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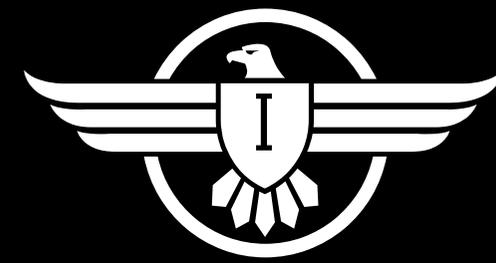
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MITIGATING THE CHALLENGES POST-PANDEMIC WITH INDUSTRY INTEGRATION

Mitigating the challenges Post-Pandemic with Industry Integration - The transformation has been radical in the 18 months of the pandemic. In the post-pandemic, one thing that has not changed is Humanity. Yes, business models have changed, and Academia regulations have changed. Pandemic faces expose people to many unexpected changes. The major shift that happened during pandemic and post-pandemic is shifting work from workplace to home place. What people loved in the post-pandemic is comfort, what they get while working at home. But what people have missed is a discussion with colleagues, meeting new people, on-place learning, and much more.

After the pandemic, virtual recruitment is taking place from all over the globe. Yes, it is opening the gate for talented minds to join any PAN India company and get work-from-home opportunities. But what they are missing is the connection, strong bond with the employers, employees, stakeholders, and the company ambiance and learning. So what our speakers find is trying to find the brighter side of this face. After the post-pandemic, global talent is coming to the forefront!

Students have to learn more to become a global talent, not local talent. After the pandemic, they have the option to explore themselves. The main question for the institutes and the faculty is how will they prepare their students to become a global talent. "It is not the change which is a problem, the problem is when we apply our past problem to the future.

Have you ever read about Netflix, the brand? It started as video/ CD delivering and mailing the movie. The name behind Netflix is because they know one day they will be famous on the internet. That means they know one day they will be on the heights of success. If you want to taste the sweetness of success, apply logic and think about the future.

If academia will not ensure that they are providing the best skill to the industry, there will be problems. Learning has become faster in the digital world! But yes, teaching at an institute has other benefits, such as communication with individual students. But after the post-pandemic, the work of Academia is to keep the balance between the two.

Yes ! students are getting the best opportunities post-pandemic. The industrial revolution from 1.0 to 4.0 has come up. The industry needs to adapt to changes! Without accepting changes, survival is tough in the industry. Get inspiration from the journey of Netflix, who survived because they know how to survive and Blockbuster fell off as they failed to understand the tactics of the industry's survival.

One can stand ahead in the competition, who are ready to face the challenges and knows how to use the power of innovation and technology.

Devika Bhattacharya
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Surendra Nath Tripathi
Director General
IIPA, New Delhi

A HOLISTIC COURSE CURRICULUM must be brought in through inclusive education

*Surendra Nath Tripathi, Director General, Indian Institute of Public Administration (IIPA), shares with **Education Post**.*

Surendra Nath Tripathi, IAS (Retired), is a stalwart in the administrative and policy development domains. Having done his MA in Political Science, and MBA in Public Policy from Slovenia, Mr. Tripathi started his journey as a lecturer in the Allahabad University. After handling several responsible and challenging roles in government institutions, he took over as the Director General at IIPA in April 2019, while still holding the position of Secretary, Ministry of Parliamentary Affairs, Govt of India. Having an extremely insightful and dynamic thought process, he shared with us his views on the future of education, trends in administrative policies and much more.

What are the current trends in higher education that you see as being the most impactful and having long-term relevance?

A couple of trends are very clear. The first is implementing virtual classes for higher education. Earlier we thought that only skill development can be done through online education, but now formal education is also possible through online mediums. Students can interact with global universities at a global scale, without bothering for the capacity of limited faculty.

Secondly, skill enhancement is going to be crucial. Formal education in any stream will not be adequate to make you employable unless you have additional skills. The NEP 2020 emphasizes this point very clearly as the focus is on skill-based education. Moreover, the level of skill development is also enhanced. Now there is serious

skill up-gradation and students are being trained in future skills. All educational institutes have been asked to upgrade their curriculum to match the current demands.

Lastly, a holistic course curriculum must be brought in. The NEP 2020 allows educational institutions to become multidisciplinary. Students can learn music and math, science and humanities, biology with political science, depending upon the course and aptitude. These are the trends that I am seeing clearly.

How can we ensure better administrative policies in India for the education sector, with a focus on accreditation and growth of institutes?

Accreditation is one aspect of it. The other

aspect is whether institutions are eligible for it and ready for it. A multidisciplinary regulator will also have to understand the nuances of all the related sectors. For instance, a law regulator may also have to look into the aspects of medical or commerce education. That will enhance the capability of regulators also, because if they do not appreciate the concerns then the multidisciplinary qualities will be lost. So, making a multidisciplinary regulator will be the first administrative challenge and if that is set right, all other things will fall in place. Reducing the curriculum load of students and allowing them to be more multidisciplinary and multi-lingual will be possible if the regulator is conversant with that and the education system is capable.

Right now, the focal point in elementary education by the government is the nutrition program or mid-day meals. That is also being enhanced and students will have additional nutrition for overall health. But

if the quality of study is not improved, then boosting the nutrition will not help them in literacy. So, we are looking at all the aspects, physical, mental as well as psychological. No one will be left behind through inclusive education. If a child lags in a subject, he can access additional resources through online mode. Faculty are also available online. Moreover, students can access the best of faculty of any subject online, from any place at any time. This will again be a challenge for regulators.

Higher education will be regulated by the Higher Education Council of India (HECI), which will have representatives from NAAC, NBA,

AICTE, UGC, etc. They will be merged to create a huge educational bureaucracy. But it can be lean as well, in addition to being multidisciplinary. I hope these things will be sorted out as we develop and grow.

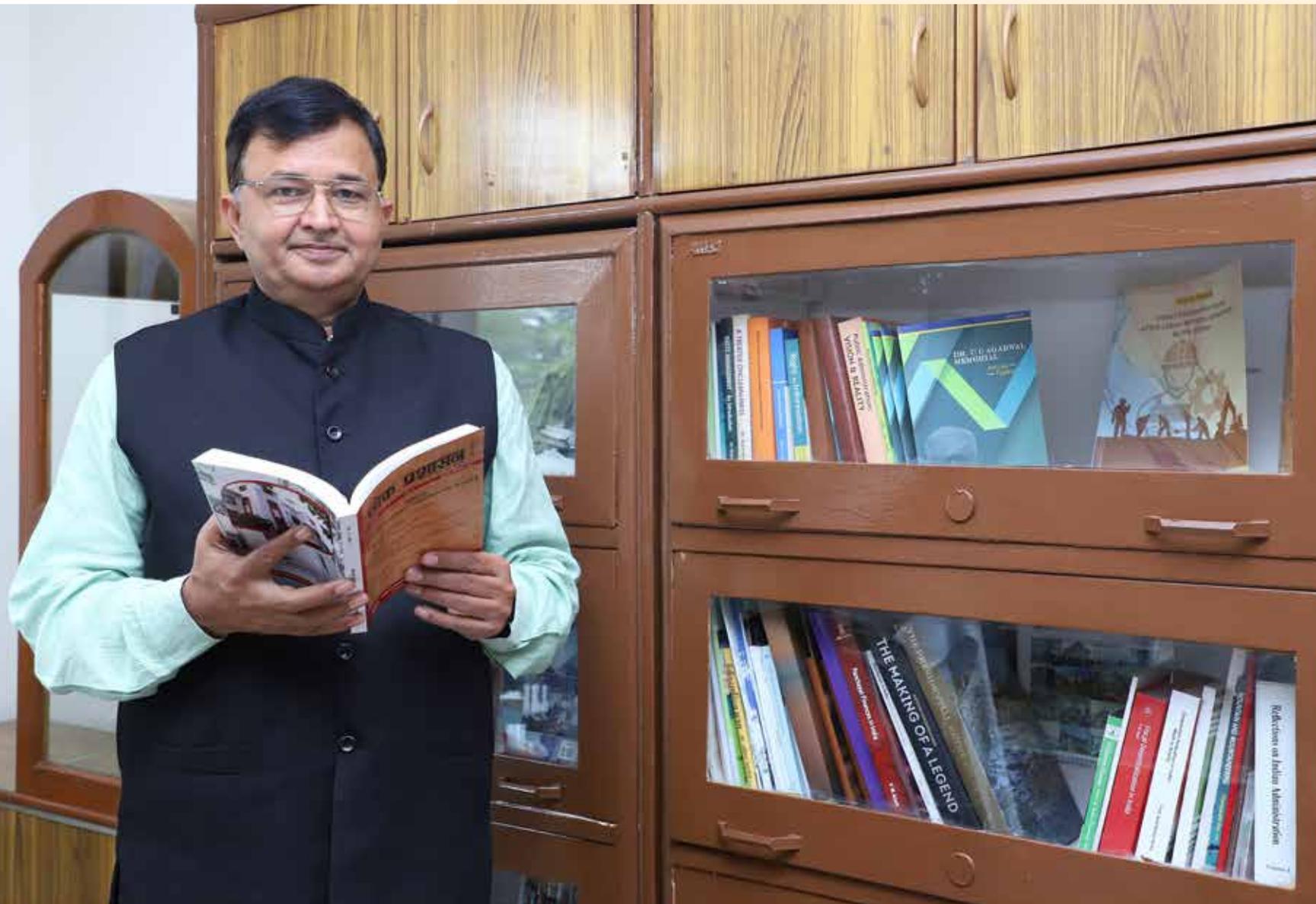
How has digitization helped in boosting the reach of education at all levels?

If I take into account the experience of IIPA and develop it as a scenario, about what digitalization has done for us and what it is going to do for the rest, I'm very sure that this change in the education sector has done a yeoman's service for the students. Today teachers are ready to prepare and upgrade their notes through the digital medium. They don't stay restricted to written notes but can prepare presentations, videos, podcasts, etc. for students. There are 24-hour education channels available, on television and the internet. Plus, we have app-based learning, which has allowed students to find the right knowledge without having to explore everything on Google.

Before the pandemic also there were some platforms, like Coursera, edX, but they were highly paid courses. Now EdTech has come in a big way. Even small institutions or teachers from small towns can create a course that is digital, as well as highly specialized. For instance, someone is good in Math of class VIII, so they can create a targeted course, which will benefit students across India. This is happening with the large-scale effort of the Department of Education and the Swayam Prabha channel. All higher education institutions are also doing a lot of digital content creation.

EdTech companies are coming in for providing supplementary education, while earlier they were only offering tutorials. They can provide the same education in a much better format and a child can see the resources multiple times till he can understand.

So, the biggest loser was the Education sector due to the sudden closure of schools all over the globe. But the biggest user is also going to be Education, due to this situation. Through EdTech, higher education can be made available to students across the country. Though we have over 1100 universities, 40000 colleges and so many other professional institutions, the same quality of faculty cannot be maintained across all colleges. But now,



teachers from the best colleges can teach students virtually, and classes can be accessed on the go. So this is the biggest advantage.

Tell us about your experiences in government departments as an administrative head and what are the key learnings for you?

As Pablo Picasso said, “the chief enemy of creativity is good sense”, and we should remember it. Innovation is not something that can be planned and nurtured. It comes from three things: skillset, mindset, and toolset. If these are put together, the performance of any institution can be better. National Research Foundation, which will improve the research and innovation is a great idea that will help us sort out the issues that we had in the past.

I was in the governing body of many institutions and was instrumental in setting up IIT in Bhubaneswar. My experience was that it is a big challenge to search for quality teachers and set a good curriculum.

But today, these are readily available. So you can choose the best teachers, and pick a suitable curriculum for the digital platform. You can also create a new computer-aided design to deliver the curriculum. To be it looks that those who are administering education in various capacities will find it easier than it was earlier.

