particular application needs to be deliberated upon in advance. Emerging concepts such as flipped classrooms, learning analytics, augmentation learning, dynamic assessments, and crowd learning must be incorporated in the teaching-learning methodologies. Pedagogy that promotes and facilitates the ability to critically think and harness flexible imagination, creative solutions, self-assessment, and knowledge development should become integral part of the process. Needless to say, institutional standards, practices and policies are prerequisites in the achievement of holistic excellence in the teaching-learning process in institutions of higher education in the contemporary times. ■

Academic pursuit is generally linked with a strong aspiration to achieve a successful career. Students, therefore, explore opportunities to pursue professional education which is the gateway to their future.

There was a time when the scope for professional education was limited in our country. The choice was restricted to Engineering or Medical streams. In engineering stream again, the choices were limited to a few options like electrical, mechanical and civil as the three major branches. Subsequently, new branches of engineering were introduced by various institutes to cover a wide range of emerging technologies.

Medical science too covered many specialisations giving a range of choice to students for exploring their interest. Today, professional education provides a panoramic scope in more than just a few fields for students wanting to choose a less studied branch… and what we see is that opportunities are open in a large number of institutes at affordable cost. This is the result of collective efforts of the government as well as the private sectors. Although we search for quality education, it is suitable infrastructure and a wide range of courses available to students that matters most when considering their job opportunities. Professional education does not end with degrees but continues with an on-going research activity for knowledge building. The research work develops their innovative thinking and confidence level for exploring unknown areas. This also develops their courage to handle independent activities without having to choose only from available job opportunities.

Professional education, in addition to providing knowledge and skills, must also inspire students to set up their own enterprise by venturing into the areas of risk and uncertainty.

It is heartening that a large number of girls are coming forward to pursue professional education to ensure their independent co-existence in the society with their self-respect intact and unblemished. They are also competing with boys in every professional field with determination to establish their credibility.

However, professional education can have a wider and more powerful impact if the following facets are considered:

- The facility for professional education needs to be expanded to reach far-flung areas.
- It should be more affordable for economically backward students.
- The quality of education must improve to meet international standard so that students do not entertain an illogical yearning for courses abroad.
- Advanced research facilities should be provided for students to undertake innovative research in the field of emerging technologies.
- The conduct of professional education must embrace innovative steps.

Without augmenting our professional education, the most challenging make-in-India program cannot be steered successfully. The professional institutes must ignite students' innovative thinking for exploring new inventions. As things stand now, the country needs a strong research base to engage young brains capable of creating wonders if scope and opportunities are provided. Essentially, the nation is looking for a most advanced education system that can be knowledge, skill and research driven. Professional education must guide self-reliance in all fields so as to enable the country to emerge as a progressive one. ■

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LEARNINGS & PEDAGOGY
IN INDIAN HIGHER EDUCATION

The Indian Higher Education continues to thrive in its blissful aura of social overvaluation irrespective of the utility of that education to the society. Education to me is what is left after we leave the school/college/university.

In India like many parts of the world we believe education is the net sum of the inputs we push through unsuspecting minds of youngsters who will lead the society into the future. While the inputs are indeed important, overemphasis on them may lose sights of the desired outcomes altogether. The most important aspect of self-evaluation, read, introspection as to whether inputs are indeed resulting in outputs has never happened in most situations.

This is something which Indian Higher Education is suffering from while the extent varies from place to place and field to field. In absence of Society and Academia alignment on future challenges, both would keep pointing fingers at each other as to expectations not matched or lack of cooperation and support. For a country, which professed of meritocracy from time immemorial, for a nation built on the wisdom of ages, for society ahead of the rest of the world by millennials, this indeed is a pretty sorry state to be in.

The role models were Nalanda and Takshila for the world and as every society which forgets history, we seem to be condemned to rediscover and rebuild the lost glory using western models. Perhaps it would be interesting to see if any of the modern ideas of pedagogy existed during the period of glory and pride.

