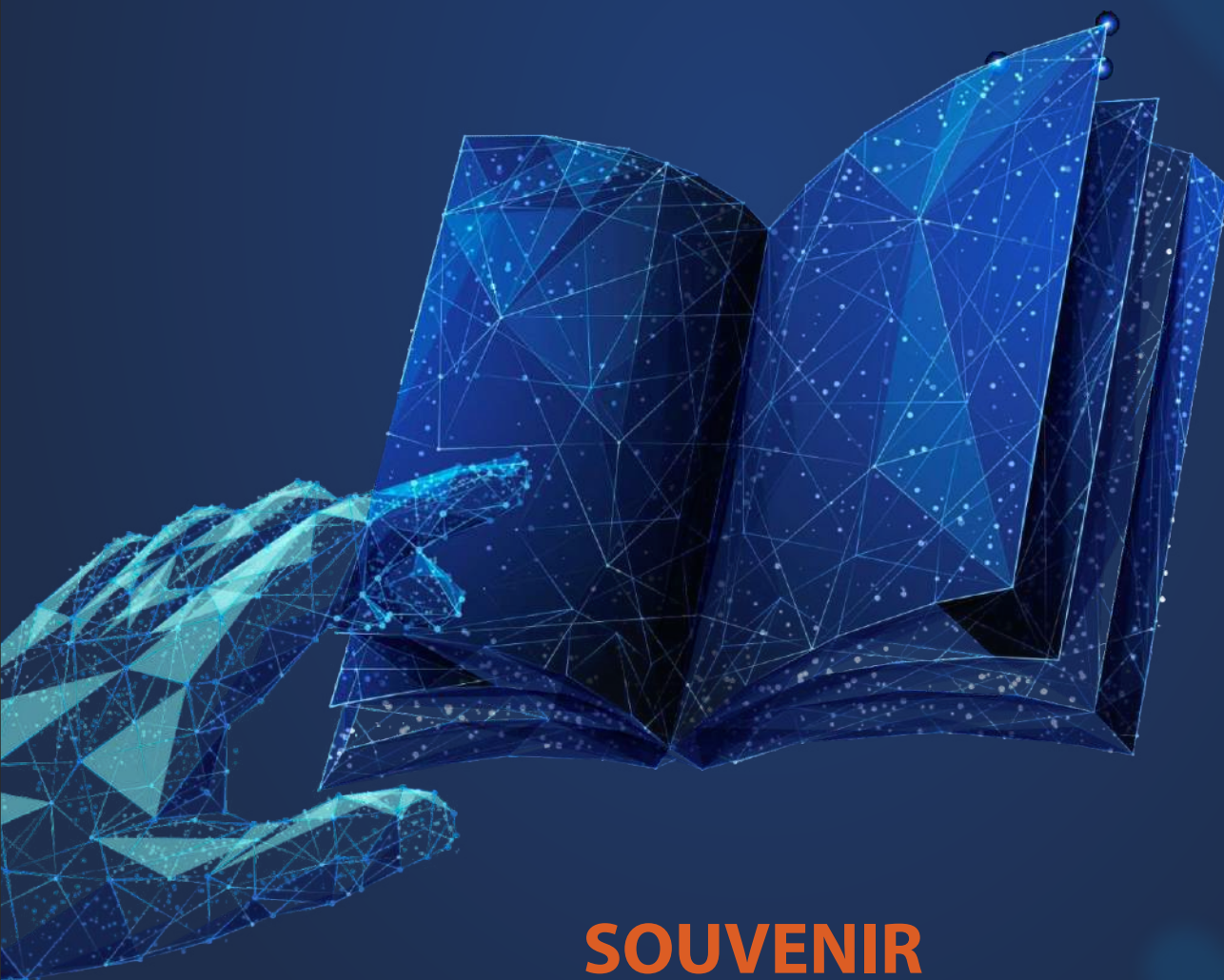




International Conference on

Global Disruption & Transformation in Higher Education



SOUVENIR

11-12 March 2022 : Online

Conference in Collaboration



International Conference on

Global Disruption & Transformation in Higher Education

11-12 March 2022 : Online

SOUVENIR

ALL INDIA MANAGEMENT ASSOCIATION

Management House, 14 Institutional Area, Lodhi Road, New Delhi - 110 003. India

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Global Disruption & Transformation in Higher Education

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ABOUT AIMA / CME



The All India Management Association (AIMA) is the national apex body of the management profession in India. AIMA is a not for profit, non-lobbying organisation, working closely with Industry, Government, Academia and students to further the cause of the management profession in India.

AIMA has a membership base of over 38000 members and close to 6000 corporate /institutional members, through 67 Local Management Associations affiliated to AIMA; and is represented on a number of policy making bodies of the Government of India and national associations.

Established in 1957, AIMA has contributed immensely to the enhancement of management capability in the country over the years. AIMA offers various services in the areas of testing, distance education, skill development & training, research, publications, executive education and management development programmes.

Over the past six decades, AIMA has evolved as times have changed and catered to the growing needs of today's management community. Apart from its flagship Post Graduate Diploma in management, AIMA offers topical and industry-oriented programmes and initiatives to help management professionals and students keep in step with times; while offering state of the art business solutions for organisations and institutions.

As the pioneer of Distance Education, AIMA has always been an early starter, even in the digital space. AIMA was amongst the first mover organisations to offer Internet Based Remote Proctored Tests on a national level; and among the first to shift its service offerings online. AIMA quickly built digital expertise and now has the capability to offer its management programmes and business solutions in the physical, virtual and hybrid mode; as per industry requirements.

AIMA also brings to the Indian managers, the best management practices and techniques through numerous foreign collaborations with professional bodies and institutions. AIMA is an important and long-time member of the Asian Association of Management Organisations (AAMO), which promotes professional management in the Asia Pacific region. India (AIMA) took over the Presidency of AAMO in 2019 and will hold the AAMO Secretariat for the next three years. In addition, AIMA has developed close associations with several leading international Universities and Institutions including University of Berkeley - California, UC Santa Cruz – California, St Gallen Symposium, Horasis, The World Bank to name a few.