Earlier, we were only confined to what is called the ‘input side’ of education, like having a good infrastructure, facilities of drinking water, etc. These things have already been taken care of. Now we must concentrate on high-quality education and learning outcomes. A good teacher, equipped with good technical tools, will make it easier to achieve these goals, by making learning easier and better. So this is a win-win situation for anyone, including the educational bureaucracy.

Another thing that I will highlight is the Mission Karmayogi that is being launched by the Government of India. A similar concept of the Diksha platform was launched for teachers earlier. Building the capacity of the governance structure is as important as the governance itself. The capacity of the state depends on the capacity of the bureaucrats who are in the front line. During COVID, we have seen that the COVID warriors were not the heads and medical superintendents of AIIMS, RML, or other major hospitals. They are the Anganwadi workers, ASHA workers, and other frontline

workers and volunteers. Similarly, for education, the capacity of teachers in elementary and primary education must be built up. A good teacher can make a generation, whereas a good administrator can only make a plan for one or two years.

The Mission Karmayogi, for building the capacity of serving bureaucrats, has twin objectives of increasing efficiency and citizen sensitivity. In the education sector, learning outcome must be the sole goal of the administration, instead of focusing on nutrition, toilets, and drinking water only. Though these are desired conditions, they are not adequate to improve the learning outcome. So, I think the new NEP will be the architect of the new India if implemented properly.

Educational bureaucracy must rise to the occasion and take this opportunity to deliver better education, irrespective of which area, language, or the region you are serving. Technology gives us an opportunity, and the dashboard approach of the government is creating new avenues. The over-the-counter platforms for delivery of content, as well as improved levels of internet connectivity, will fill the gaps and make the job of the bureaucracy easier when it comes to raising the level of educational outcomes.

Compared to other countries, how do you see India's progress when it comes to automation and self-reliance?

In many areas, India is now feeding the world, apart from solving its internal problems. Take food for example. In the 1960's we were living in a sieve-to-mouth condition till 1967, as we had PL480, where the food used to come from outside, and then we could get it. Today, we are self-reliant in the food sector, by being one of the largest producers of some grains.

But now the time has come for us to become thought leaders as well. The soft power of India must be visible globally. That is where automation and self-reliance, product development by software companies will play a significant role.

I believe that the Digital India initiative, coupled with the widespread optical fiber network, right up to the Gram Panchayat level, is going to make us a digital powerhouse of the globe. Billion plus people need billion-plus strategies, and no country can beat the size that India has. If India can automate its processes, reduce the bottlenecks at the bureaucratic level and



deliver development more holistically, this automation will help in easing the life of citizens.

I also believe that if something works in India, it can work anywhere in the world. But if something is working in the USA, it does not mean that it will work equally in India. We have seen how our cooking techniques, software, technology, and pharmaceutical products have become popular globally. We have become suppliers in many cases, instead of being dependent.

So, the goal should be to improve the global supply chain, in facets where we have the competencies, like textile and pharma. At the same time, we have to develop self-reliance in areas where we are dependent on others like APIs, defence, educational material, etc. By inviting foreign universities to set up campuses in India, cross-learning is possible. This is a continuous process, as we can become self-reliant in some aspects for which we are dependent in coming years. However, becoming self-reliant in all areas is a fallacy. You can't be self-sufficient in every area of governance or public policy. The globe is one family.

So, we need to invest time, technology, and resources in areas where we are weak. In our strong domains, we need more innovation, so that we can beat the world. And where we are dependent on others, we must focus on filling the gaps and developing world-class



services. Anywhere in the country, people want a global standard of services. They are not ready to wait till the time the capacity of the state is enhanced.

Therefore, globalization, privatization, and liberalization are building a liberal economic order where democracy plays a role. India has improved its ranking in many areas. With a good demographic dividend, coupled with high quality of education, we can become the manpower supplier and knowledge capital of the world. This possibility is there and perhaps the government is also working on the same thing.

How far will the foreign universities be ready to set up campuses here?

And will we see a significant change in trend regarding research-based education and patents for university researchers?

This is the age of knowledge economy and innovation, and that will come from educational institutions and academia. The proof of consent will come from academia. Once the National Research Foundation scheme gets operational, we can have the convergence of academics with industry and considerable investment in research. So, academic institutions, industry, and entrepreneurs – this trio will make a major impact.

Now, many of the foreign universities are already present in India but the type of courses they teach,



pedagogy that they adopt, the background notes that they prepare may not be applicable in India. Let's say the Boston Housing scheme study is not applicable if you want to study the same trends in Dharavi in Mumbai or Patparganj of Delhi. These case studies will emerge from the Indian academic institutions, like the IIMs, IITs, and many others. We have institutes of excellence, which should be promoted to do research, and research work must attract a premium. For instance, we have a scheme called Tribal Talent Pool, where about 5000 tribal students who are doing Ph.D. and D.Phil. are associated. We provide value addition by linking them with good teachers, quality libraries, reading material, etc. and this can improve the outcome of their research work.

At present universities are not going beyond academic research. They should go towards acquiring patents. Academic institutions like IITs are moving towards patents, but many other institutes, which are capable, are rarely working towards this. Now the time has come for teachers and professors who have innovative ideas to convert their ideas into products and make a prototype. Once it is successful in the market, it

will automatically become a good product.

Why don't we have a Microsoft, Facebook, Twitter, or Google from India, whereas our people are managing these companies? Why can't they do it here in India? Earlier there were many challenges like availability of seed-fund, venture capital, and more, but now the situation has changed. Now, several start-ups have become Unicorn companies, having a valuation of more than \$1 billion. This has happened in the last few years, which means the ecosystem is there, and Indian entrepreneurship is second to none. Our people are hardy; so if they develop any product, it will be successful in the market.

Today, the conditions are ripe for such development. I believe that credit and education are two tools that must be used to develop a country's population. Credit is available in plenty from the banking and finance institutions. Good quality education, if made available along with soft skills and professional skills, will motivate entrepreneurship.

Many people are taking the entrepreneurial route, as lesser people want a traditional job. COVID has



proved that people can work from home without the productivity of the office going down. This is a good trend for the students who are going to be job-ready in near future. They should consider multiple jobs at different times, instead of focusing on getting just one job. The age of a single type of education, or a lifelong job till retirement, is gone and is no more possible. We need to prepare our youth for such trends and the New Education Policy gives that scope.

What will be your message for students aspiring for roles in public services domains?

My message is simple. Stop living someone else's life. Your life is at your disposal to make it the way you want it to be. 10+2 structure has been replaced by 5+3+3 model, which gives enough opportunity to students to do course correction. With the Academic Bank of Credit (ABC), you get further opportunities to learn different things at different points of time, and you can learn while earning. This opportunity was not present earlier.

But certainly, the students must weigh the pros and cons of any course under the guidance of teachers and family, and be careful while choosing a course. Secondly, being digital is no longer a choice. As soon

as you adopt digital technology, tools, and learning material, it is better for you.

Third thing is that it will always be a volatile, uncertain, and perhaps chaotic world. How you are going to adapt yourself to face the challenges depends upon your capacity for innovation and adaptive nature. Entrepreneurship is the order of the day, and a traditional job is not much viable and will be in a lesser number. What can be outsourced can at some point be automated also. There will be paperless bureaucracy, and everything will be less for more, which means that instead of being a job seeker, you must aim to be a job provider. So, learning these skills from the beginning and working towards them will be important. It is you who will shape your life and teachers, family and the ecosystem will only provide a helping hand.

Though I am what my teachers made me, I also played a role in my success. When I was a student, these opportunities were not there. We borrowed books from others to learn. But now books are available in plenty and even digitally. So, opportunity galore is there.

But yes, you should not get drowned in the ocean of opportunities. Search what suits your temperament, and choose those areas of learning and profession. I wish you all best of luck! 

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Srinivas Reddy

We must look at CREATING MORE LEADERS

as it is like sending the elevator back down when you reach the top, **Srinivas Reddy**, Director Human Resource at **Metlife**, outlines in a conversation with **Devika Bhattacharya**

Tell us about the leadership styles or tenets that are most effective, especially with regards to the service industry.

Yes, the services industry indeed has a very different leadership style. Things have changed in the last few years and the quality of talent is becoming more and more critical than it was before. If you have the right talents, they will take your company to a different level.

From a leadership style standpoint, one has to be very clear that you have to change the ways

according to the circumstances and needs. Suppose there is a team that has four equally experienced people, then transactional leadership will be valuable, and other styles may not work. You have to be clear about how you are delegating work, what you are expecting from them, and what you are articulating to them. These things become critical.

When you have people on the team who are maybe more experienced than you are, then a servant-leadership or transformational style will come into play. If you talk about an autocratic leadership style, I have not seen that as being effective or necessary. If I have to stack ranks from leadership styles, servant-leadership and authenticity would be on top as they have helped me to shape my learning and unlearning. I have learned from my career to become the kind of leader that I am today.

We must look at creating more leaders, as it is like sending the elevator back down when you reach the top. When someone has given you the opportunity to prove your worth, you must pay them back and help to grow. If you are not doing it, you are not doing your duty.

Continued Learning, after the main professional degree, has become essential now. What are the reasons for this trend?

If you ask whether a good pedigree in terms of the educational institution from where you belong will hold importance later? Yes, it will always be there, because you will have the level of network and ethics that it provides.

Now that learning has become so accessible to everyone, it is essential to keep upskilling. A person who stops learning will die an early death in terms of his corporate career. You have to keep learning new skills and technologies. The whole trend has changed all the more during the pandemic as digitisation has fast-tracked like anything. How it works and what it impacts have increased rapidly.

In the past, no one focused on the technologies that we will need to enable people to work. But that suddenly is very important that you enable talent so that they can work from anywhere. From a learning standpoint, it

Having started his career in Hyderabad with Genpact, Srinivas Reddy went places and made constant growth. He has a rich experience of working with all the verticals of recruitment and personnel management. His work has given him exposure to all regions of the world, especially Latin America. Read on to know the significant trends in hiring, the best leadership styles, and books that have influenced him.

becomes more important to see what you bring to the table. This will be continuous learning, as knowledge has become very accessible. For instance, after we got a gold medal in javelin, people have been searching on YouTube and trying to learn how to throw a javelin. That is the new trend.

The ability for people to learn will grow significantly. An article said that in the next 15 years or so, you may just need to pop a pill to learn a particular subject. Some people are thinking and researching such aspects. So, learning-unlearning-relearning will attract greater attention. Once you finish your formal education, you need to understand what the workplace skills are, how to acquire them, and move ahead. So, the journey starts once you finish college and start working.

Do you see any significant changes in hiring and training/ development domains over the last decade? Is it more inclusive now?

Organisations will understand the need and importance of being inclusive. One has to be on the ground to hear people and know what employees need. Companies are hiring across the world, and not being limited to one location or workplace. So the ability as an organisation to understand the talent needs has significantly gone up.

Earlier, there was a straight-jacketed approach and it was a fixed process. Over the past year, many people have joined an organisation virtually and do not know what the company culture is, because it only grows on you when you collaborate with people and come to a workplace. In India, not many companies had the culture of working from home. So, many companies do not understand how they will help a new person to perform from home, how you will enable him to know the culture. Offices were the places for collaboration and exchange of thoughts, ethos, and work styles. But today it has changed significantly. Organisations will have to understand that and build up each employee individually. The jobs that were critical a decade back are not so important now, and more evolution will be more pronounced in the future.

What are the key skills that students need to develop in the present scenario?