Let us begin with the way students would study. Modern research seems to be indicating that our students used methodologies that developed brainpower not just memory power namely discussions and discourse. The examination system too was quite different. Students had to prove themselves in open and real challenges based on the outcomes and never based on inputs, for example, the test designed by Dronacharya for Kauravas and Pandavas. Imagine if Arjuna was to give a three hour written examination on archery. A perfect combination of skills and knowledge was considered to be necessary and each student provided with relevant skills and knowledge as per his choice, ability and effort to make him useful to society which would help him find a career in society. That the graduate attributes remained unchanged for long periods did help the design a lot. But, the early universities and gurukuls were potboilers of innovations and scientific acumen. At least, all innovations happened with the Rishi's in their ashrams which were the IITs of that period.

Even pedagogies used were phenomenal and varied and ensured student engagements. Education was multi-disciplinary and multi-ethnic. Our ancient Gurukuls used techniques which we are today rediscovering from the western world in different forms. The fact that all our scriptures are in the form of Teacher-student interaction, quite often in the form of questions and answers, with questions asked by students most of the time are an indicator of the modern "flipped classroom".

All students in a gurukul were supposed to do certain chores where community living, teamwork and leadership qualities were imbibed naturally and quite often from each other. Teachers, in particular, believed in observing and facilitating student learning rather than often believed sage on stage where the teacher kept on lecturing and students only listened. I am sure, great teachers visiting gurukul would talk about the innovations elsewhere but that was not necessarily the only model used for the learning process. I am sure, in absence of paper and written documents large volumes were preserved through memorizing but

with the advent of technology, technology was indeed adapted and used extensively. It was indeed a great age where students had to learn skills by doing it themselves rather than just reading or memorizing.

Are these ringing bells in our minds as today we want to give students practical knowledge and hands-on experience. There may be a certain amount of dramatization and glorification of history in this article, but look at any new pedagogy and we can find an equivalent learning strategy employed from our history or mythology depending on what one likes to believe. Collaborative learning principles were employed in Gurukul by individual gurus and each guru who had to teach a particular discipline employed a methodology suitable for that along with exercises suitable for that discipline. I would rest my case with one example of Satyakama, who wanted the ultimate knowledge of life (Atma Gyan) so that he can overcome the humiliation of not knowing who his father could be, was given a set of malnourished cows and asked to increase the herd strength ten times. During the project, Satyakama learned many things from the bull, the bush and the serpent etc but and after achieving the end goal of his project his Guru explains to him the Atma Gyan, is this not the much-touted Project Based Learning. The emphasis of mentors' role is beautifully laid out in this instance while showcasing the need to do the project so that the prerequisites for Atma Gyan were all achieved.

In conclusion, it is high time for the Indian Higher Education to turn in to not only outcome-oriented but also into a tailor-made curriculum mode taking into account individual choices, efforts and abilities all at the same time and readopt in modern terminology, choice-based curriculum, with flexibility and adapt pedagogy that ensures student engagement and experiential learning. Incorporate rubrics that evaluate outcomes and encourage development skills and knowledge and use evaluation methods that remain relevant and appropriate for the skills and knowledge being tested.

The Higher Education System needs to reinvent itself and achieve perhaps its past glory in modern times with modern infrastructural facilities and modern problems rather also cater to the varying needs of our students, particularly the millennial who are known to be a generation who know their minds, are transactional and extremely individualistic but have access to the humongous amount of information. ∎

Prof. M K Vajpayee
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LEARNINGS & PEDAGOGY

IN INDIAN HIGHER EDUCATION

Pedagogy is the key to effective learning in higher education. In India, the teaching methodology varies from one education institution to another. A well-designed innovative pedagogy in higher education would enhance the quality of teaching and learning practices with effective interaction among the faculty and students creating a robust learning environment leading to group dynamics. Universities in India barely focuses on effective pedagogy, The focus should be shifted towards the modification of the teaching methodology that caters to the market need and employment such as customization education, training solution, variety of degree programs and services to meet the needs of today's corporate world and provide a broad educational foundation focusing on business and technology, designed to prepare students for leadership position s in a dynamic global market place.

In India, higher education only focuses greatly on academics and restricts itself to traditional classroom coaching, rather than involving in experiential learning which should be an integral part of the curriculum. Research is another critical component in higher education as the business demands are as many as they are complicated and need constant monitoring and a huge amount of prolific research which is lacking in today's higher education system. Research in higher education pedagogy is essential in the emerging educational world towards developing an innovative learning environment and prepare graduate students to become wealth creators.