Centre for Management Education

Established in 1993, AIMA's Centre for Management Education (CME), functions as a full-fledged autonomous business school, in open and distance learning mode. AIMA CME offers Post Graduate Diploma in Management / Post Graduate Diploma in Information Technology Management approved by AICTE and Post Graduate Certificate Programme and Advanced Certificate Programme. Professional Certificate Programme in Digital Marketing and Analytics, Professional Diploma in Public Procurement, Certification in Financial & Valuation Modeling and Professional Diploma in Business Analytics are also offered as skill based courses. PhD in Business Administration offered by CME in collaboration with Aligarh Muslim University meets the needs of working professionals.

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ABOUT CONFERENCE

Rise WITH AN INTERDISCIPLINARY GLOBAL EDUCATION

Mahindra University, a Mahindra Group initiative has been envisaged as an institute that will energize, challenge and shape young minds to help them become "Global Thinkers. Engaged Leaders."

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About the Conference

As the national apex body for the management profession in India, All India Management Association has played a catalytic role in the evolution of a new management ethos since its inception in 1957. A pioneer in distance management education, AIMA has also been at the forefront of development of management education and has been involved in bridging the gap between the industry and academia through its various programmes and initiatives.

Today when the world is struggling to deal with new challenges posed by pandemic and trying to cope-up with the new normal, AIMA has taken a lead in translating challenges into opportunities for management education by setting up AIMA's Vice Chancellors Council (VCC).

The VCC discusses measures to promote global quality standards for the management education and become the catalyst for changes in management education which can live-up to global expectations. The VCC members are engaged in various discussions on Academic Reform, Flexibility in Education system, Assessment reforms, Systemic Reform, Research, Regulatory Reforms, Financing Needs and many other areas of relevance to higher education in general and management education in particular.

With an objective to align the management education future ready AIMA's Vice Chancellors Council is organising its very first International Conference on the theme Global Disruption and Transformation in Higher Education on 11th & 12th March 2022 in collaboration with Indian National Commission for Cooperation with UNESCO. The conference is supported by International Association of University Presidents (IAUP), European Foundation for Management Development (EFMD), Association of Management Development Institutions in South Asia (AMDISA), California State University - San Bernardino and Association of Indian Universities (AIU).

Today when technology has impacted all facets of human activities, education is no exception. Education is also impacted by technology and institutions are undergoing digital transformation. The pandemic is an opportunity for higher education institutions to adapt and adopt technologies to ensure that learning losses are minimised and that a new learning experience based on customisation, consistent quality and learner immersion, is designed by the faculty. The New Education Policy announced by India in mid-2020 has also created new paradigms in education. Demography too challenges educators at a global level.

The global pandemic, technology disruption, and new education policy in India has given a new altitude to higher education in India and response of Indian institutions has to make a mark on the global landscape.

Also the use of technology, digitalization and globalization are transforming countries into knowledge-driven economies. Success of higher education universities and institutions depends largely on the capabilities of the people, knowledge-driven and innovation-driven world order. Higher education is the key to building those requisite capabilities.

All these disruptions now require re-imagination and re-thinking by higher education institutions. To discuss challenges in higher education at the global level and rethink what needs to be done for today and tomorrow by higher education institutions, AIMA's Vice Chancellors Council (VCC) is organising this international conference.

The objective of the conference is to discuss changing face of higher education in India and global influences. The focus areas of the conference are:

- The World in Disarray: Higher Education 2030
- Technology in Higher Education—The elephant in the room
- New World: New learning system
- Developing Graduates for a Resilient World
- Learning from Global leader
- Research in the New World
- Skilled Workforce for Industry 4.0
- Industry Session: Changing Employment Landscape
- Future of Education 'Digital Universities'
- Global scenario of Higher Education: Expectations & Values

The conference is addressed by global and Indian experts in the field of education.

PROGRAMME SCHEDULE

Global Disruption & Transformation of Higher Education

An International Conference by AIMA's VICE CHANCELLORS COUNCIL
11-12 March 2022, Virtual Platform

DAY I

1000hrs – 1100hrs	Inaugural Session
1000hrs – 1005hrs	Welcome Address Rekha Sethi Director General All India Management Association
1005hrs – 1015hrs	Special Address C K Ranganathan President AIMA Chairman & Managing Director CavinKare Pvt Ltd.
1015hrs – 1025hrs	Theme Address Rajan Saxena Former Vice Chancellor, NMIMS Chairman, AIMA Vice Chancellors Council
1025hrs – 1053hrs	Keynote Address Fernando Leon Garcia President , International Association of University Presidents & President, CETYS University, Mexico
1053hrs – 1055hrs	Release of: Task force report "Changing Job Profiles of Management Graduates and Future of Management Education & The Conference Souvenir
1055hrs – 1100hrs	Vote of Thanks Raj Agrawal Director, Centre for Management Education All India Management Association
1100hrs – 1115hrs	Break

1115hrs – 1245hrs		Session I
The World in Disarray: Higher Education 2030		
1115hrs – 1145hrs	Key Note Address	<p>D Shivakumar Group Exec. President- Corporate Strategy & Business Development Aditya Birla Group</p>
1145hrs – 1245hrs	Panel Discussion	<p>Session Chair</p> <p>Vidya Yeravdekar Principal Director Symbiosis Society</p> <p>Panelists</p> <p>Vipin Gupta Professor & Co-Director Center for Global Management Jack H. Brown College of Business and Public Administration California State University San Bernardino</p> <p>Nallan C. Suresh UB Distinguished Professor The School of Management University at Buffalo, The State University of New York</p> <p>Kamlesh Misra Vice Chancellor Rishihood University</p>
1245hrs – 1345hrs	Break	
1345hrs – 1515hrs		Session II
Technology in Higher Education—The elephant in the room		
1345hrs – 1415hrs	Key Note Address	<p>T V Mohandas Pai Chairman, 3one4 Capital Co-Founder & Chairman, Aarin Capital and Chairman, Manipal Global Education Services Pvt Ltd</p>
1415hrs – 1515hrs	Panel Discussion	<p>Session Chair</p> <p>Sabyasachi Das Chief Executive Officer L&T EduTech</p> <p>Panelists</p> <p>Venguswamy Ramaswamy Global Head – TCS iON & Director - Tata Business Hub</p>