The ability to understand the new technology and digitisation in a new era will be critical. Plus, the speed at which people execute is extremely high, especially when they join the workforce as a fresher. Third, you have to observe the organisational directions and goals, to see where it is heading towards. Many times, people who join don't pay adequate attention to understanding where the organisation aims to reach, what are my skills, and whether they match with the skills needed for such growth. This is vital to learn on your own.

The ability to adapt quickly has become crucial, as people had to transition overnight to remote working situations. Earlier, for a brainstorming session, you needed a boardroom, use a presenter or whiteboard. Now, you must be aware of how to do it virtually. That is a skill, and knowing the tools on different platforms is important. Adaptability to new technologies and new ways of doing things must be high, and if you don't have it you will be left behind in the growth process.

The ability for people to learn will grow significantly. An article said that in the next 15 years or so, you may just need to pop a pill to learn a particular subject. Some people are thinking and researching such aspects. So, learning-unlearning-relearning will attract greater attention.

Which are the 5 books on top of your reading list, and why?

There are a lot of books that I appreciate. One that is on top is 'The Psychology of Money' by Morgan Housel. A lot of times, people want to reach the top of the workforce, earn a lot of money, and make a fortune. This book changes the perspective. It makes you think about what you need to do, as people are blindly chasing money without thinking about what you are actually doing with that. It helped me to develop a new perspective.

The next one is 'Atomic Habits', which is about which habits you need to focus on and grow. It's a critical thing to know. The third one is related to one's individuality and is named 'Think like a Monk' by Jay Shetty. It talks about what we need to do to grow holistically, and things we need to understand even in the corporate career.

The fourth one will be 'Start with Why' by Simon Sinek. It's an important book to read for everyone, to understand where you are heading. Another book that I'm currently reading is 'Ikigai', which is about the Japanese philosophy of loving some work and building a profession in that field. There are a lot of management books which are all very valuable. 



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Ashutosh Sinha

DIGITIZATION AND SMART DEVICES

are now in the category of necessity, **Ashutosh Sinha**, Head-Human Resource at **Tuyasmart** India shares his outlook with **Devika Bhattacharya**

How are smart devices helping the education domain?

There is a huge change in the way students are taught as smart classes are the norm. Smart devices are meant to provide data and assist in a lot of ways and can be used to assist in planning. Teachers have a greater responsibility, as they have to be aligned with the information available to students on open platforms. They have to prepare a curriculum using the latest devices and technology. They have to work on presentations and videos that can be accessed with flexibility. It has enhanced the exposure to global sources of knowledge.

Technology can be related to lifestyle and used for maintaining a proper schedule. For instance, using a smartwatch, students can plan their study time and track their fitness. In this way, it helps students. There are both pros and cons of digitization, and nothing should be in excess. However, online education has enabled students to access education in a self-paced format. E-books, quizzes, and other educational material are available for reference.

Many EdTech companies have also made a foray into the domain and are building a successful business by partnering with institutes and instruction developers, who guide with course design and include interactivity. This transformation has proven to be a golden opportunity for them. Many institutes have digitized their interface, from admission to curriculum and results. Hence, students can access all the information easily. Colleges are gaining from the change as the process has been streamlined. SAP is being applied in almost all fields and information generation is modified. AI is helping institutes stay aligned with the current trends and managing the admission and placements. They can readily access student data to check the performance and understand the need for more support. Hence, assistance can be targeted to specific students, and for particular subjects. So, using the appropriate technology for benefiting all stakeholders is important.

Tell us about your entrepreneurial stint. How did the idea develop?

I joined my old friend who was into recruitment domain and with him few of old friends from corporate and education sector joined together and collaborated with few of the Polytechnic and Diploma / Engineering colleges. The purpose was to tie up with them on the skill development programme and getting the students ready for the corporate sector by assisting and handholding them in better placements and livelihood. They have policies to partner with external trainers to teach soft skills to students, reduce the corporate – campus gap and prepare them for the corporate sector. Polytechnics do not have that adequate support system for career planning, such as placement departments and counsellors. So the Government has framed these policies for students' development. We

Agility to adapt to the requirements of different sectors and roles is his forte, as Mr. Ashutosh Sinha has worked for various industry segments i.e. Start-up, IT, Retail, Manufacturing & Consulting, having experience in HRBP, Talent Acquisition, Employee Relationship Management, SOP & Audit, CSR, Corporate – Campus connect programs etc. He has worked with both Indian and Global brands like HCL Perot, Adecco, Future Group, OP Jindal Group etc. His assignments have been into Incorporation of Start-up in complete Business Operations & People Management, Setting up of HR Department from Scratch, Designing to Implement HR Policies & SOPs, Reward & Recognition Program, Successfully creating Employee & Employer Branding. CSR Projects for Women Empowerment and Skill Development. Now, he is working with a futuristic global company and is responsible for building the business operation in India with the right team, processes and policies. Focused development of brand and collaboration with teams are his key strengths. Here, he speaks about digitization and more.

built resumes, taught communication skills, team management skills, enhance personality etc and prepared them to face interviews, and made them confident.

The idea got developed looking at the gap in the output – input scenario and the corporate requirement of the new recruits.

The pandemic has indeed proven beneficial for digital growth and transformation sectors. How do you see the trend now for the next few years?

Digitization and smart devices are now in the category of necessity, like our basic needs. Currently, we are dependent on technology, and it will help us grow. The faster we adapt to technological change in our professional and personal life, the better it is for our success. The purchase decisions will be associated with future trends. This needs more focus as it is a requirement. People can have access to education, health, and other facilities through smart devices.

There are many new players in the market and Indian companies are also performing better, with the Make in India initiative. Digitization, Industry 4.0, and similar trends have further accelerated the need for making technology and smart devices accessible by all.

We have to reduce the cost of these devices and make them affordable and accessible for a larger population. The government also has to take some steps, like providing some subsidies and also encourage fast development of the smart devices and network. At some places, the distribution of devices has also helped.

When you hire people, what are the top 3 qualities that you look for?

This changes as per the company and sector for which you are hiring as skill requirements are different. There are different tools to judge a candidate and varying qualities that are measured. However, the common qualities that have to be present from a global perspective are people skills. Intellectual Integrity is something I prioritise, and it relates to honesty in presenting a person's skills. Many psychometric tests are used for judging this

Upskilling will be required because corporates require current skills and they prefer people who are updated. You have to be open to learning new things and try to keep constantly learning.

factor and the thinking styles. Secondly, I look at the ability to approach situations. I judge their perspective to act in different conditions, and plan their action or ask for support according to the resources available. They have to relearn and get the work done.

The third is thinking ability and agility. Earlier we had traditional courses in a single domain. Now the education pattern has changed and you can opt for specific courses and multiple subjects right from the school level. Studies are more skill-driven and focus on what you want to do. Design thinking and agile thought process are very critical. So, I would say that a candidate must have a strong value system, intellectual honesty, and must think spontaneously.

How essential is it for students to upskill themselves after entering professional arenas?

The motive of education in the first place is to follow a profession that you aspire for and be successful in the field. So, education is the key to professional success across domains. Sports, music, and other vocations also offer specialized training. Students have to be aware as even after getting 100% marks they have to face competition.

Upskilling and knowledge and learning is not only for students; it is perpetual. You have to learn, unlearn and relearn as the job demands are changing. Upskilling will be required because corporates require current skills and they prefer people who are updated. You have to be open to learning new things and try to keep constantly learning. 

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REGISTRAR



Nirbhay Lumde

The social sector indeed needs
MASSIVE INVESTMENT
 for large-scale change, **Nirbhay Lumde**, Director - Corporate Social Responsibility, Asia Pacific SBU, CGI, shares with **Education Post**

What are the focus areas where you plan and drive the CSR strategy?

Corporate social responsibility (CSR) is one of CGI's long-held core values and priority areas. Correspondingly, one of our strategic goals is to be recognized by our communities as caring and responsible corporate citizens. These two aims come together in our commitment to contributing to the development of an inclusive, collaborative, and sustainable world. Through our socially and environmentally sustainable business practices, we strive to deliver value for all three of our stakeholders - our clients; our employees, whom

we call members as a majority of them are also owners; and our shareholders. Our ideology is not to drive CSR programs blindly but to align them with global goals, while also taking care of local concerns.

Our CSR priorities are People, Communities, and Climate. Under People, we work largely with students in schools and universities. We champion digital inclusion for all, taking actions locally to improve access to technology and business education and mentoring to ensure everyone can be successful in a digital society as citizens or IT professionals.

The second priority is Communities. We commit to positively contributing to society by leveraging our IT and business expertise through social impact projects, local economic growth initiatives, and active support for local Business Unit pro bono engagements. CGI encourages the use of our skills to support the communities in which we live and work.

The Climate priority demonstrates our commitment to an environmentally sustainable world through projects delivered in collaboration with clients, our operating practices, supply chain management, and community service activities. The goal is to achieve net-zero carbon emissions by 2030, build processes in support of change and support our clients with their climate goals.

How has been the institutional support (from Govt) for the programs and any challenges you faced?

Government is a default partner, for anything we do. No one matches their reach and opportunity to scale operations.

The social sector indeed needs massive investment for large-scale change. A collaborative effort ensures constant support with required capital. It is essential to create powerful synergies to support a favourable ecosystem for change. There is merit in co-creating programs that encourage investment in pilots and scale-up operations. With a finite timeline and exit plan, such opportunities push towards sustainable solutions.

The progressive nature of the mandate makes it flexible for companies to collaborate to engage

After earning his Master's degree from IIT Bombay, he started with the Azim Premji Foundation and led technology-driven CSR programs at the grass-root level. His passion to bring about change also led him to work closely with government bodies. He also drafted books and policy papers about the social sector and how technology helps. Working with Intel, he handled many of the programs for betterment in education and related areas. In this interaction, Nirbhay talks about his journey as a social sector professional.

in CSR initiatives. It certainly adds value as isolated efforts will not address complex issues such as illiteracy, poverty, unemployment, or environmental sustainability.

We have been working in collaboration with government bodies like the Niti Aayog for implementing the STEM programs. We work with over 100 schools across 3 states and reach more than 50000 children. Another program targets the National Digital literacy mission, where we work with some private sector partners as well. So, while

the programs are targeted at local growth, they also serve the purpose of nation-building.

On the climate conservation side, our program for wet waste management is in collaboration with the local municipal bodies, who provide us with the assets. We recognise that they need support and we provide Capex and other operational support through our NGO partners.

A more conducive atmosphere and long-term strategy would open doors for collaborations. The government has been playing the role of regulator. It is time to step up to play as a facilitator in nation-building with a shared vision. A shared vision also brings on the table much-required compatibility among partners. The compatibility will help in bringing together competencies to address the social issues.

An example here would be company collaborations for CSR. While we do have opportunities like Swachh Ganga, Swachh Bharat, or PM relief fund, Govt. needs to come up with such platforms where companies can come ahead and provide collective effort. During the COVID times, for instance, if there was a common platform for collective action, it would have enabled more meaningful support.

Sustainable Development Goal 17, partnerships for the goals, should be essential to forging local alliances and collaborations. It will bring in required finance by mobilizing extra financial resources through private players. It will enhance the utilization of enabling innovation and technology for effective capacity-building initiatives. It would also promote public-private, civil society, and public partnerships. India is a vast and diverse country; thus, coming together is pivotal to address long-standing social issues to build a just, social and equitable society.

Does it help to have the SDG as a set of guidelines for the issues you address?

The Sustainable Development Goals (SDGs) comprise 17 key targets that outline a set of goals for global development and were adopted by the UN in 2015 to update the Millennium Development Goals.

The social sector is no more only about NGOs; it has evolved as an equally well-paying sector. The perks are on par, and the benefits are immense. The social sector is also a combination of seasoned professionals with years of experience and young enterprising individuals building sustainable solutions to address social challenges. The sector provides hands-on experience working in grassroots while equally rewarding by applying the best technologies to scale solutions.