The academic programs in most of the education Institutions offer inadequate scope in Interdisciplinary learning that disables the faculty and students' connections between different areas of learning. Hence, the curriculum should be designed and developed more coherently and meaningful that supports the use and application of what has been taught and learned in new different ways providing opportunities for learning in-depth. Integrating skill development in any disciple of study as an apart of management skills in-depth by leveraging advanced technological trends that are currently dominating the global market are to be incorporated in higher education curricula in India, which is presently flawed.

The role of professional faculty is utmost important in enhancing the quality of academic delivery by incorporating their experiences to add value to the courses taught and also apprising their own knowledge as per the industry based designed curriculum which is much needed in the Indian Higher Education system, today. The assessment system is another area that has to be focused on the measures both the effectiveness of our academic offerings and the academic achievement of students - including their cognitive or professional discipline achievement, their affective attitudes and skills such as teamwork, self-efficacy, confidence, written and oral communication skills and critical thinking.

The framework upon which the curricula on higher education are developed by the present universities in India is ineffective because of the application of traditional pedagogy. Therefore it is suggested that the curricula and the teaching methodology should be designed and developed with the pace of time, understanding industry requirements and to be built based on mass online education, digital technology

and life-long learning that the theory is expressed in the University's curricula organization and meets the aims and objectives of the institution. Instructional time in the University classroom should be balanced with that of theoretical and practical content such as class discussion, participation and activities, individual and group assignments based on the present need for employment where faculty members demonstrate through discussion and facilitate the acquisition and application of theoretical content knowledge. Introducing of active learning model would be another mode of teaching in the higher education institutes which are based on an assumption of the learner's active involvement in the learning process leading to good practice. Creating a constructive learning environment including case study and simulation method in university classrooms enables the learner to connect more extensively with the cognitive domain and are intended to be in the dynamic learning spaces. Managing the learning process by engaging learners in a variety of learning activities will enable the students to an understanding of course content and the development of academic and professional competence. Some of the didactic elements existing in every course could be avoided through enhanced augmented participation through discussion, debate, reflection, and application. Why the IIMs and IITs are being the top-notch management institutes in India for higher education? These institutes adopted innovative learning and teaching models as compared to other universities that follow traditional pedagogy for several years, hence the difference is simple. The intake of students with over ninety-nine percentile and placed with high salary package with the leading Industries in India and overseas including innovative unique pedagogy makes these institutes premier and pioneer in the field of higher education in India. Most of the higher education institutions and universities are graded according to the parameters and guidelines sited by the Education Ministry of India.

Bringing change in the teaching model every year and curriculum based on Industry requirement, Industry experienced research faculty, robust infrastructure and beyond classroom education would enhance the quality of education, increase in employment and entrepreneurship. Understanding the science of pedagogy and implementing the same would make a difference in the education system in India in the future. ∎

HISTORICAL PERSPECTIVES
IN INDIAN PEDAGOGY

Prof. Kamlesh Misra
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Rishihood University, Sonipat

Indian civilization has historically been the seat of learning. India had the distinction of setting up some of the world's best universities. Takshashila University was established around 2700 years ago and was home to over ten thousand students from all across the world. More than sixty-four areas of study such as Vedas, grammar, philosophy, ayurveda, agriculture, surgery, politics, archery, warfare, astronomy, commerce, futurology, music, dance, and more were available to students. Other famous universities in India included Nalanda University established in the 5th century by the Gupta Dynasty, Valabh University established in the 6th century, and Vikramshila University established in the 8th century.

The methods of learning and pedagogy in these early universities had a strong philosophical underpinning from the traditional Gurukul system. The main difference was that these universities could cater to a larger body of students and they could bring about a concentration of new knowledge creation and thus became the hub of academic activity unlike the Gurukuls that were essentially family-based education centers of individual gurus. Thus even

though there was no organized institution or university, education was imparted through the family system. From this perspective, even Takshshila was not an organized university as itwas some sort of an educational center where higher studies were carried on in different subjects butstudents were admitted based on the recommendations of the teacher of that subject. Takshshila is a classic example of a choice-based credit system as students had a choice of what subject they would study. There were no examinations and neither was there any award of degree or diploma.