Raghav Gupta

Managing Director
India & APAC, Coursera

Mohan Lakhamraju

Founder and CEO, Great Learning,
Vice Chairman, Great Lakes Institute of Management

Mayank Kumar

Co-Founder and Managing Director
upGrad

1515hrs – 1530hrs

Break

1530hrs – 1700hrs

Session III

New World: New learning system

1530hrs – 1600hrs

Key Note Address

Furqan Qamar

Professor of Management
CMS, Jamia Millia Islamia

1600hrs – 1655hrs

Panel Discussion

Session Chair

Dinesh Singh

Chancellor
K.R. Mangalam University

Panelists

Bhimaraya Metri

Director
Indian Institute of Management, Nagpur

Anand Sudarshan

Founder & Director
Sylvant Advisors

Janat Shah

Director
IIM Udaipur

1700hrs – 1745hrs

Special Session

Developing Graduates for a Resilient World

Session Chair

Upinder Dhar

Vice Chancellor

Shri Vaishnav Vidyapeeth Vishwavidyalaya

Speaker

BK Sister Shivani

Spiritual & Motivational Leader

DAY II

0900hrs – 0930hrs

Session IV

Learning from Global leader

Session Chair

Rajan Saxena

Former Vice Chancellor, NMIMS

Chairman, AIMA Vice Chancellors Council

Keynote Speaker

Dipak C. Jain

Vice Chancellor, Jio University

President (European) and Professor of Marketing

China Europe International Business School

0930hrs – 1030 hrs

Session V

Research in the New World

0930hrs – 0950 hrs

Key Note Address

Prof N V Varghese

Vice Chancellor

National Institute of Educational Planning & Administration

0950hrs – 1030 hrs

Panel Discussion

Session Chair

Rajendra Srivastava

Novartis Prof. of Marketing Strategy & Innovation

Indian School of Business

Panelists

Ashok Misra

Prof. Emeritus

Indian Institute of Science, Bangalore

Rishikesh Krishnan

Director

IIM Bangalore

1035hrs – 1130hrs

Session VI

Skilled Workforce for Industry 4.0

Session Chair

Raj Nehru

Vice Chancellor

Shri Vishwakarma Skill University

Panelists

Sandeep Sancheti

Vice Chancellor
Marwadi University, Rajkot

Neharika Vohra

Vice Chancellor
Delhi Skills and Entrepreneurship University &
Professor IIM Ahmedabad

Debasis Sanyal

Director
Great Lakes Institute of Management

1130hrs-1145hrs

Break

1145hrs - 1245hrs

Session VII

Industry Session: Changing Employment Landscape

Session Chair

Vijay K Thadani

Vice Chairman & Managing Director
NIIT Ltd

Speakers

Vinnie Jauhari

Director, Education Advocacy
Microsoft

Vinita Bajoria

Chairperson
Nikko Cables

1245hrs – 1345hrs

Break

1345hrs – 1515hrs

Session VIII

Future of Education 'Digital Universities'

1345hrs – 1415hrs

Key Note Address

Sandeep J Alur

Director
Microsoft Technology Center, India

1415hrs – 1515hrs

Panel Discussion

Session Chair

Yajulu Medury

Vice Chancellor
Mahindra University

Panelists

Devendra Kodwani

Executive Dean

The Faculty of Business & Law

The Open University Business School UK

Maneesh Sharma

General Manager

GitHub India

Robert D Galliers

Senior Advisor, Quality Services, EFMD, Belgium

The University Distinguished Professor Emeritus &

former Provost, Bentley University, USA

Professor Emeritus and former Dean, Warwick Business School, UK

M D Agrawal

Technology Consultant & Management Teacher

1515hrs – 1530hrs

Break

1530hrs – 1650hrs

Session IX

Global scenario of Higher Education: Expectations & Values

1530hrs – 1650hrs

Panel Discussion

Session Chair

N.R. Parasuraman

Director

SDM Institute for Management Development

Panelists

Amy Memon

Regional Head, South Asia

AACSB International

P Srinivas Rao

Director

Firebird Institute of Research in Management

Urvashi Makkar

Director

IMS Ghaziabad

1650hrs-1730hrs

Valedictory Session

Conference Summary

Rajan Saxena

Former Vice Chancellor, NMIMS

Chairman, AIMA Vice Chancellors Council

Vote of Thanks

Saumya Singh

Deputy Director

All India Management Association

SPEAKER PROFILES



C K Ranganathan

*President, AIMA and Chairman & Managing Director
CavinKare Pvt Ltd*

CK Ranganathan was born in Cuddalore to parents with primary interest in education. He took up his Bachelors in Chemistry and after a short stint in the family business, he set up “Chik India”. The Company began its journey as Chik India and was renamed CavinKare Pvt. Ltd (CKPL) in 1998 with a starting investment of Rs. 15,000/-. The Company manufactures and markets many products under the brand of Chik, Spinz, Fairever, Meera, Nyle, Raaga Professional, Karthika, Indica, Cavin’s Ruchi, Chinnis, Maa, and Garden etc both in domestic and international markets. The Company has pioneered the concept of ‘Family Salons’ in India with its specialist brands – Limelite and Green Trends and hence started Trends In Vogue Pvt. Ltd a Group Company which has a clear-cut focus providing personalstyling and beauty solutionsto everyone in the family. Mr Ranganathan isthe President of Tie – Chennai Chapter for the years 2019-21. He wasthe Chairman of Confederation of Indian Industry, Tamil Nadu State Council for the year 2009/10. He was also the past President of Madras Management Association. CK Ranganathan is one of the founder-members of the Ability Foundation – an NGO working towards the rehabilitation of the disabled. He instituted CAVINKARE ABILITY AWARDS to celebrate annually the exemplary spirit of rare breed of individuals who have risen above their physical limitationsto display that attitude is everything. He also instituted an annual CHINNIKRISHNAN INNOVATION AWARDS to encourage small entrepreneursin memory of hisfather Shri. R Chinnikrishnan, the man who pioneered the sachet revolution. Mr Ranganathan was conferred the prestigious “Entrepreneur of the Year award” by the Economic Times in 2004. He was also the Winner of 2018 “ICIS World Surfactants Awards” for an outstanding contribution to the Surfactant Industry Globally.