Aligning CSR to SDGs allows a company to address a significant challenge of operations in multi nations as a Multi-national Corporation. It helps to devise an effective CSR approach operating across multiple jurisdictions. Given that SDGs are universal, developing a cohesive CSR approach based on SDGs is more acceptable across the borders. If I speak of APAC goals, people may not relate to them, but if I connect them to the SDGs, they will understand, as these are more shared goals.

Committing to the SDGs also increases transparency and accountability towards consumers. It is also an effective way to foster a sense of community as businesses can work closely with governments and other civil society organizations to achieve common targets. Our CSR global report is called Sustainability Reporting. It simplifies the goals that we follow.

Consumers are likely to be more loyal

and stay invested in a firm's CSR activities committed to achieving the shared goals. It is also convenient for stakeholders and shareholders as these are universal goals for building a better tomorrow. Today, it is not only about investing money. Stakeholders are looking at what is your commitment from a larger point of view. On the climate change front, we are signatories to the UN 2030 Agenda for Sustainable development.

It might be unrealistic to align all SDGs. However, a short-term strategy is to work around specific targets aligning with the existing CSR activities. It is a transition, paving the way for a longer-term approach to commit holistically to all 17 SDGs. It certainly helps businesses to reorient the purpose of the business. It is a misnomer to believe that the purpose of business is to only make a profit or to solely serve the shareholders. The ultimate aim of business is to serve society without trespassing into the community and damaging the environment.

Corporate social responsibility generates a positive atmosphere inside the organization that eventually leads to the overall improvement of the brand image. An alignment to SDGs would be able to help India to improve developmental activities and contribute directly to the national as well as global development agenda. It is certain that achieving SDGs using CSR activities as a means of shared growth.

The SDGs are like a broader umbrella, within which the CSR fits as a significant part, and the programs we have for stakeholders, customers, employees, and the community are smaller segments of the larger goal.

Tell us about the impact of the programs on education. How has it impacted children over the years?

It is a fact that investing in education is one of the most critical components for enabling the growth and development of any country. However, it is equally important to understand where these investments are

made, what inputs are provided, and how quality time is spent in schooling to contribute to economic growth.

As I mentioned, we work in collaboration with the Niti Aayog and our STEM programs impact over 50000 children from more than 100 schools annually. Today we have children cracking the state level and national level competitive exams, on all forums. We provide a platform for children to showcase their work. It encourages people to adopt a scientific mindset and rational thinking for being innovators, instead of doing rote learning.

It also helps our members, or employees, for being mentors in such a large-scale program. They help schoolchildren and influence their growth. We also offer scholarship programs at the college level. We are proud to share that we have partnerships with IIT Chennai, IIIT Hyderabad, and other universities where we provide scholarships for students who are meritorious but cannot afford the education. We handhold their journey and also get on board some of them as interns so that they are meaningfully engaged. We work with the learning and development team, which is part of the HR team.

We also do digital literacy programs to see how technology can be leveraged. We have Vodafone Idea as our partner, and there's a portal called digisakshar.org, where they provide the platform and the program is supported by CGI. NASSCOM helped us come together for this collaboration. Apart from mainstream education, we focus on inclusive education where children with special needs, or visually impaired students are taken care of in a meaningful way. They are skillfully trained so that they are independent and they get employment.

Is the education program provided in vernacular language?

Our operations are in Telangana, Maharashtra, Tamil Nadu. The programs are run in vernacular languages, mainly because the schools we partner with have the regional language as the medium of study, not English or the national language. We try to address their requirements as well as we can. Our science programs are in English. So, we do a mix and match of both. The program that we did with Vodafone, B-Sakshar portal, is available in

Hindi, English, and vernacular languages as well. We are using these ways to scale up the opportunities.

The volunteers who work on these projects, are they all members of CGI or external partners as well?

We mostly work with in-house teams for a reason. We aim to mobilise them to meaningfully contribute to the community. One of our employees was a part of the Indo-Russian Bilateral Science program, where he mentored Indian and Russian students in building a technology solution for India. We concluded a Daan Utsav, and all employees supported it. Most of our members also promote sustainable homes, and we work with the next generation for championing the cause of ecological awareness.

Dream Connectors is an employee-driven initiative that supports communities in which we live and work. It is a global CGI initiative that advances our ongoing commitment to improving the well-being of our communities through technology and the engagement of our consultants. Dream Connectors brings together CGI consultants from across the globe to benefit local communities through global collaboration and teamwork. Every year, CGI consultants propose Dream Connectors project ideas, and a committee selects the best projects for a company-wide vote. Winning projects receive CGI support in the form of technology, funding, and volunteers.

Since the engagement programs are not possible only with the employees or CSR teams, we have our NGO partners, called Implementation Agencies. They provide the platform where we can help with expertise and technology. We do collaborate with corporates, but not so much for the volunteering. When I look at the numbers, we have close to 6500 members contributing for social causes and putting in 13000 to 14000 hours for such services.

What is your message for students who want to work in

the social sector? What would be the skills to develop for a successful career?

The social sector is no more only about NGOs; it has evolved as an equally well-paying sector. The perks are on par, and the benefits are immense. The social sector is also a combination of seasoned professionals with years of experience and young enterprising individuals building sustainable solutions to address social challenges. The sector provides hands-on experience working in grassroots while equally rewarding by applying the best technologies to scale solutions. You can work and see the impact in the real sense. It is a life-changing opportunity, and students must have a passion for it.

Given the size of the social landscape, there are enormous opportunities to serve society in a personal capacity or as a full-time professional with an NGO or as Corporate Social Responsibility with a corporate. CSR is a part of the compliance requirements in India. So, all major companies have some CSR projects. More than 20000 companies have roles for CSR professionals. You can work in sustainability teams, corporate foundations, high-net-worth individuals, and many more.

From the skill point of view, a management degree is sufficient to enter the field. But having some experience of social work during college as a volunteer will always add value. You will be able to learn the skills on the way. It is all about the right combination of passion, commitment, and managerial skills.

Some universities are offering courses on social work as credit courses. We also have MBA in CSR or MBA in sustainability as new age courses. That's an additional benefit for people who want to be a part of this space. It is all about transforming lives and working towards building a more humane and equitable society. It is empathy in action. The biggest reward, apart from building a better future for others, is job satisfaction. It is a super combination of work-life balance. The jobs in social sectors are equally rewarding with opportunities to tackle complex issues, work closely with the government, and travel for learning on the go. 📍



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Rahul Lakhmani
Founder and CEO, Skiify Solutions Pvt. Ltd.

EDUCATION INSTITUTIONS HAVE DIFFERENT CONSIDERATIONS THAN PRIVATE INCUBATORS as they take more research oriented start-ups

First, tell us about your venture Skiify Solutions, and the thought behind its inception.

I started my venture Skiify when I was a student at IIT Bombay. In 2010, I was part of the Techfest, a technical fest at IIT, and was handling the accounts and workshops section there. During the Techfest many service providers came there to provide technical education workshops. I was anxious to see that while IITs are the leading technical education provider, other organizations were coming to provide the workshops. They had tied up with

some leading technical institutes, and they knew that students from other institutes are sure to come for any event that IITs are hosting. Simply by sponsoring the event, they could get approval to conduct a session there. The audience was guaranteed, but the material they were providing was not up to the mark.

I and two of my friends thought that we could provide much better content for technical education. Being IIT students, we had the noticeability when we reached out for providing workshops. Thus, Skiify was established, which stands for *Science-Knowledge-Innovation-&-Implementation-for-Youth*. At that time, we were not thinking about the revenue as we were students. But we just wanted to create an impact. After conducting few sessions, we found that since we were the resource, doing the workshops and preparing the material, without any external trainers, our operational cost per session was very small. We only had some infrastructure and travel costs, which were not much. So, we were earning considerable profits by conducting workshops on weekends.

Moreover, it was not just about revenue, but the quality of content. If these workshops are conducted by people who provide inadequate or poor-quality education, then the impact on students will be worse. We followed the motto that honesty is the best policy, and provided exactly what we had promised to the participants. Eventually, we got access to more colleges and organizations through word-of-mouth publicity, without spending anything on advertising.

I completed my education, came to Delhi, and registered Skiify as a company. Having gained considerable experience through the sessions, we started the Software Development division. Being from a place like IIT Bombay, we got our initial orders through our alumni network straightaway. We showcased our first few projects on our profile, which was for an international audience. We were working on other start-up projects too like exam4job.com and Logtics. Then we started getting international projects as well, where we followed the same policies. Even though our costs were almost five times higher than our competitors, still our clients were giving us projects because of our reliability and quality of work. We understand the project before taking it up, but even if there is some difficulty

Rahul Lakhmani started with an idea during his college days and went on to build a leading tech start-up within a few years. Now, he is a motivational speaker, mentor to budding entrepreneurs, educationist, member of several government teams, and also an award-winning wildlife and nature photographer. Here's the story of how he developed as a multifaceted leader.

afterward, we do not give up. Thus, we meet our 100% completion rate.

Have you collaborated with any other entities for providing the services?

We are not collaborating with anyone for funds, but some new ventures have partnered with us, who want us to provide the services in multiple domains. My association with the government bodies began later. We have been recruiting from IITs and IIMs since 2012. During the recruitment, there were PPTs regarding the work of our company. I was also invited to some workshops and talks in colleges. During those presentations and talks, some government officials who were working in education and start-up sector liked our work, and invited us

to be mentors for several organizations.

So, one thing led to the other and for the last 3 to 4 years, I have been giving career counselling to students. Since 2016, I am associated with many government organizations, like AICTE, to work on the betterment of the entrepreneurship scenario in India. I am also involved in the institutional framework and ranking as well as the part of mentorship that they are providing to student entrepreneurs. Skiify is hiring from many top B-schools and they want their students to be updated with the latest technology. Since we are having many foreign clients, we are aware of the new trends. I am guiding entrepreneurs to overcome major challenges and scale-up ventures.

The technical workshops in educational institutions are a part of the services. Tell something about these workshops, and the value delivered.

In 2010, when we started delivering workshops, being Civil Engineers, we were giving workshops related to building design, GPS, remote sensing, etc. After setting up Skiify, we also started workshops on robotics, AI, embedded systems, App development, which were not in our regular curriculum then.

Now, those concepts are available readily on the

Emotional intelligence is essential for professional success. Through it, we are looking at others with empathy, getting motivated, helping others, developing social skills, and considering things from a larger perspective. To lead a team, a good leader should know how to stay calm under pressure, resolve conflict effectively, and respond to co-workers with empathy. In today's corporate set ups, the difference between companies with low and high attrition rate can be correlated with Emotional Intelligence of leadership.

internet. So, we are working on Geospatial analytics, Blockchain, Machine Learning and other latest and emerging technologies. We teach how you can use AI differently. Whether you are a civil or an automation engineer, AI is applicable everywhere. We are guiding entrepreneurs on the interconnectivity of the techniques so that they apply them to their ventures. So, Skiify is providing these technical workshops related to the emerging fields.

Also, I am delivering leadership talks and guest lectures on entrepreneurship, motivation, time management, and leadership roles in IITs, IIMs, AICTE and various other institutes and organizations. I also provide personal counselling to students and working professionals. People need these skills for success and till now I have delivered more than 250 public talks and sessions as well as more than 2000 people have received personal guidance and help to excel in various areas in life.

What's the role that emotional intelligence plays in making leadership more effective in today's corporate setups?

I am always interested in delivering something unique and meaningful to my audience. Currently, I am doing a research in Positive Psychology. The methods that I suggest prove beneficial for people because they follow some universal rules, like whatever you are doing, you must think about others and the impact that it is creating.