Even Universities like the Nalanda University followed three different methods of teaching comprising of verbal and explanatory lectures finally followed by debates and discussions. Thus, India has had a great tradition of learning and practice-based education and the evolution from ancient times brought out new pedagogical improvements.

The Indian education system survived numerous invasions and the destruction of its knowledge base but it continued to maintain the high standards it had adopted for itself. Things started changing with the entry of the British Empire in India whichbegan setting-up universities to serve the interests of the Raj. Their objective was

to train students to become clerks and administrators to manage the affairs of the British Raj. The British education system killed the learning and pedagogical system of ancient India which was based on questioning, debate, discussion and self-study. This new system also killed the holistic education trends which laid emphasis on self-discovery, yoga, and general education.

Post-Independence of India in 1947 saw the Indian government taking no steps to bring introduce any changes in our Raj-inspired education system and thus the phase of decline began soon enough within the higher education system. Added to this was the reservation policy in the recruitment of teachers in Universities and colleges that further lowered the standards of teaching and learning. No one is willing to admit this as it may be politically incorrect but the fact is that this policy has had a major and long-lasting impact on the quality of teachers and the taught in the Indian higher education system.

We know that the learning and pedagogy of the past decades has contributed little to creative and productive contribution to society. Universities and colleges in India have traditionally relied on the lecture method of delivery since gaining

independence. The idea was to provide as much information to the students as possible within the shortest span of time. Thus the role of the teacher was that of information provided and some may say that this was essential as information was not as readily available during those times. Our pedagogy relied very heavily on the power of memorization and the ability of students to be able to reproduce for an examination that promoted little or no critical thinking or the application of whatever was taught. The system of incisive questioning which was dominant in the ancient Indian education system was not encouraged in the modern education system as it was perceived as a challenge to the authority of the teacher. This had a devasting impact on student learning and the curiosity to learn lost its way during these decades. We also gave up the system of debating and discussing which was an necessary part of our ancient system of education and the entire concept of holistic education took a back seat. Adding to this decline was the pressure of bringing about changes in the education system to make it align with job needs of the times. Even the entry of private Universities and colleges somehow added to this corrosion.

Over the years we seem to have lost everything that made us the best in higher education. Holistic development, student-centered education, personality development, applied education, action-based education are terms that we got from the western education system. What we forget is that the western system got these terms from the traditional education

system. There is a lot that we can learn about learning and pedagogy from our traditional knowledge systems that have worked for centuries and have produced some of the greatest minds in mathematics, politics, astronomy etc.

It is time that we return to our heritage and start looking at ways of incorporating them in our current settings. There is now a need to impart knowledge about self to students. They also need to be sensitized to social issues and challenges faced by our society. We must review the concept of "CHINTAN" from the Vedic period which is what we term as thinking. Our pedagogical challenges are as to how our education system has to transform such that we are able to provide mental education, physical education, emotional education, social education and finally spiritual education. This is

what is called holistic education which every university claims to be doing today. The fact is that our universities and colleges are not geared for this type of education and it cannot be done till we are able to bring about changes in the administrative and governance system in higher education.

What are those important aspects in terms of learning and pedagogy that need immediate attention? First, it is important to understand that nothing can be taught anymore and thus, it is vital to begin to focus on how we design a new process where students can go through engaged learning. Secondly, a place or a system where teachers are no more passive information providers but have evolved and become information processors. This shift is necessary as information is no longer the domain of the teachers but it is that of the world-wide web. Teachers have to ask a very fundamental question as to what it is that they can teach which is not available on the net. Thirdly, a new pedagogy that ensures only 20 percent of the learning will come from hearing, 30 percent from seeing, and the remaining 50 percent from doing. Such pedagogical shift will ensure that all senses of human body are used in the learning process and we will be able to shift our students from a system of dependent memory to a system of independent thinking and problems solving.