Rajan Saxena

*Former Vice Chancellor, NMIMS
Chairman, AIMA Vice Chancellors Council*

Dr Rajan Saxena is an institution builder, marketing academic and an author in marketing, corporate strategy, institution building and leadership. He held the position of Vice Chancellor of NMIMS (Narsee Monjee Institute of Management Studies), (Deemed University) Mumbai from 2009 to 2020. Prior to this position, he held the position of Director IIM Indore, IBS Gurgaon, and S.P. Jain Institute of Management Studies and Research (SPJIMR) Mumbai. He is a graduate of Shri Ram College of Commerce and Ph.D. from Delhi School of Economics. Dr. Saxena started his career in academics at Delhi University and later taught at XLRI Jamshedpur, IIM Kolkata, SPJIMR, Mumbai, NMIMS, IIM Indore, University of Calgary, Canada and Pace University, NY. Dr Saxena has also published over 80 articles and 24 cases in national and international journals and two books on Marketing Management (6th ed 2019) and International Marketing (1984) published by McGrawHill. Dr Saxena has advised leading Indian and multinational companies in areas of branding, marketing strategy and organization structures and leadership. He has trained over 20000 executives in India, Sri Lanka and Cameroon. Dr Saxena was President ISTD (1992-93) and held leadership positions in Management Education and Higher Education in AMDISA, AIMS, AIMA and FICCI and was conferred awards for institution building, leadership, teaching excellence and distinguish Alumni. One of his most recent awards is AIMA'S Kewal Nohria Award for Academic Leadership in Management Education. He is/ has also been on the boards of several public and private sector companies. He was conferred Fellowship by ISTD and IMCI (Institute of Management Consulting India). He is currently Advisor FICCI, Chair AIMA Vice Chancellors Council and India Case Research Centre. He also advises LSAG (Law Schools Admission Council Global), India



Fernando Leon Garcia

*President, International Association of University Presidents &
President, CETYS University, Mexico*

Dr. Leon-Garcia has been President of CETYS University since 2010, leading the institution to accreditation in the USA (WASC, ACBSP, ABET) and one of the most internationalized universities in Mexico. Prior to that, he served as Chancellor of City University of Seattle's International Division, with a presence across the Americas, Europe and Asia. Before joining City University, he served as Chief Academic Officer of Apollo International/University of Phoenix International, and before as Chief Academic Officer at CETYS. In addition, Dr. León-García is President of the International Association of University Presidents (IAUP) 2021-2024. He currently serves or has served on boards and/or advisory groups related to international higher education, accreditation, governance and institutional development including: Western Association of Schools and Colleges; Council of Presidents of the Association of Governing Boards; Commission on Internationalization and Global Engagement of the American Council on Education; Hispanic Association of Colleges and Universities; Council for the Advancement and Support of Education; Universia-Mexico; Consortium for North American Higher Education Collaboration; Mexican Association of Universities and Higher Education Institutions (ANUIES), and the Mexican Federation of Private Universities (FIMPES). Dr. León-García holds a doctoral degree in Educational Administration and Policy Analysis and an M.A. in International Development Education from Stanford University, as well as a B.S. in Industrial Engineering from CETYS University. He has been a Rotary International Fellow, a Mexican National Research System Fellow, a CONACYT Fellow, and an American Council on Education (ACE) Fellow.



Rekha Sethi

*Director General
All India Management Association*

Rekha Sethi is the Director General of the All India Management Association (AIMA), the apex body for management in India. Rekha took charge of AIMA in June 2008. She has since established AIMA as the preferred platform for discussions and debate on management and has deepened AIMA's relationship with the Government of India and India Inc. AIMA now attracts India's top industry leaders and policy makers on its platform. Rekha is also on the Boards of some leading Indian companies as an Independent Director including Sun Pharmaceutical Industries, the world's fifth largest specialty generic pharmaceutical company and India's top pharmaceutical company. She is also on the Board of Sun Pharma Laboratories Ltd. Rekha is an Independent Director on the Board of CESC, one of India's leading Power generation and distribution companies and the flagship company in the RP-Sanjiv Goenka Group. She is also on the Board of Spencer's Retail Ltd. She is also an Independent Director on the Board of Hero Steels Limited, which manufactures steel sheets and products. She represents AIMA on the Board of All India Board of Management Studies, constituted by AICTE. She is also a member of the sub-Committee of Academic Advisory Committee (AAC) of the National Board of Accreditation, which is mandated to facilitate quality in technical education syllabi in India and a member of the Advisory Board of the Switzerland based St Gallen Foundation think tank, Leaders of Tomorrow – Knowledge Pool. Prior to joining AIMA, Rekha worked with India's premier industry organization, the Confederation of Indian Industry (CII) for over 17 years. There she led the initiative to create high-profile international events to promote India's economic interests.