EQ is related to it. Emotional intelligence is essential for professional success. Through it, we are looking at others with empathy, getting motivated, helping others, developing social skills, and considering things from a larger perspective. To lead a team, a good leader should know how to stay calm under pressure, resolve conflict effectively, and respond to co-workers with empathy. In today's corporate set ups, the difference between companies with low and high attrition rate can be correlated with Emotional Intelligence of leadership.

Also, I have seen that people who give time to their family, friends, and follow some passion, eventually attain better performance. If we think that by working 10 hours, we are doing X amount of work and in 15 hours, we will do 1.5x, then it does not happen that way in life, as our mind does not allow it. So, most of my sessions are based on my experiences with people. These are science and psychology-based concepts. If we are not doing something that we love, then how can we continue doing something that we don't love? What I felt is that by doing these things which we love, we get energy and patience for doing all other things. For instance, I am very passionate about Wildlife Photography and Cricket, and because of being indulge in these activities, I get the motivation and calmness to deal with other professional and life related tasks. Also work-life balance and mental health are one of my most taught fundamentals to students as well as working professionals. These are the most important things in current online era.

What is the scope of developing incubation cells in more educational institutions?

Incubation cells provide support and guidance to the new generation of entrepreneurs and help them during the initial turbulent times by providing required programs and resources. All the major institutions in India are having them but still there are many problems remaining to be solved, so developing more incubation cells are always good. Education institutions have different considerations than private incubators as they take more research oriented start-ups and also those which benefit rural areas. Private incubators focus

We must be ready to look for innovative solutions. Mentors can solve the smaller problems you are having while solving the bigger problem. Regarding all the major problems that the business is facing, entrepreneurs must not be dependent on mentors for solving all the problems. They should look to learn from mentors' experiences and try to solve the problem in their own way.

more on growth. These are also important for the growth of the country.

From past 4 years, I am working with several government policies which work on the entrepreneurship-related support that is helping students in India to develop business ideas and get resources. In 2010, I was part of the E-cell of IIT Bombay, and I realized that such cells are exclusive to leading colleges and not common in educational institutes across India. We used to conduct events on entrepreneurship for various college students, though students were not having great idea about Start-up, funding, and business model.

When the Start-up India project was launched, I got a call for providing mentorship to the youngsters. The government is also focusing on developing the facilities in other colleges, apart from IITs and IIMs, which already have the

infrastructure. So, balanced growth is promoted by providing the resources and bringing out a ranking on these parameters. We are involved in many such activities. The quality of colleges is improving fast, as they have to follow the compliances set up by the government rules. Students are thus benefiting, as many colleges are having incubation centres now. It's a very fruitful initiative.

Another positive step was taken in 2012 when IIT Bombay started the deferred placement strategy. It means that if you are a student and working on a start-up, then you can defer your placement by two years. For the next two years, you can focus on your venture, and grow it. In case it fails for some reason, then you can come back after two years, sit for the placement and get a job. Initially, only 15 students had opted for the plan, but now, over 50 students are taking the start-up route every year, which is a big number considering that they are leaving the option of lucrative placement. That's the kind of confidence that the institutes and policies are giving them. We are aiming to raise the number of colleges that are providing such facilities to the students, because if we are talking about making the country powerful, then we need self-starters and entrepreneurs.

What will be your message for the students and aspiring entrepreneurs?

I will explain with a story, which is related to photography. I invested a good amount in professional cameras and lenses in February 2020 and planned to start landscape photography, by visiting at least two places every month. But in March, there was the pandemic, and lockdown was imposed. So, I could not go out for photography. One day, I went to my terrace and started taking pictures of birds, and in the next 6 months, I captured more than 90 species of birds from my home, clicking over one lakh photographs. This year, I got several International awards for the same.

My message to entrepreneurs here is that don't expect anything and take it for granted.

Maybe they have planned to start with a particular set up but the circumstances can change. Be ready to change and adapt. People may say that since I had the resources, I was ready to upskill. But what about the results? So, if they are doing the work in a dedicated and passionate way, with honesty, they will get the rewards sooner or later, even in the changed situations. There is no wasted effort. I tell entrepreneurs that situations will often be different from what you expect. So, do something constructive with the resources you have.

So, don't expect anything. Be ready to change and adapt. Also we should know that many have great ideas, but what differentiates between them is perseverance. Apart from that be systematic, maintain good work life balance and never lose sight of the big picture.

Also, you must be ready to look for innovative solutions. Mentors can solve the smaller problems you are having while solving the bigger problem. Regarding all the major problems that the business is facing, entrepreneurs must not be dependent on mentors for solving all the problems. They should look to learn from mentors' experiences and try to solve the problem in their own way. It is their responsibility to think about the challenges and explore the solutions that will be workable. Major problems have to be identified and faced by the core team of the start-up, by working towards answers or waiting for the situation to change. Self-reliance is crucial.

Lastly, if you are an entrepreneur, you shouldn't complain. If you have a new goal, then there will be a new set of problems too. You must find the solutions and also think of the impact on society. Giving back to the people will benefit in the long run. Being an entrepreneur doesn't only give you the sense of freedom, it also ensures the freedom of our country and enables us to not be reliant on other nations. It's a nation building exercise. 



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PARAMETERS

- **SOCIAL IMPACT**
Factor Index: Social cause, Social responsibility, Scholarships budgets/ reservations, Green action plan
- **WELL-BEING IMPACT**
Factor Index: Happiness Index for Faculties, Students and Staffs
- **SDGs IMPACT**
Factor Index: Institute's contribution falls under 17th goal of United Nations Sustainable Development on Higher Education scale

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| Name of Institutions | ACTUAL VALUES | | | WEIGHTED INDEX VALUES | | | Overall Index Score | National Impact Rank* |
|---|---------------|------------------|-------------|-----------------------|------------------|-------------|---------------------|-----------------------|
| | Social Impact | Wellbeing Impact | SDGs Impact | Social Impact | Wellbeing Impact | SDGs Impact | | |
| | 200 | 150 | 100 | Out of 100 | Out of 100 | Out of 100 | | |
| Birla Institute of Technology and Science, Pilani | 188 | 138 | 73 | 94.0 | 91.8 | 73.0 | 90.07 | 1 |
| Amrita Vishwa Vidyapeetham, Coimbatore | 186 | 138 | 75 | 93.0 | 91.8 | 75.0 | 89.87 | 2 |
| Vellore Institute of Technology, Vellore | 187 | 137 | 74 | 93.5 | 91.1 | 74.0 | 89.74 | 3 |
| Indian School of Business, Hyderabad | 185 | 139 | 73 | 92.5 | 92.4 | 73.0 | 89.55 | 4 |
| WOXSEN School of Business (WOXSEN University), Hyderabad | 187 | 136 | 72 | 93.5 | 90.4 | 72.0 | 89.20 | 5 |
| XLRI - Xavier School of Management, Jamshedpur | 185 | 137 | 71 | 92.5 | 91.1 | 71.0 | 88.79 | 6 |
| Bharath Institute of Higher Education and Research (BIHER), Chennai | 183 | 130 | 78 | 91.5 | 86.5 | 78.0 | 87.71 | 7 |
| KIIT, Bhubaneswar | 178 | 136 | 72 | 89.0 | 90.4 | 72.0 | 86.95 | 8 |
| SP Jain Institute of Management and Research, Mumbai | 182 | 136 | 64 | 91.0 | 90.4 | 64.0 | 86.75 | 9 |
| Management Development Institute (MDI), Gurgaon | 172 | 138 | 74 | 86.0 | 91.8 | 74.0 | 86.22 | 10 |
| Birla Institute of Technology, Mesra | 180 | 128 | 62 | 90.0 | 85.1 | 62.0 | 84.09 | 11 |
| The ICFAI Foundation for Higher Education (IFHE), Hyderabad | 164 | 132 | 68 | 82.0 | 87.8 | 68.0 | 81.92 | 12 |
| Manipal Academy of Higher Education, Manipal | 163 | 127 | 72 | 81.5 | 84.5 | 72.0 | 81.11 | 13 |
| Thapar Institute of Engineering and Technology, Patiala | 173 | 117 | 68 | 86.5 | 77.8 | 68.0 | 80.68 | 14 |
| FORE School of Management, New Delhi | 160 | 131 | 66 | 80.0 | 87.1 | 66.0 | 80.39 | 15 |
| Meenakshi Academy of Higher Education and Research (MAHER), Chennai | 161 | 128 | 67 | 80.5 | 85.1 | 67.0 | 80.09 | 16 |
| Periyar Maniammai Institute of Science & Technology, Thanjavur | 159 | 130 | 64 | 79.5 | 86.5 | 64.0 | 79.61 | 17 |
| Sri Muthukumaran Medical College Hospital & Research Institute, Chennai | 172 | 114 | 65 | 86.0 | 75.8 | 65.0 | 79.28 | 18 |
| Dr. M.G.R. Educational and Research Institute, Chennai | 170 | 115 | 64 | 85.0 | 76.5 | 64.0 | 78.87 | 19 |
| Institute of Management Technology (IMT), Ghaziabad | 154 | 130 | 66 | 77.0 | 86.5 | 66.0 | 78.66 | 20 |
| SRM Institute of Science and Technology, Chennai | 155 | 128 | 66 | 77.5 | 85.1 | 66.0 | 78.44 | 21 |
| Institute of Management Studies (IMS), Ghaziabad | 154 | 128 | 66 | 77.0 | 85.1 | 66.0 | 78.19 | 22 |
| Nirma University, Ahmedabad | 162 | 118 | 68 | 81.0 | 78.5 | 68.0 | 78.16 | 23 |