These changes alone can help our education system get back its culture of creativity, curiosity and questioning besides re-energizing the spirit and culture of research that we have lost over the past 35 years. ∎

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ADOPTION OF

A NEW-AGE

TRANSFER OF LEARNINGS

As India becomes the country with the world's largest workforce in 2020, there is a need to implement a robust, well-developed and modern education system. We know that the thinking and temperament of our current generation is rather different from what stems through a traditional system of education. Teaching through textbooks and knowledge that is classroom-confined are not acceptable by the current generation. In the next 20 years, an educational institution will be a very different place. The decision-makers and those who think about reforming education have already worked on new learning techniques and a pedagogy that focuses on liberal education and a multi-disciplinary approach to move away from traditional teaching that encourages only remaining confined within stifling boundaries.

Higher education in India has been regarded and appraised for its multi-disciplinary approach. The objective is to foster learning and growth amongst the student population so as to nurture its roots well. With a mission of adopting, adjusting and adapting, the education system is expected to move forward with an inclusive approach thus providing flexible boundaries, so as to ensure that the young minds be equipped with the sort of immunization that can help them deal easily with the world's changing and progressive demands.

Teaching patterns have now become more structured than they were earlier. Rather than train students massively with a collective approach that negatesindividualneeds, the education system today is expected to moderate and modify teaching methodsto make it students-centric that will obviously aid all competency levels of students. Advanced teaching methods have enabled students to not only procure a degree in the respective area of choice but have also enabled them to earn credits in other areas of interest. Facilitators or teachers have now become far more compassionate and professionally trained to anticipate student-specific demands and concerns early enough to bring into existence changes in teaching patterns. Thus, adopting asymmetric teaching patterns makes learning more interactive and experientially relevant. Students have a chance to engage experientially and practice what they have learned.They are able to observe the application of the theoretical concepts in practice, process that application and make learning relevant. Experiential learning provides a deeper understanding of subject matters, an ability to engage in a life-long learning and makes handling ambiguous situation critically and electively so much easier and effective.

Even breaking through the conventional means of evaluation and teaching methods, the unconventional system of grading, recurrent assessment through practical & internship, frequent professional visits and training session by experts has facilitated the practical shift of education system. The idea is to prepare them to become a professional right from the beginning and be intuitively close to the society they will be serving.

The base of the education system lies in the idea of providing sound and good quality education to the entire student population so as to produce excellence in professional and research fields and to ensure that the future nation-builders are enabled to contribute efficiently in sustainable growth of the world. Adding on to this is the report on Gross Enrolment Ratio which has seen steep increase from 20% to 24.5% in 2016.

The vision of Indian higher education system is to decrease disengagement and produces commitment and dedication toward careers so as to provide reciprocity in learning. Professionals who can help in nation building are what the new trends in education aim to create. Regardless of the challenges afore-mentioned, it is vital to look for solutions that can analyse the threads of disconnect by connecting threads by praising and communicating the efforts and methodsof all institutes and colleges that have students claiming to benefit from these new forms of learning and engaged teaching. Institutes contributing to provide sound higher education need to join hands with all other institutes that think on similar dynamic lines and have a shared vision and mission to take education to new heights.

The challenge for liberal educators is to design learning environments and instruction so that students will be able to use what they learn in appropriate new contexts, that is, to enable a relevant and new-age transfer of learning. ∎

E-CMM
IS THE MATURITY FRAMEWORK TODAY

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Indian higher education today is in a phase of transition that calls for movement of students from content-focused instruction to an outcome-focused approach. Deliberations are continued since long, and efforts are being implemented from policy maker(s) and faculties involved in higher education. Eminent researchers and other learned member(s) from the teaching fraternity have provided and suggested a number of feasible solutions to the learning and pedagogical challenges knowing that there is still a long way to go. Rapid changes in technology have ensured that the future is scampering faster towards us and remaining immune to change can be a rather debilitating exercise. India, with its 1.4 billion population, is one of the largest contributors of global workforce today when over 35% of the total population is less than 35 years of age. Thus,

Indian higher education needs a complete over-haul in terms of re-organization of courses/programmes anda re-format of the skill-outcome curriculum besides a modern technology-based learning pedagogy in order to meet rapidly rising global standards.

There is an urgent need to implement a comprehensive process model that improves the quality of teaching and one that must focus on the development of a maturity framework like Educational Capacity Maturity Model (E-CMM), which is a process of learning assessment, management, and optimization and is based on the following main features:

Key educational processes continuous process improvement to enhance the overall quality education.