(Alphabetical order First Name wise)



Ashok Misra

Prof. Emeritus

Indian Institute of Science, Bangalore

Prof. Ashok Misra is currently National Academy of Sciences, India (NASI) Distinguished Professor at the Indian Institute of Science, Bangalore. Earlier he was Chairman-India of Intellectual Ventures from 2008-16; Director of IIT Bombay from 2000-08; at IIT Delhi from 1977-2000 and at Monsanto Chemical Co. from 1974-77. He is an Adjunct Professor, Polymer Science & Engineering Dept., Univ. of Massachusetts. He was a Visiting Fellow, Trinity College, University of Cambridge on three occasions. He obtained his B.Tech. from IIT Kanpur, M.S. from Tufts University and Ph.D. from the University of Massachusetts, Amherst. He was conferred the Doctor of Science by Thapar University, Patiala. He has held several responsibilities with Ministry of Education, Govt. of India including Chairman, Standing Committee of the IIT Council; Chairman, Board of Governors, IIT Roorkee; Chairman, Joint Entrance Examination (JEE) Apex Board; and Member Board of Governors, IIT Delhi. Prof. Misra is a Fellow of National Academy of Sciences India (NASI) and was its President from 2006-08; and a Fellow of the Indian National Academy of Engineering (INAE). He is the founder President of the Polymer Processing Academy; former President of the Society of Polymer Science, India; and founder President of the IIT Alumni Centre, Bengaluru. Prof. Misra is an Independent Director on the Board of Directors of Kirloskar Electric Co. Ltd.; Jubilant Pharmova Ltd.; Jubilant Pharma Ltd.; and Higher Education Funding Agency.



Anand Sudarshan

Founder & Director

Sylvant Advisors Private Limited

Anand Sudarshan is the Founder & Director of Sylvant Advisors Private Limited. Anand is also an independent director at NIIT. Till June 2012, he was Vice-Chairman & Managing Director of MaGE, where he has had a distinguished career since May 2006. He currently advises companies & entities in the education sector, and is also a fund advisor with TVS Capital Funds. He is active in supporting Government of India in policy formulation, and is a member of select Committees & Task Forces of the Planning Commission of India as well as the Ministry of Human Resource Development. Prior to his stint at MaGE, he was President, Adea International (a wholly owned subsidiary of Adea Solutions, Inc, Dallas TX), responsible for all global businesses of the IT Services & Solutions company. In 1989 Anand co-founded The Microland Group and for almost 14 years he was part of the team that built it into one of the leading privately held Indian technology company's chain. He has a Bachelor of Engineering degree (B.S Degree) in Electronics and Communications Engineering from the National Institute of Technology, Trichy, India, and a PGDM from the Indian Institute of Management Calcutta, India.



Amy Memon

*Regional Head, South Asia
AACSB International*

Amy Memon is Regional Head for South Asia and Manager of Accreditation Services (Asia Pacific) for AACSB. She has over a decade of experience working with AACSB's member schools, and served as the association's special advisor in India. Prior to her relocation to Mumbai, India, in 2010, Amy was Manager of Research at AACSB's US headquarters, where she contributed to research reports, including The Globalization of Business Schools and Impact of Research: A Guide for Business Schools. Amy also represented AACSB at the UN Global Compact to co-convene the Principles for Responsible Management Education (PRME). She began her career at AACSB developing and executing conferences and seminars across five continents.



BK Sister Shivani

Spiritual & Motivational Leader

BK Shivani is a practitioner of Rajyog Meditation of the Brahma Kumaris for over 24 years. Her practical application of spiritual principles on the TV programme 'Awakening With Brahma Kumaris', for over 14 years has empowered people to overcome issues of emotional distress, depression and relationship conflicts. In March 2019, she was awarded the prestigious Nari Shakti Puraskar, the highest civilian honor for women in India, for her role in transforming human behaviors. She has been appointed as Goodwill Ambassador by the World Psychiatrist Association. She is an Electronics Engineer from Pune University.



Bhimaraya Metri

Director

Indian Institute of Management, Nagpur

Bhimaraya Metri, Director, IIM Nagpur is a distinguished academician, renowned teacher, researcher and an astute administrator. An outstanding leader of management education, he has performed key leadership roles at many premier management institutes and corporate in his remarkable career. Dr. Metri is the former Director of IIM Tiruchirappalli. Under his dynamic leadership, IIM Tiruchirappalli has catapulted among the league of top business schools in India. He has also contributed immensely as Dean at L&T Institute of Project Management Vadodara, IMI New Delhi, MDI Gurgaon and leading research programmes at BITS Pilani. A renowned expert in the area of Project Management & infrastructure, Quality Management and Supply Chain Management, he has numerous research paper and books to his credit apart from being on the editorial advisory boards of several national and international journals. Currently, Dr. Metri is the member of Indian National Commission for Cooperation with UNESCO (INCCU), He is also serving on the panel of experts for mentoring the Institutes of Eminence (IoE) and also as the Chairman, All India Board of Management Studies, AICTE, New Delhi; Chairman, Management and Systems Division Council (MSDC); Chairman, Human resources management and innovation sectional committee of Bureau of Indian Standards (BIS), New Delhi and Chairman, AIMA Board of Studies, New Delhi. Dr. Metri, serves as Honorary Advisor to TNeGA (CEET), Ministry of IT, Govt of Tamil Nadu; Member AAC-National Board of Accreditation, New Delhi; Member- National Management Committee, PMA, India; Member, Academic council, NIMSME, Hyderabad; Chancellor's Nominee on Academic Council, Sant Gadge Baba Amravati University, Academic Council Member KIIT Bhubaneswar; Member, Expert Group for implementation of NEP-2020, Visitor Nominee to IIT Delhi and has served on the board of Decision Sciences Institute (DSI), Houston, Texas, USA.