| Name of Institutions | ACTUAL VALUES | | | WEIGHTED INDEX VALUES | | | Overall Index Score | National Impact Rank* |
|---|---------------|------------------|-------------|-----------------------|------------------|-------------|---------------------|-----------------------|
| | Social Impact | Wellbeing Impact | SDGs Impact | Social Impact | Wellbeing Impact | SDGs Impact | | |
| | 200 | 150 | 100 | Out of 100 | Out of 100 | Out of 100 | | |
| AMITY University, Noida | 152 | 127 | 70 | 76.0 | 84.5 | 70.0 | 78.06 | 24 |
| Dayananda Sagar University, Bengaluru | 157 | 127 | 60 | 78.5 | 84.5 | 60.0 | 77.81 | 25 |
| Great Lakes Institute of Management, Chennai | 160 | 124 | 59 | 80.0 | 82.5 | 59.0 | 77.71 | 26 |
| Symbiosis International University, Pune | 158 | 125 | 60 | 79.0 | 83.1 | 60.0 | 77.59 | 27 |
| International Management Institute (IMI), New Delhi | 155 | 128 | 58 | 77.5 | 85.1 | 58.0 | 77.24 | 28 |
| T.A.Pai. Management Institute (TAPMI), Manipal | 154 | 128 | 58 | 77.0 | 85.1 | 58.0 | 76.99 | 29 |
| The Energy and Resource Institute (TERI), New Delhi | 163 | 116 | 60 | 81.5 | 77.1 | 60.0 | 76.75 | 30 |
| NMIMS, Mumbai | 162 | 118 | 58 | 81.0 | 78.5 | 58.0 | 76.66 | 31 |
| TAXILA Business School, Jaipur | 159 | 119 | 60 | 79.5 | 79.1 | 60.0 | 76.45 | 32 |
| JSS Science and Technology University, Mysuru | 141 | 133 | 68 | 70.5 | 88.4 | 68.0 | 76.41 | 33 |
| Bharati Vidyapeeth Deemed University, Pune | 150 | 128 | 60 | 75.0 | 85.1 | 60.0 | 76.29 | 34 |
| REVA University, Bengaluru | 150 | 130 | 56 | 75.0 | 86.5 | 56.0 | 76.16 | 35 |
| O P Jindal Global University, Sonipat | 150 | 127 | 60 | 75.0 | 84.5 | 60.0 | 76.06 | 36 |
| Chitkara University, Chandigarh | 145 | 128 | 62 | 72.5 | 85.1 | 62.0 | 75.34 | 37 |
| PES University, Bengaluru | 140 | 134 | 61 | 70.0 | 89.1 | 61.0 | 75.34 | 38 |
| Chandigarh University, Mohali | 142 | 132 | 57 | 71.0 | 87.8 | 57.0 | 74.77 | 39 |
| Sathyabama Institute of Science and Technology, Chennai | 140 | 132 | 57 | 70.0 | 87.8 | 57.0 | 74.27 | 40 |
| BIMTECH, Greater Noida | 140 | 126 | 58 | 70.0 | 83.8 | 58.0 | 73.03 | 41 |
| ADAMAS University, Kolkata | 133 | 132 | 60 | 66.5 | 87.8 | 60.0 | 72.97 | 42 |
| R V College of Engineering, Bengaluru | 142 | 121 | 57 | 71.0 | 80.5 | 57.0 | 72.21 | 43 |
| Sri Sri University, Cuttack | 128 | 134 | 60 | 64.0 | 89.1 | 60.0 | 72.19 | 44 |
| BMS College of Engineering, Bengaluru | 127 | 136 | 58 | 63.5 | 90.4 | 58.0 | 72.10 | 45 |
| Coimbatore Institute of Technology, Coimbatore | 129 | 134 | 57 | 64.5 | 89.1 | 57.0 | 71.99 | 46 |
| MS Ramaiah Institute of Technology, Bengaluru | 129 | 133 | 58 | 64.5 | 88.4 | 58.0 | 71.91 | 47 |
| Siddaganga Institute of Technology, Tumkur, Bengaluru | 131 | 130 | 58 | 65.5 | 86.5 | 58.0 | 71.71 | 48 |
| Vidyavardhaka College of Engineering, Mysuru | 129 | 132 | 57 | 64.5 | 87.8 | 57.0 | 71.52 | 49 |
| Institute of Management Studies (IMS), Noida | 128 | 130 | 58 | 64.0 | 86.5 | 58.0 | 70.96 | 50 |

| Name of Institutions | ACTUAL VALUES | | | WEIGHTED INDEX VALUES | | | Overall Index Score | National Impact Rank* |
|---|---------------|------------------|-------------|-----------------------|------------------|-------------|---------------------|-----------------------|
| | Social Impact | Wellbeing Impact | SDGs Impact | Social Impact | Wellbeing Impact | SDGs Impact | | |
| | 200 | 150 | 100 | Out of 100 | Out of 100 | Out of 100 | Out of 100 | |
| Indian Institute of Technology, Delhi | 183 | 139 | 72 | 91.5 | 92.4 | 72.0 | 88.90 | 1 |
| Indian Institute of Technology, Chennai | 182 | 138 | 71 | 91.0 | 91.8 | 71.0 | 88.27 | 2 |
| Indian Institute of Technology, Bombay | 182 | 137 | 70 | 91.0 | 91.1 | 70.0 | 87.89 | 3 |
| Indian Institute of Technology, Kharagpur | 182 | 135 | 72 | 91.0 | 89.8 | 72.0 | 87.72 | 4 |
| Indian Institute of Technology, Guwahati | 180 | 135 | 71 | 90.0 | 89.8 | 71.0 | 87.07 | 5 |
| Indian Institute of Technology, Kanpur | 180 | 134 | 72 | 90.0 | 89.1 | 72.0 | 86.99 | 6 |
| Indian Institute of Technology (BHU), Varanasi | 180 | 132 | 70 | 90.0 | 87.8 | 70.0 | 86.22 | 7 |
| Indian Institute of Technology, Roorkee | 178 | 134 | 70 | 89.0 | 89.1 | 70.0 | 86.19 | 8 |
| Delhi Technological University, Delhi | 180 | 130 | 72 | 90.0 | 86.5 | 72.0 | 86.06 | 9 |
| Anna University, Chennai | 178 | 134 | 69 | 89.0 | 89.1 | 69.0 | 86.04 | 10 |
| Indian Institute of Technology, Gandhinagar | 175 | 132 | 70 | 87.5 | 87.8 | 70.0 | 84.97 | 11 |
| Indian Institute of Information Technology, Allahabad | 172 | 135 | 70 | 86.0 | 89.8 | 70.0 | 84.92 | 12 |
| ABV Indian Institute of Information Technology & Management, Gwalior | 178 | 130 | 62 | 89.0 | 86.5 | 62.0 | 84.06 | 13 |
| Netaji Subhas Institute of Technology, Delhi | 166 | 134 | 73 | 83.0 | 89.1 | 73.0 | 83.64 | 14 |
| Motilal Nehru National Institute of Technology, Allahabad | 170 | 132 | 64 | 85.0 | 87.8 | 64.0 | 82.82 | 15 |
| National Power Training Institute Northern Region, Delhi | 165 | 128 | 69 | 82.5 | 85.1 | 69.0 | 81.39 | 16 |
| G.B. Pant University of Agriculture and Technology (College of Technology), Pantnagar | 163 | 129 | 70 | 81.5 | 85.8 | 70.0 | 81.27 | 17 |
| National Institute of Industrial Engineering, Mumbai | 164 | 125 | 73 | 82.0 | 83.1 | 73.0 | 81.04 | 18 |
| National Institute of Technology, Warangal | 158 | 136 | 65 | 79.0 | 90.4 | 65.0 | 80.90 | 19 |
| National Institute of Technology, Durgapur | 162 | 131 | 66 | 81.0 | 87.1 | 66.0 | 80.89 | 20 |
| G.B. Pant Engineering College, Pauri | 159 | 132 | 68 | 79.5 | 87.8 | 68.0 | 80.67 | 21 |
| Aligarh Muslim University (AMU), Aligarh | 162 | 129 | 66 | 81.0 | 85.8 | 66.0 | 80.42 | 22 |
| College of Engineering, Pune | 156 | 132 | 68 | 78.0 | 87.8 | 68.0 | 79.92 | 23 |
| Maulana Azad National Institute of Technology, Bhopal | 152 | 136 | 68 | 76.0 | 90.4 | 68.0 | 79.85 | 24 |
| Indraprastha Institute of Information Technology, New Delhi | 168 | 120 | 66 | 84.0 | 79.8 | 66.0 | 79.83 | 25 |

| Name of Institutions | ACTUAL VALUES | | | WEIGHTED INDEX VALUES | | | Overall Index Score | National Impact Rank* |
|---|---------------|------------------|-------------|-----------------------|------------------|-------------|---------------------|-----------------------|
| | Social Impact | Wellbeing Impact | SDGs Impact | Social Impact | Wellbeing Impact | SDGs Impact | | |
| | 200 | 150 | 100 | Out of 100 | Out of 100 | Out of 100 | Out of 100 | |
| Punjab University, Chandigarh | 156 | 130 | 70 | 78.0 | 86.5 | 70.0 | 79.76 | 26 |
| National Power Training Institute, Durgapur | 152 | 132 | 72 | 76.0 | 87.8 | 72.0 | 79.52 | 27 |
| Visvesvaraya National Institute of Technology, Nagpur | 168 | 118 | 66 | 84.0 | 78.5 | 66.0 | 79.36 | 28 |
| Jamia Millia Islamia, New Delhi | 160 | 125 | 68 | 80.0 | 83.1 | 68.0 | 79.29 | 29 |
| Defence Institute of Advanced Technology, Pune | 154 | 130 | 70 | 77.0 | 86.5 | 70.0 | 79.26 | 30 |
| University School of Information & Communication Technology (GGSIPU), Delhi | 160 | 124 | 68 | 80.0 | 82.5 | 68.0 | 79.06 | 31 |
| Punjab Engineering College, Chandigarh | 157 | 131 | 62 | 78.5 | 87.1 | 62.0 | 79.04 | 32 |
| Central Food Technological Research Institute, Mysuru | 152 | 129 | 73 | 76.0 | 85.8 | 73.0 | 78.97 | 33 |
| Thanthai Periyar Government Institute of Technology, Vellore | 158 | 132 | 58 | 79.0 | 87.8 | 58.0 | 78.92 | 34 |
| Pandit Deendyal Petroleum University, Gandhinagar | 160 | 125 | 65 | 80.0 | 83.1 | 65.0 | 78.84 | 35 |
| Sardar Vallabhai National Institute of Technology, Surat | 162 | 127 | 58 | 81.0 | 84.5 | 58.0 | 78.76 | 36 |
| Malviya National Institute of Technology, Jaipur | 153 | 130 | 68 | 76.5 | 86.5 | 68.0 | 78.71 | 37 |
| Army Institute of Technology, Pune | 155 | 130 | 64 | 77.5 | 86.5 | 64.0 | 78.61 | 38 |
| Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur | 152 | 134 | 62 | 76.0 | 89.1 | 62.0 | 78.49 | 39 |
| National Institute of Technology, Tiruchirapalli | 158 | 130 | 58 | 79.0 | 86.5 | 58.0 | 78.46 | 40 |
| Sant Longowal Institute of Engineering and Technology, Sangrur | 147 | 134 | 70 | 73.5 | 89.1 | 70.0 | 78.44 | 41 |
| MMM Engineering College, Gorakhpur | 145 | 138 | 67 | 72.5 | 91.8 | 67.0 | 78.42 | 42 |
| Rajiv Gandhi Institute of Technology, Kottayam | 152 | 130 | 66 | 76.0 | 86.5 | 66.0 | 78.16 | 43 |
| University School of Biotechnology (GGSIPU), Delhi | 154 | 129 | 64 | 77.0 | 85.8 | 64.0 | 78.12 | 44 |
| Bengal Engineering and Science University, Shibpur | 150 | 130 | 68 | 75.0 | 86.5 | 68.0 | 77.96 | 45 |
| University College of Engineering, Punjab Technical University, Patiala | 156 | 126 | 62 | 78.0 | 83.8 | 62.0 | 77.63 | 46 |
| Gurukul Kangri Vishwavidyalaya (Faculty of Engineering), Haridwar | 145 | 136 | 64 | 72.5 | 90.4 | 64.0 | 77.50 | 47 |
| National Institute of Technology, Kurukshetra | 150 | 134 | 58 | 75.0 | 89.1 | 58.0 | 77.39 | 48 |
| National Institute of Technology, Hamirpur | 150 | 132 | 60 | 75.0 | 87.8 | 60.0 | 77.22 | 49 |
| National Institute of Science and Technology, Berhampur | 152 | 130 | 56 | 76.0 | 86.5 | 56.0 | 76.66 | 50 |



Prof. A.V. Narsimha Rao
Director
The ICFAI Law School, IFHE Hyderabad

TEACHING ON LINE HAS FACILITATED THE REDUCTION OF DISTANCE, BROUGHT THE WORLD EDUCATION INTO THE HOUSE OF A STUDENT



With such a wide gamut of expertise, which sphere of legal teaching-learning do you appreciate most and why?