A matured degree program and course-design process based on best practices to enhance student learning process. This process is a repeatable process from time to time and is based on the existing demands and can be done through regular monitoring and the existing control system like checks and balances using technology as a tool.

Institutional development process based on proposed matured degree programs with a well-defined systematic and documented approach well supported by comprehensive and continuous assessment of Institutional development and process performances.

Well-planned RRs or recruitment requirements of skilled and trained faculties and

> India, with its 1.4 billion population, is one of the largest contributors of global workforce today when over 35% of the total population is less than 35 years of age.

their involvement with continuous monitoring, well-documented feedback, regular upgradation and uplifting of their skills and training, defined checks and their prevention of defects based on feedback to complete the entire process.

Well-defined recruitment (admission) process of students suitable to particular program(s) with the comprehensive pre- and post- assessment based on technology including psychometric analysis. The students must be discouraged if he/she is not suitable/fit to be admitted for a particular program(s). The recruitment (admissions) must be restricted to quality not the quantity.

Comprehensive Research Policy for quality improvement with targeted approach and time limitation from 03 to 05 years, falling which the appraisal shall be restricted.

The above few processes of learning and pedagogy are the need of the hour with access, equity, excellence and relevance being the key to the Indian higher education system reforms. Since geographical barriers are shrinking, the need to encourage and cultivate foreign participation by way of student and faculty exchange programs through autonomy in curriculum-framing and skill-based parameters and gainful employability must be in place. Thus, an all-round quality in education must be assessed by putting checks and balances. There must also exist a stringent accreditation process that will ensure future quality higher education in India. ■