D Shivakumar

Group Exec. President- Corporate Strategy & Business Development

Aditya Birla Group

Shivakumar or Shiv as he is popularly known is currently Group Executive president at Aditya Birla group for Strategy and Business development. He joined the ABG group in January 2018. Prior to this, Shiv was Chairman and CEO for PepsiCo for four years and before that with Nokia as CEO for India and later Emerging markets for nearly a decade. Shiv has been a CEO for half his career and was one of the youngest CEOs in India. Shiv worked in HUL for a number of years, mostly in marketing. Shiv has worked with over 50 brands in his career and seen many business transformations. Shiv writes and teaches regularly on Innovation, leadership, Followership, Business Models, Digitization etc. across the leading business schools in the world. Shiv is an avid sports watcher, a great fan of Manchester United and Barcelona football teams, John Mc Enroe and Roger Federer in tennis. Shiv is a believer in giving back to society. Shiv has been on the Board of Governors of IIM Ahmedabad between 2012 and 2017 as well as being on the Board of Godrej Consumer products Board between 2009 and 2017. He was the President of the All India Management Association in 2012-2013. He was Chairman of the Mobile Marketing Association from 2014 to 2019 and Chairman of the Advertising Standards Council of India for 2018-19. He is currently on the board of XLRI and IIM Udaipur. Shiv has been awarded many times in his career – Best CEO, Best brand builder, for leadership, for Turnaround et al. The awards most dear to him are the two distinguished Alumnus awards he got from IIT Madras and IIM Calcutta. He is one of twenty people in India to have distinguished alumnus awards from both IIT and IIM. Shiv is married to Hamsini, who runs her own brand, innovation and Semiotics consulting company. Shiv is the best selling author of THE RIGHT CHOICE, a book on career dilemmas.



Debasis Sanyal

Director

Great Lakes Institute of Management, Gurgaon

Dr. Debasis Sanyal is currently Director at Great Lakes Institute of Management, Gurgaon, one of the premier B-schools in the country. In his capacity as Director, he spearheads the holistic growth of Great Lakes, Gurgaon, and also drives the school's efforts towards establishing it as an internationally recognized centre of excellence for contemporary management education and research. Prior to joining Great Lakes, Gurgaon, he was Vice Provost-Management and Dean of School of Business Management at NMIMS for around 8 years, where, he contributed significantly in launching new programs and leading initiatives for receiving international accreditation such as AMBA and AACSB. Before his stint at NMIMS, Dr. Sanyal was Dean at Management Development Institute (MDI), Gurgaon and also headed the EMBA program at S.P. Jain Centre of Management, Singapore. With more than 35 years of rich experience in top business schools, Dr. Sanyal has received numerous honours for teaching. He has a Master's degree from Calcutta University and holds a Doctoral degree in Commerce. He is a merit holder from the Institute of Cost and Works Accountant of India (ICWAI) where he also served as Joint Director. A member of various educational forums and Chambers of Commerce, he has a number of research publications in national and international journals to his credit. He is known for spearheading six International accreditation, 5 AMBA and one AACSB accreditation.



Devendra Kodwani

*Executive Dean, The Faculty of Business & Law
The Open University Business School UK*

Having risen through academic ranks professor Kodwani has traversed the full range of academic landscape as teacher, researcher, and leader which he believes has made him realise the importance of humility, frailty and resilience of human nature. Professor Kodwani's research and teaching in earlier and current appointments have been in finance and accounting subjects in the UK and India. He has wide ranging teaching experience across financial accounting, management accounting, finance, corporate governance and ethics at both post graduate and undergraduate level. His research contribution is demonstrated by research outputs that include peer reviewed journal articles, conference papers, book chapters, research supervision and funded research. His research areas include finance, economic regulation of utilities, corporate governance, and behavioural finance. He has supervised several research students for Mres and PhD to their successful completion in finance, corporate governance and allied areas. He started his academic career as research and teaching assistant at the Indian Institute of Management, Ahmedabad after doing his MBA and considers himself to be very fortunate to have honed his teaching skills watching some extraordinary teachers at the Institute.



Dinesh Singh

*Chancellor
K.R. Mangalam University*

Prof. Singh is honored by Padma Shri award which is one of the highest civilian awards of the Government of India awarded by the President of India. He has served on the jury of the Jnanpith Award; one of India's most prestigious literary awards. He has pioneered several new ideas in the realm of education and on the role of technology in education. He has delivered, the world over, numerous prestigious invited public and keynote lectures on education; on policy towards economic growth; on mathematics and on Gandhi. He has published numerous mathematical research papers in international journals and his mathematical work is cited in several books, monographs and papers. He has authored/edited several books. He earned his Bachelors and Masters Degree in Mathematics from St. Stephens College. He obtained his Ph.D. degree from the Imperial College of Science, Technology and Medicine, London, England. He is a painter, acclaimed public speaker and a student of Gandhian Philosophy and is avidly fond of literature in English, Hindi and Urdu. He has a keen interest in sports and has been a college colour holder in volleyball. He is currently setting up a pioneering idea in education in the form of The Internet College and The College of Startups and is also working on a book dealing with India in the Twenty First Century.



Dipak Chand Jain

*Co-President and Global Advisor
China Europe International Business School*

Dipak Chand Jain is Co-President and Global Advisor of China Europe International Business School. He previously was the Director (Dean) of Sasin Graduate Institute of Business Administration of Chulalongkorn University in Bangkok, Thailand. He is also INSEAD Chaired Professor of Marketing. He had served as Dean of INSEAD since his appointment from May 2011 to March 2013. He was Dean of Northwestern University's Kellogg School of Management from 2001-2009. He was also Sandy and Morton Goldman Professor of Entrepreneurial Studies & Professor of Marketing at the Kellogg School of Management, where he had been a member of the faculty since 1987. Jain has been a visiting professor of marketing since 1989 at the Sasin Graduate Institute of Business Administration at Chulalongkorn University in Bangkok. Jain's areas of research include the marketing of high-tech products; market segmentation and competitive market structure analysis; cross-cultural issues in global product diffusion; new product diffusion; and forecasting models. He has had more than 50 articles published in leading academic journals. A marketing expert trained in mathematics and statistics, Jain assumed leadership of the school in 2001, after serving for five years as the school's associate dean for academic affairs working with Dean Donald P. Jacobs. Jain also serves as an Independent Director on the Board of Indian Conglomerate Reliance Industries Limited which is also the largest refiner in the world at a single location. Jain has served as the departmental editor for the journal Management Science, the area editor for Marketing Science and associate editor for the Journal of Business and Economic Statistics. He is also a former member of the editorial board of the Journal of Marketing Research.