Law belongs to the group of social sciences and bedrock for enforcing the rule of law IN the society, enriching peace and equitable distribution of resources and the tool to access the justice. The sphere of law is dynamic. The horizons are expanding, covering a wide gamut of subjects, areas, specializations and moving towards evolving the seamless roadmap for amicable solutions and the design thinking for the challenges posed by the complex socio-economic, political and business situations. Law may be substantial

and procedural and both of them are cardinal. Law teaching and learning is aimed to equip the students of moderate intelligence and transform them to the high quality professionals. Practical knowledge and application of law are the foundations for the legal profession which can be instilled only through clinical classes, internships, interface and interactions with the profession, industry and judiciary. Each subject is required to be taught like a clinical course having sessions of simulations leading the students for their practical learning. Focus on blended learning of theory and practice, traditional and new general laws, substantial and procedural laws, litigation and ADR methods through participating learning are the requirements of teaching and learning process at law schools. Research, case analysis, drafting, legal analytics and communication skills enhancement are the critical components of teaching and learning of law. Teaching theory in its entirety has lost its charm. Interdisciplinary and multidisciplinary approach with an interface of the technology is the need of the day as envisaged by the National Education Policy 2020.

Tell us about the advancements in Environment Law and how far have they been actually implemented? Also, what are the gaps we can fill?

The UN Agenda 2030 enlisting the 17 Sustainable Development Goals is the reflection of the policymakers focusing on the advancements of environment and considering them as the foundations for the socio-economic development. It is the driving force for the world institutions towards accomplishment of the goals, and to policy makers to equip themselves to practice the environmental Rule of Law. The World Commission on Environmental Law is capturing the advancements into environmental specialized laws. The transformation of environmental governance models, redesigning of compliance framework are fostering the adoptive systems, code of conduct for the stakeholders and prodding towards the socio-economic sustainability. Environmental governance with transparency, people's involvement and stakeholder's participation management, self-commitments are some of the tools for implementation of environmental principles and practices. Use of natural resources judiciously as custodians of future generations, use of environmental sound management systems, environmental audits, combating the excess greenhouse gases, a check on climate changes, reforestation and afforestation are some of the instruments for preserving and protecting the environment. The gaps between the propositions and

achievements are to be mitigated by making a citizen as a partner. Redesigned reporting standards, use of technology, self-imposed targets, strict compliances, expanding the advocacy base, strict implementation of laws are some of the ways to fill the gaps.

You have been associated with ICFAI for more than a decade. What's your vision for the growth of the institute over the coming 5 years?

I am privileged to be associated with the ICFAI group for last two decades and seen the growth of this great institution in multi-dimensional ways. More specifically I am associated with the establishment, administration of the law schools of the ICFAI Group in general and the Law school of the ICFAI Foundation for Higher Education, the deemed-to-be university established under the provisions of the UGC Act 1956. During the last one decade after its establishment, we have introduced many more new systems and processes in the teaching and learning of legal education. It is in the process of establishing itself as the top law schools of India. Within this short period it has achieved the significant ranking of 39 of the NIRF and also ranked in the first few positions by other ranking agencies. The profession and industry recognizes and places the ICFAI Law School, Hyderabad by the side of the premier law schools.

The law school has a vision to carve out best legal professionals from the mediocre students joining it. It is aiming to prepare the new generation lawyers with the best court craft and management, articulation and drafting and problem solving skill-sets. The legal professionals originating from this school are to be recognized for their international standards in arguments, research and other fields of legal arena. The law school is aiming to change the pattern of teaching-learning process with the help of innovative pedagogies, participative and community based learning, learning through working. We are eager to see the ICFAI Law School among the top 10 law schools of India known for its quality education with research bent of academics.

You had a long stint in banking sector. How have banking laws evolved over the years and are they more consumers friendly now?

I had the privilege of associating with the banking sector for two decades directly and two

decades indirectly. First two decades is the transitory period for the banking industry aligning itself with the liberalization and globalization of financial services. The applying of the international standards towards the health of assets is one of the major achievements and introduction of technology to the banking operations is another remarkable milestone in the banking industry during that period. The metamorphosis of the banking operations during last two decades is another feather as it spread its horizons in the service industry, innovation of new banking products, cross selling of banking and insurance products and services and use of digital platforms. During this period the orientation has shifted to socio-economic services, supporting the financially weak persons of the society, shedding of much more regulatory and reporting norms. The banks are reaching out to the customers with a customised spread of services and products without cumbersome documentations and facilitating the ease of doing business. The foreign exchange law has changed its facet from regulatory to facilitator role. Transparency, accountability and good governance have taken first seats. The banking law and operations have transformed and started giving the hand-holdings to startups, young entrepreneurs, women empowerments and moving towards the self-reliance.

What are the incentives for research students in the higher education institutes across India, especially in the field of law?

Law is a dynamic subject and always adds knowledge base with the addition of new enactments, amendments to the existing legislations, precedents, critical reviews. The information and data relating to legal arena is growing in multiple times and is required to be retrieved as and when it is required. Legal analytics of the court decisions, enactments, executive orders, notifications prompts continuous research of the legal subjects. The litigations filed in the court demands research on the problems involved in the litigations. Enforceability and applicability of law and regulations, evaluation the liability of the parties requires the research. The higher education institutions are the laboratories where legal principles, court decisions, critical analysis of the enactments are tested by the research scholars during their experiments. The higher education institutions are the centres where the future legal professionals take the shape. Most of the higher education institutions, more particularly institutions related law, are inclined to undertake the research in order to streamline the concepts, principles in a scientific way and facilitate the creation of knowledge in the

field of law. The research activity is becoming more significant facet of the higher education institutions. The researchers involved therein are incentivised by the professionals, industry, organizations and the higher education institutions. They are taken as legal analysts, chamber consultant and faculty with research backdrop are appointed as professors of the university education which is a lucrative financially and status wise. They are compensated for their contribution in the policy making, drafting of the enactments, executive orders etc. There is a good demand for the faculty with the research degree.

There is a digital development with legal studies also being offered through online portals. Please share your views on this hybrid mode of teaching.

Like, every walk of the life, the legal education is blessed with the digitalization process. The availability of big data relating to court cases, enactments, rules and regulations of different countries is the significant contribution of the digitalization. The Covid-19 has posed challenges to the legal education institutions and forced to adopt online mode for the class work, organization of events, seminars, conferences, webinar and even the competitions. The challenges are considered as opportunities and made good use of the availability of digitalization process, portals and platforms. The entire process of admissions, administration, accounting, examinations processes, evaluation methods are carried by using the digital technologies. Teaching on line has facilitated the reduction of distance, brought the world education into the house of a student. Though the education institutions and students faced problems in the beginning for few days, but they are preferring on line education to physical mode of teaching, as the threat of spread of pandemic due to physical contact is not wiped off. The government is also suggesting to opt for hybrid mode of teaching by inviting fifty percent of students to the class room and providing the same lessons at same time to the remaining students on online mode. There is no doubt, it will be a good idea to control, regulate and mitigate the spread of the pandemic through hybrid mode of teaching. However, on line education in the hybrid mode is a temporary solution and but not permanent. The physical class room teaching has its own charm, impression and effectiveness cannot be replaced by the online classes or hybrid classes. 📺



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Dr. Urvashi Makkar
Director
Institute of Management Studies (IMS)
Ghaziabad - Business School

ACTIVE ENGAGEMENT

in the learning process helps to motivate students and enhance their learning outcomes

Tell us about your vision for IMS in the coming 5 years. What will be the core areas of growth?

Learning is innate to all human beings. Education is an essential process that is unstoppable and complex. The real purpose of education in modern times is to accelerate the progress of people in order to enable them to generate critical thoughts and propose ideas based on common welfare for creating a balanced society. Over more than three decades, IMS Ghaziabad is dedicated to develop global management executives of the 21st century. The institute envisions being a world-class institution, transforming society through value-based education with a strong focus on management and technology, leading to an all-round development of human resources. We nurture our students to be emotionally intelligent through inculcating human values and professional ethics so that they surpass competition and excel better than the best.

Our major thrust areas which are embedded in our pedagogy involve a three dimensional focus on achieving the highest standards of academic excellence, a highly effective corporate interface backed with multi-dimensional development opportunities. We are taking numerous initiatives for skill improvement and competency development of our students so as to make them future ready by building 21st-century skills.

Higher Education has evolved as a highly dynamic space. How have the teaching methods and curriculum changed over the past few years?

Education, being a social institution serving the needs of society, should be not only comprehensive, sustainable, and outstanding, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. A very pertinent

question that true educationists often ask themselves is how to meet the education vision of the future?

The volatility, uncertainty, complexity and ambiguity of the environment has made it highly desirable that the institutions involved in higher education must follow the transformative and disruptive process innovations so that a systematic approach towards enhancing quality education can be facilitated. At the dawn of the twenty-first century, new and rapidly improving technologies are in the process of transforming higher education. Fundamentally, modern technologies are perpetually changing the concept of a higher education institution. No longer is a higher education institution necessarily a physical place with classrooms and residence halls where students come to pursue an advanced education.

Additionally, research has shown that active engagement in the learning process helps to motivate students and enhance their learning outcomes. The utmost responsibility of an educational institute is to continuously transform its teaching- learning practices and stimulate innovation in order to raise the academic performance index. The curriculum must empower learners with skills and competences to cope with a constantly changing landscape. Development of skills such as creativity, imagination, critical thinking, problem solving, collaboration, innovation, digital literacy, adaptability must be embedded in a thoughtfully conceived curriculum.

In line with this, IMS Ghaziabad has embedded a number of innovative pedagogical tools in its curriculum. The focus is on mapping the course outcomes with higher levels of cognitive skills of the Bloom's Taxonomy i.e analysis, evaluation and synthesis. This will enable the students to not just remember and understand the theoretical concepts, but also develop the critical skills of applying, analyzing and evaluating concepts, processes, procedures, and principles.

You have authored so many research papers and books. How do you see the current research facilities for students in Indian Universities?

There is no denying the fact that when it comes to quality research, so far India has not done commendably well. Past efforts have been modest and fragmented, and have failed to impact the state of research in any significant way. Due to the segregation

of teaching and research in the country, entire generations of students have graduated from the university system without contributing towards quality and original research.

However, currently, the stars are aligned for India to play a significant role in the global knowledge system and to come up with world-class research universities. There is no dearth of talent, and there are some promising initiatives from the government. The challenge is no longer a lack of ideas – it is sustained support and effective implementation.

India has several important advantages as it emerges as an academic power. The widespread use of English means that India is immediately part of global scientific communication. India also has a sizable cadre of accomplished academics and researchers – both within the country and as part of the diaspora. Indian professors spread across the globe can contribute to building research capacity by participating in collaborative research and other initiatives.

The National Education Policy has proposed establishing a National Research Foundation which will have significant funds for supporting research in four areas – technology, science, social science and arts and humanities. It also suggests that different ministries should set aside funds for research and enhance linkages of universities with the economy and society. Overall, if these measures are executed well, it will enhance the level of research in the country while making them more relevant for society and more globally competitive.

How have the provisions of the NEP impacted the teaching-learning policies?

NEP is one of its kind inclusive, participatory, and holistic approach which aims to reform the existing educational structure. It will be significantly impacting billions of lives. Be it students, parents, or teachers- everyone will be affected by the changes in the education system. But the two major segments on which NEP will have the maximum impact would be 'Students and Teachers'.

Education is not about loading a child with information. It is to develop the body and the mind to the highest possible capability. In line with this, the NEP is envisioned to make the teachers more skilled and equipped with futuristic teaching skills through introduction of professional teaching standards. The

roles and responsibilities of teachers are more clearly defined. The focus of NEP is to impart necessary training to the teaching fraternity with a thrust on 21st-century teaching skills.

With a mission to create a national curricular and pedagogical framework, which is competency-based, inclusive, and innovative with emphasis on comprehensive development of children, we are optimistic that the new education policy 2020 will definitely overhaul India's existing education regime and make it more learning-centric. It will expose students to acquire future skills in the areas of computation, coding, design thinking, digital literacy, and ethical as well as laying a strong foundation for human values.

Undoubtedly, the new policy on education reflects a progressive shift from the past and if implemented in its true vision, it can surely make India a global knowledge superpower.