LEARNING & SKILLING
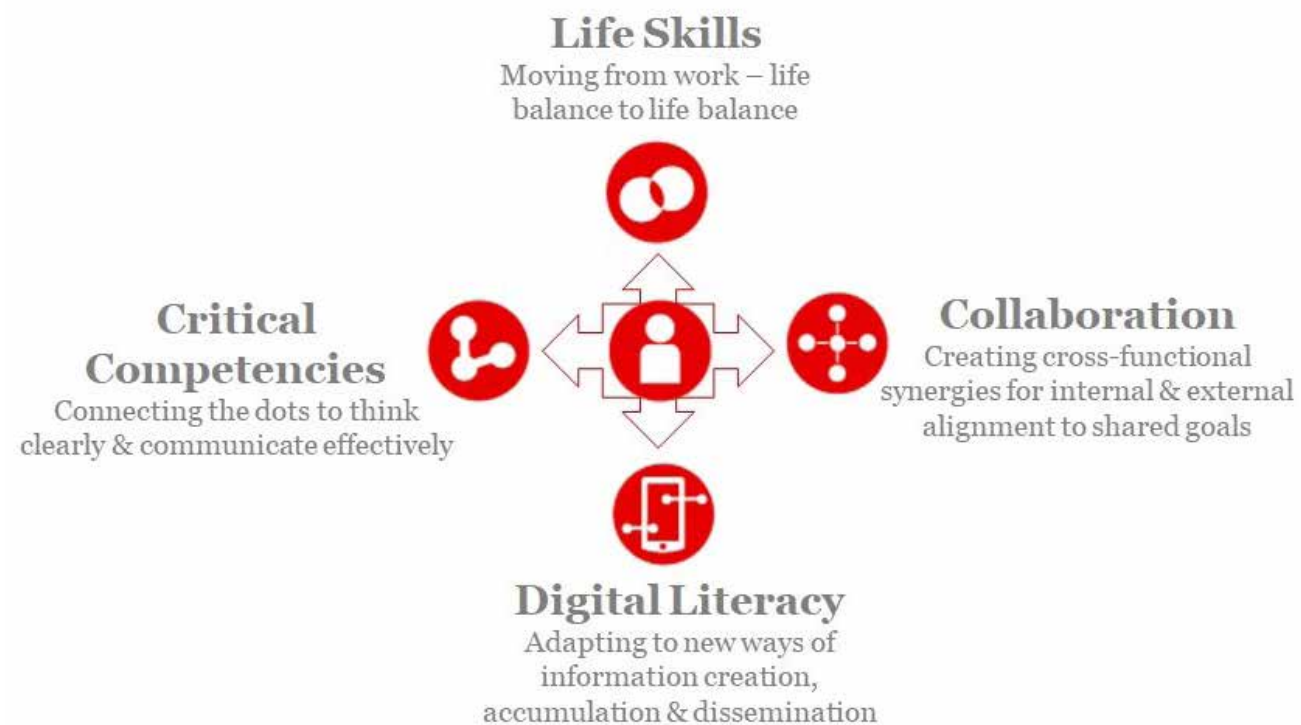
DURING MANAGEMENT EDUCATION

Learning & Skilling During Management Education

Brig (Dr.) Sunil Kumar Moudgil (Retd.)
CEO, Moudgil Learning & Development Solutions

It is a narrative of the past and virtually archived, when the businesses used to operate with domain knowledge, understanding and insightful capabilities. The predominant view of operating a business was mostly hierarchical. People at the top of the pyramid of power, at work or in the corporate world, were making decisions and employees at the bottom of the pyramid were simply following them. In today's world, with the advent of new-age business environments, characterized by flatter organizations, faster innovations and explosion of the internet – managers often rely on many individuals and number of organizations over whom they exercise

no direct control. These days' stakeholders including employees want ownership, impact and recognition, rather than to follow instructions. To get what the managers want, they must look in for different kinds of proficiencies to tide over varied and complex environments. Thus, businesses are discovering that an open and agile organization is adept to respond faster and more effective to these developments than organizations where all insight and direction comes from the top. Hence, people managing businesses in the new-age, digitally enabled and hyper-connected market environment, hinge onto learn skills through management education that can support their actions successfully.

There is a lot written about competencies that need to be learned to successfully navigate in a variety of challenging situations such as Volatile, Uncertain,

Complex and Ambiguous (VUCA). Each situation presents unique risks, problems as well as opportunities for managers and organizations. In such disruptive & challenging business environments, traditional teaching approach of management schools that involves learning by memorization and repeating information & knowledge for a better grade appears to be an outdated model. Therefore, the formal management education learning should include fundamentally robust academic content, higher order thinking & collaborative skills, and learning dispositions. Management education should also empower students by pedagogy which involves analyzing, creating, evaluating, innovating, working with others, presenting and sharing both the learning experience and the learned knowledge or wisdom.

Analyzing numerous frameworks of

development of management education, one can undoubtedly assume that beside domain knowledge, additional learning abilities be incorporated in curriculum. These may possibly be Critical Competencies, Collaboration, Digital Proficiencies and Life Skills. Viewpoint on each of these is elucidated.

Critical Competences

There is a famous quote by Albert Einstein, which encapsulates the significance of critical competences in increasingly fluid business environments. He said, 'The significant problems we face cannot be solved by the same level of thinking which caused them'. How true it is, cannot be contested while dealing with today's disruptive & exciting global business environments. Thus, critical thinking & creative thinking should take the center stage of management education. There are numerous models such as Mind Mapping. Brain Storming, Reverse Brain Storming, Cause & Effect, 5 Why Analysis, Gordon Technique, Synectics, decision grids etc.which can be made part of curriculum. Case studies, assignments or projects etc. involving use of such models will help comprehend business problems &their solving techniques, decision makingby evaluating alternatives against essential/desirable factors, opportunities& risk analysis.

Collaboration

It is always said that 'None of Us is as Smart as All of Us'. That clearly brings out the significance of 'Collaboration' as another learning skill. Businesses do not exist in isolations. Managers must collaborate with internal as well as external customers to create winning stories. The projects, assignments, experiential learnings etc. along with the domain knowledge, should be focused on understanding the worth & relevance of collaboration to lead businesses effectively. The learning abilities must include aspects such as importance of being a team player, synergy and leading teams, supporting and trusting cross-functional players, overcoming personal & professional challenges, delegation, feedback,

conflict management, time & stress management, communication with an emphasis on listening skillsetc.