Furqan Qamar

*Professor of Management
CMS, Jamia Millia Islamia*

Dr. Furqan Qamar is presently Professor of Management at the Centre for Management Studies, Jamia Millia Islamia, New Delhi. He has served as the Secretary General of the Association of Indian Universities (AIU), the largest and one of the oldest network of universities in the world. In his illustrious career, Dr. Qamar has held the position of the Vice Chancellor of the University of Rajasthan and the Central University of Himachal Pradesh. He has also served as Advisor (Education) in the Planning Commission of India. Essentially a Professor of Management, he has keen research interest in public policy, planning, administration and financing of higher education and has numerous publications in journals of repute to his credit. Professor Qamar has chaired and been members of a large number of committees, working groups at the national and international level. Dr. Qamar, thus, brings with him academic eminence, leadership qualities and exposure to best global practices.



Janat Shah

*Director
IIM Udaipur*

Janat Shah is the founding director of IIM Udaipur. Under his leadership, IIM Udaipur has become the fastest growing management school in the country. IIMU arrived on the global education stage by getting accreditation from the AACSB in merely eight years of its establishment. With this achievement, IIM Udaipur has joined the elite group of 5 percent of the world's B-schools to be accredited by AACSB. Before joining IIM Udaipur, Prof. Janat Shah has been with IIM Bangalore as a faculty of operations management for almost 20 years. Recipient of several teaching awards, he was also voted as the best teacher by MBA class of 1999. He was the principal researcher of the team which has won IBM faculty awards three times (2005, 2006 and 2008) for their work on human resource supply chain management. Author of 'Supply Chain Management: Text and cases', Prof. Shah is a leading authority in the fields of Supply Chain Management and Operations Strategy. Prof. Shah has consulted with a number of companies, including Aditya Birla Group, Bharti Airtel, IBM, Infosys Ltd., Mahindra & Mahindra, Tata Motors and Tata Teleservices. He has also helped companies design and develop decision-support systems for supply chain management. He was a Visiting Scholar at the Sloan School of Management, MIT. He was also a visiting faculty for a term with The Logistic Institute at National University, Singapore. He was the President of Society of Operations Management India from 2008 to 2010. He currently holds a position of Special professor at Nottingham University. After graduating as a mechanical engineer from the Indian Institute of Technology, Mumbai, he worked with industry for about five years. He has obtained his Fellow in Management from the Indian Institute of Management Ahmedabad.



Kamlesh Misra

*Vice Chancellor
Rishihood University*

Prof. Kamlesh Misra is a PhD in economics from Northeastern University, Boston, USA. He did his advanced training in Financial Management from Harvard Institute for International Development, Harvard University, USA. Prof. Kamlesh Misra Currently holds the position of Vice Chancellor of Rishihood University, Sonipat. He was the founding vice chancellor of Auro University, Surat and also the Vice Chancellor of Ansal University, Gurgaon. Prof. Kamlesh Misra is a reputed strategist and innovative leader in conceiving, organizing and managing educational and research organizations. He combines in him qualities of vision, building, organizing, motivating and leading teams to perform at their peak level. He is well regarded as a thoughtful leader and speaker on the formulation and implementation of corporate strategies, knowledge and innovation management. Prof. Misra is known for creating some of the most successful business models in the education sector without compromising on the ethical dimensions of teaching as a profession. He is a team builder and has created institutions which are talked about due to their work culture and the free environment for academic pursuits.



M D Agrawal

*Technology Consultant &
Management Teacher*

Mr. Agrawal is currently associated with three of premier institute, IIT Bombay, IIT Gandhinagar, IIM Indore as Visiting professor, regularly conducting empowerment sessions for Oil & gas senior staff. He is a Former Advisor & Director Downstream COE at to TCS Oil & Gas Global Practice (5 years) and Former General Manager IT and (CIO) of Downstream –BPCL, india's Second Largest Oil Major BPCL. He has been awarded as CIO of BPCL , Recipient of Many National & International awards and Delphi Best Practice International award 2002. He got the CSI IT Excellence Award in 2013. He is a gold medalist in Master in Mathematics from Agra University. He is having a 42 years of experience in teaching as full time, visiting and adjunct professor, have been involved in teaching various subjects at multiple Engg, and B schools.



Maneesh Sharma

*General Manager
GitHub India*

Maneesh Sharma is GitHub India's General Manager, leading the company's growth and operations. Passionate about technology and software innovation, Maneesh has over 22 year of experience in the industry. Before joining GitHub, Maneesh held a number of leadership positions at leading technology companies, including Adobe and SAP, and he was also the JAVA Ambassador at Sun Microsystems, where he drove developer engagement across APAC. An avid reader, in 2005 Maneesh founded India's first online book library - BookMeABook - to make it easy for people from all walks of life, to keep their passion of reading alive. Maneesh is active in the startup ecosystem as an investor, advisor and above all, a sounding board for entrepreneurs. Currently he also sits on the Training Advisory Board of All India Management Association (AIMA) as well as NASSCOM 10000 Startups Warehouse Steering Committee, Noida. Maneesh holds an MBA degree from IIM Bangalore and a B.E. in Electronics and Communications from National Institute of Technology, Surat. Maneesh lives in Delhi and in his spare time he enjoys playing his guitar collection and retro video games.