How important are corporate and global linkages for development of higher educational institutions and career prospects of students? How can this be attained?

There is no denying the hard fact that we all are living in a tough world, a world of cut-throat competition, where everyone is striving hard for a successful career. If we closely observe the world of business today, we will find that more than theoretical knowledge, a student is required to have a practical orientation and a global mindset.

An aspiring management professional may be the topper of his/her class, the theoretical concepts may be sound and well in place, but that's not enough. Competition, I must emphasize, is merciless!! To stand out, students must know how to apply their knowledge and come up with practical & innovative solutions.

At IMS Ghaziabad, we are not leaving a single stone unturned when it comes to supporting our students in their untiring efforts towards enhancing the career prospects and enabling them in getting their dream jobs. The institute is consistently providing Career Counseling, need based education and organization support to its budding managers. Industry Linkage through Seminars, Conferences, Symposiums, Guest Lectures, Live Projects, Certification and Training Programs, Networking Events, Industry Visits etc. is an essential aspect of our teaching learning pedagogy.

A novel initiative- "Special Talk Series" comprising of deliberations in five different aspects namely, Global Talk Series, Expert Talk Series, Corporate Talk Series, Alumni Talk Series, Entrepreneurial Talk Series, has also been kick started. To further broaden the horizons of our students, we have partnered with reputed Global experts to collaborate with us as Adjunct Faculty for three subjects.

It is the cumulative result of these initiatives that we have reached our goal of 100% placements in elite organizations like Deloitte, Mondelez, Wipro, Dabur and many more.

What will be your message for students to succeed in these volatile times?

In the contemporary dynamic and turbulent times, the world is witnessing a sea change in almost all dimensions. New types of job are coming up which require different kinds of skillsets. What was hot selling cake in yester years is becoming redundant today. I would advise the young generation of our country to develop in themselves the crucial ability of being agile when it comes to learning and imbibing new information, knowledge and skills.

Students must understand that learning agility is the burning need of the hour. By being agile, they will be competent to figure out a way through a new situation without actually knowing what to do, by intelligently using past and present experiences to make sense of an uncertain situation. It's also about being open and receptive to new ideas rather than relying on outdated information.

This is very critical in current VUCA times wherein what is applicable and relevant today will very quickly become redundant in a flash of time. When the young professionals are empowered with this agility, they will start preparing for the future challenges in a more focused way.

Besides having learning agility, it is highly imperative that the students, who are the future of our country, must spread their wings without having any boundaries, so that they can experience the vastness of their hidden potential. I have always believed in - To define is to limit! Hence, the student fraternity must have boundary-less imagination to innovate in the respective areas where they would plunge in the coming years of their life!! 



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Bibhuti Bhushan Jha for Creative New Ideas and Promoting New Talents in Hindi Literature



(On behalf) Dr. Sundeep Aanand, Group President, Bharath Institute of Higher Education and Research, Chennai for Global Edupreneur of the Year in Asia



Srinivas R Shinde for Outstanding Industry-Academia Engagement Professional



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Rahul Lakhmani, Founder and CEO at Skiify Solutions and Start-up Mentor for Leading Innovative Pioneer



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PANEL-1



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PANEL-2



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Prof. Reshma Nasreen
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Prof. Sanjay Dhamija
Dean Academics at IMI New Delhi



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With the awakening of national consciousness in the early years of the last century, a few notable efforts were made in British India to improve the system of education prevalent in India during that time. Gujarat Vidyapeeth (Sabarmati ashram) started by Mahatma Gandhi, Shantiniketan to bring the cultures of the East and West into universal harmony, Jamia Milia and the Gurukul Kangdi for preserving the cultural heritage of the nation keeping with the requirements of the modern age.

Inspired by the same spirit, Rajasthan Vidyapeeth was founded on 21st August 1937 by a renowned litterateur, educationist, a noted Gandhian, Reformer, Social Activist and a Freedom Fighter in true sense late Manishi Pandit Janardan Rai Nagar to uplift the downtrodden common masses in the Southern Rajasthan, in particular, besides running various educational activities. Still the mission of the institution is to uplift the society, community development, vitalizing democratic values and restoration of culture through education.



The Government of India and UGC conferred it the status of 'Deemed-to-be University' in 1987. Since then, it has been spreading the fragrance of a number of courses, including professional ones, for the benefit of our society. It offers under-graduate, post-graduate and research courses in the areas of Science, Humanities, Commerce, Social Sciences, Management, Social Work, Teacher's Education, Homeopathy, Physiotherapy, Computer Science, Agriculture, Pharmacy, Law and others besides being actively involved in Adult & Continuing Education, Community Work and Archaeological Work. Its guiding objectives have invariably been to provide research based qualitative education through preservation of our rich socio-cultural values. The University is all set to lay strong foundations of quality education.

The University has had the honour of having illustrious people like Padmabhushan Dr. Karan Singh (Jammu-Kashmir), Mahapandit Rahul Sanskritayan, Late Shri Bhopal Singh (Maharana of Mewar) and Shriyut Srimannarain as its Chancellor. Our Present Chancellor is Honourable Prof. Balwant Rai Jani.

Under the leadership of our Honourable Vice-Chancellor Prof. Col. S.S. Sarangdevot, Janardan Rai Nagar Rajasthan Vidyapeeth (Deemed-to-be University) has received 'A' grade from NAAC in 2016 and

achieved the status of a highly recognized university in the field of Education.

The eminent persons who visited Vidyapeeth include Pandit Jawahar Lal Nehru, Shri Jai Prakash Narain, Shri Vinoba Bhave, Smt. Indira Gandhi, Dr. Rajendra Prasad and Dr. Radha Krishnan, Prof. Natrajan, Shri Chandi Prasad Bhatt, Shri Chandra Prakash Dwivedi, Shri Upendra Kushwaha, Shri Gajendra Singh, Shri Karan Singh of Kashmir etc. Col. James Tod completed his historic book 'Annals and Antiquities of Rajputana' during his stay in the campus of this Institution.

With the vision of "equitable knowledge empowerment of masses by blending the modern means with conventional values, execution of problem-oriented research leading to policy interventions and extension services linked with quality improvement in life of the deprived classes and marginalized group, especially tribal population", the university has the strength of more than 10000 students and then 1000 faculty members. Seekers of good education come from all over India, mostly from around 500 km. area of Rajasthan. We have 3 campuses in Udaipur all three are big enough covering area of about 78 acres.

The University has received many awards few of

them are National Excellence Award 2015 for Community Services Excellence, Public Folk and Cultural Award by Hon'ble President of India; FICCI Award for working in the field of Rural Development; and National Child Development Award by Hon'ble President of India. The University also got good ranks at national level by IIRF and Unirank.

Our Objectives

- ◆ To promote education for the masses with focus on the disadvantaged section of the society.
- ◆ To develop literature for adult and continuing education in consonance with Linguistic, Cultural and Developmental needs of the region.
- ◆ To promote the study of Rajasthani Culture, Language and History.
- ◆ To make special provision for meeting the cultural educational and developmental needs of the Tribal Community.
- ◆ To prepare a team of teachers & students to eradicate the problems of rural mass struggling for their upliftment.
- ◆ To conduct research relevant to the needs of the region and communities dwelling in it.
- ◆ To develop and implement technical courses in the field of management, information technology, medicine and paramedical sciences in order to enhance the avenues of employment.
- ◆ To develop / adopt / execute other educational activities decided upon by the competent authorities of the university from time to time.

Thrust Area

- The acceptance of the philosophy of continuing education as a part of total Education programme of the university.
- Integration between formal and non-formal education and out of school learning.
- Attending of the learning process of faculty and students through exposure to community needs problems.

- Research for the development of theory and conduct of applied research/ operational research.
- Introduction of courses offered on campus, off campus through distance mode.
- Academic exchange with the university abroad.

The University emphasizes to prepare student centric, job-oriented curriculum, which may be flexible in terms of their contents and according to the students' quality. All the courses of the University are approved by the UGC. University is providing professionally trained personnel in the fields of labour and industrial relations, rural welfare, family and child welfare. One of the criteria, which are adopted in revising curriculum, is socio-economic status of tribal people could move upward. The University is unique in its kind who is focusing more to uplift tribal people than urban.

JRNRV has a strong focus on research, and is committed to prepare competent and better researchers, therefore, to promote the research the University has included publishing of at-least one research paper, in a better journal, in its curriculum at PG level. JRNRV is publishing 13 research journals. University has started annually "best research award" of Rs. 25,000/- and a certificate for their faculty members to motivate them towards better research. The University initiated steps for collaboration with other International Universities to promote global collaborative research. The faculty members are also encouraged by participating in research-oriented trainings, faculty development programs, workshops, etc. Dean (Research) is the in-charge of all university level research activities.

Teaching and learning at JRNRV develops the intellectual skills and self-reliance that equips our students to deal with complexity and uncertainty and to question and analyze existing orthodoxies. In addition to providing high-level subject-specific skills and knowledge, such teaching ensures these are "transferable" skills which provide value throughout life.

Library of Institute of Rajasthan Studies of the University has a useful collection of rare books and old manuscripts in Sanskrit, Prakrit,

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Janardan Rai Nagar Rajasthan Vidyapeeth founded its core institutions before independence and earlier of independence with unique and noble ideas in education at the National Level. These institutions served especially the youth, farmers of the tribal area of the southern Rajasthan. We provide literacy and non-formal education programme for neo literate and adults in rural areas, promotes Cultural & Folk Dances & Music, and the study of Rajasthan Culture, Language and History, and make special provision for the study of the Cultural, Educational, Social, Economic and Developmental needs of the Tribal of the Region. We have taken up the education for creative citizenship in urban areas to foster the civic sense and strengthen the democracy through broadcasting news and social awareness programmes. Our institutes also provide literacy and vocational based programme for rural youth and artisan and also training of officials and non-officials and people's representative of Panchayatiraj Institution to strengthen democracy. The University has also adopted about 200 villages for Community Welfare in these villages as laboratory for community services and education.

The University is keen to prepare all-round development of its students; co-curricular activities

are one of the major areas by which we achieve this goal. Over the past decade, JRNRV has greatly expanded its co-curricular activities. We have hosted All India Cross Country event for the year 2013, and further a number of sports events at national level. We have also organized other National level tournaments like Kho-Kho (M & W) in 2014, Handball (M & W) in 2016 and Boxing Tournament in 2018 for men and women. The journey is continuous.

The University is the largest provider of adult education in Southern Rajasthan and Lifelong Learning to several people of this area. The University's lifelong learning activities also encompass the professional development work, and many of these courses are custom-made to suit an individual's needs. Our Community Centers also offer various training programmes at all levels. Major extension works which are being done include, anganwadi training, panchayat raj training, literacy programmes, adult and continuing education programme, life skill education programme, women empowerment programme, vocational training, awareness programmes on current issues, research on community related issues, mobile library, community awareness programmes, training to farmers and rural youth for self-employment generation. and research on women related issues. 



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$$x^6 + y^6 - 1 = xy \{ 2(4x^2y^2 + 6xy + 3) - 3xy(x^2 + y^2) \};$$

and,

$$512 \{ x^4 + y^4 + 14xy(2x^2 + 5xy + 2y^2) \} = 65537;$$

then, $128 \{ x^3 + y^3 + 15xy(x + y) \} + 3 = ?$

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For $x, y \in R$,

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then,

$$x^{12} + y^{12} + 54x^2y^2 - 27x^4y^4 + 2x^6y^6 = ?$$

ANSWERS : CMT-2020/19: 51 ; CMT-2020/20: 1

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

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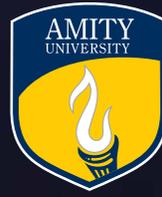
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