Digital Literacy

A quote from JP Morgan, though he said in a different context, but it is so apt apply when we apply to present day literacy proficiencies. He said, 'Go as far as you can, when you get there, you'll be able to see farther'.From the management education viewpoint, by the time students graduates andface the real business environments, the world out there would have moved farther. The way now information is produced & consumed, media platformsare accessed, and technologies are exploited to give impetus to businesses, would have become less significant in near future & thus replaced/upgraded. However, strength, scope and depth of different aspects of digital proficiencies need to be learned & analyzed, by students of management, to understand its larger role & impact in business communication.

Life Skills

Some people for the sake of getting a living, forget to live. Thus, to live, thesolution does not lie inhow tocreate 'Work-Life Balance' but it lies in how to build 'Life Balance' in itsentirety. Life is not only meant to run after money or targets or businesses, it also has different facets to cherish i.e. Sound health, family & friends, financial goals, academic & spiritual growth, fun, creativity & passions to pursue, adventure etc. Thus, another skill, the management education must focus is 'Life Balance' as a whole. On one side, management education needs to put stress on learning abilities like leadership, flexibility/adaptability, initiative & resourcefulness, co-operation, trust, teamwork, handling conflict etc. from the business point of view. In the same breath, it should also focus on nitty gritty of creating life balance. Thus, it must include topics like time & stress management, emotional intelligence, values & ethics, gender equality, harmony and other related social skills to cherish a complete lifestyle. ∎

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MANAGING PEOPLE IN
TOUGH TIMES

Managing in an organization after people have been retrenched is extremely challenging—particularly when staff fear that more retrenchments will follow.

Retrenching people must be the last resort, though managers need to be pragmatic: if there is no business then there are no jobs. The following are some suggestions for managing people in tough times.

Decision Making

When faced with a bleak economic outlook that may require retrenchment, redundancies or redeployment, managers need to take stock and revisit your organization's vision, mission, goals and strategy. Be sure to make decisions that support the achievement of the long-term goals. While quick wins may be attractive it is better to experience diminished short-term returns while working on long-term gains.

Tough times call for openness and honesty. When people know why a decision has been made and that a range of options have been considered, they are more likely to be accepting of the decision. Importantly, as Macqueen (2001) observes, good leaders and managers will have the courage of their convictions to make the right decisions and stand by them— even if they aren't popular with everyone.

Involve People

Involving people in addressing the difficulties of the future has multiple benefits. Sometimes involving all and sundry will not be appropriate or effective, but the more involved people have, the greater their ownership and acceptance of the chosen strategy or changes. For example, when faced with making decisions about structure or expense cuts try putting the problem to your team. Employees can bring new ideas and approaches to the decision-making process and may come up with the best solution.

Consider Motivation

When cutbacks are made, those left behind often experience a decrease in morale and motivation. I've been in organizations where people who have retained their job would have rather left because the new organizational climate is so demotivating.

When addressing motivation issues it is useful to return to Maslow's famous hierarchy of needs. While needs vary from person to person and culture to culture, it should be universally understood that it is not appropriate to provide greater challenges or work on esteem or belonging needs when staff is worried about

basic security needs—i.e., keeping their jobs. Open and honest communication about the organization's future is essential.

Support People

During tough times, people react differently and require different levels of support. By support I primarily mean managers showing an interest in their staff—helping them cope with changes and monitoring their reactions. If this doesn't come naturally to you now is a good time to learn. A little consideration for your staff's concerns and feelings can go a long way.

Equally, managers can benefit from having someone to talk to—a mentor, coach or other professional to discuss the emotional and intellectual challenges of tough times. To be effective, managers need to focus on individuals—their staff as well as themselves.

A colleague recently reminded me that leaders and managers are often the subjects of conversation around the dinner tables of employees. I'm sure you'd rather be regarded as a supportive manager than one who is complained about.

Re-skill to Retain

Organizations can have the best processes and systems but without skilled employees they will not perform. Retrain staff as needed. The cost of employing someone in a new role far outweighs the cost of re-skilling a current employee. This also sends a positive message to the employees and team members about the commitment of the organization to its people.

Remain Professional

It is difficult for a manager who faces the prospect of losing their own job to remain focused on the future and their team. Such situations will be a test of an individual's character and professionalism. The solution here is to focus on the positives in the current situation, look for opportunities to reach organizational and personal goals and work on your own resilience to cope with change. ■

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