Mayank Kumar

*Co-Founder and Managing Director
upGrad*

An education maven and accomplished entrepreneur, Mayank Kumar is one of the sharpest minds leading the edtech revolution in India. Mayank is the Co- founder & MD of Asia's higher EdTech major - upGrad, which within 6 years of its inception, has impacted over 2 million total registered learners over 100 countries. Co-founded by Ronnie Screwvala, and Phalgun Kompalli, upGrad started with a conviction to bridge the gap between working professionals and rapidly evolving industry requirements to now reshaping online education globally. Mayank has spent most of his professional career in the education sector, where he has been involved in deals with over a billion dollars flowing into the sector. He has served as VP - Education at Bertelsmann, Europe's largest media and education conglomerate. Prior to joining Bertelsmann, Mayank was the Senior Principal at The Parthenon Group. He further served as a Board Member of iNurture - India's No. 1 provider of industry-specific academic programs. He has also worked at the Tata Strategic Group, advising Tata's strategic direction. An IIT Delhi and ISB alumnus, Mayank was named the '40 Under 40 Achiever of the year' by BusinessWorld Disrupt in 2017 and 'BW Education 40 under 40 Achiever' by Business World in 2020. He was also recognised with the title of Influential Leaders of New India in 2021 by the Team Marksmen and is currently the Chair of Indian EdTech Consortium (IEC).



Mohan Lakhamraju

*Founder and CEO, Great Learning,
Vice Chairman, Great Lakes Institute of Management*

Mohan Lakhamraju is the Founder and CEO of Great Learning. He co-founded Great Learning with a mission to enable transformative learning and career success in the digital economy for professionals and students across the globe. Mr. Lakhamraju received a B.Tech in Computer Science from Indian Institute of Technology (IIT), Bombay where he was the recipient of the Hughes Best Scholar Award, an MS in Computer Science from the University of California, Berkeley where he was a recipient of the Regents Fellowship and an MBA from Stanford Business School where he was the recipient of the David Packard Fellowship. Prior to starting Great Learning, Mohan has spent close to 10 years in the Silicon Valley, first as an entrepreneur helping build a SAAS (software as a service) company called Stratify (now a division of HP) and then as a Venture Capitalist at Draper Fisher Jurvetson (DFJ). He was also Managing Director, India for Tiger Global where he focused on investments in India and other Emerging Markets. He also spent close to 10 years in the Silicon Valley, first as an entrepreneur helping build a SAAS (software as a service) company called Stratify (now a division of HP) and then as a Venture Capitalist at Draper Fisher Jurvetson (DFJ). He is very passionate about high quality education and its ability to transform one's life, having experienced it first-hand and has made it his mission to enable others in India to have similar transformational opportunities.



N.R. Parasuraman

*Director and Senior Professor
SDM Institute for Management Development, Mysore*

Dr. N.R. Parasuraman is currently the Director and Senior Professor at SDM Institute for Management Development, Mysore. He is a Fellow member of the Institute of Company Secretaries of India and the Institute of Cost and Management Accountants, and a Commerce and Law graduate. His Ph.D was on Capital Structure of Indian Companies. He has 37 years of experience in diverse areas of finance. His special areas of teaching and research are Strategy, Financial Derivatives, Multinational Finance and Corporate Valuation. Dr. Parasuraman is a visiting faculty at the Indian Institute of Management, Kozhikode, Indian Institute of Management, Rohtak, Indian Institute of Management, Udaipur and the Rajiv Gandhi Indian Institute of Management, Shillong. He has published over 30 papers and concept articles in various journals. He has authored a book titled "FINANCIAL MANAGEMENT – A Step-by-Step Approach", published by Cengage which has now gone into a 2nd edition. Apart from this book, his earlier work 'FUNDAMENTALS OF FINANCIAL DERIVATIVES' published by Wiley India Limited, is very popular among the teachers and students of Derivatives has gone into a third edition. He has co-authored with Eugene Brigham and Scott Besley the South-Asian edition of 'Corporate Finance (CFIN)' brought out by Cengage.



Nallan C. Suresh

*UB Distinguished Professor, The School of Management,
University at Buffalo, The State University of New York*

Nallan Suresh is UB Distinguished Professor, Dept. of Operations Management & Strategy in School of Management, State University of New York, Buffalo, NY, USA. He is also Associate Director of Stephen Still Institute for Sustainable Transportation & Logistics at that university. Dr. Suresh specializes in supply chain management, manufacturing, global logistics and international trade. He is a leading researcher and educator in supply chain management, lean manufacturing, logistics management and production planning & control. He has published widely in academic and professional journals such as Management Science, Decision Sciences, Journal of Operations Management, Production and Operations Management, International Journal of Production Research, International Journal of Production Economics, amongst others. His contributions include the book Group Technology and Cellular Manufacturing (Kluwer-Springer). He is a recipient of Alfred Bodine / Society of Manufacturing Engineers Award for Studies in Machine Tool Economics; Joseph T.J. Stewart Faculty Scholarship, Sustained Achievement Exceptional Scholar Award at State University of New York. His current research work is in the areas of supply chain agility, disruption risk mitigation and response, and application of blockchain and IoT technologies. Dr. Suresh has conducted numerous training programs for senior executives in USA, China, Singapore, India, Netherlands, Sri Lanka and other countries for more than two decades. He has served as a Visiting Professor in University of Groningen in Netherlands, Huazhong University of Science & Technology in Wuhan, China, and other universities for many years.



Neharika Vohra

*Vice Chancellor, Delhi Skills and Entrepreneurship University &
Professor IIM Ahmedabad*

Prof. (Dr.) Vohra is a specialist in behavioural science and on leave from IIM Ahmedabad, where she served as Professor in the Organizational Behaviour area for 21 years. She has been involved in the Centre for Innovation and Incubation in Entrepreneurship at IIM Ahmedabad and is currently the Director of the Centre. She has extensive experience with the corporate sector as a consultant, coach, mentor and independent director. She has won the best instructor award and has been the Chairperson of IIM Ahmedabad's Doctoral Program (Fellow Program in Management), editor of Vikalpa, on the editorial board of several international journals. She has published over 70 peer-reviewed research papers in top-level international and national journals and authored 3 books and developed teaching material that is used in several countries. She has guided 12 PhD students at IIMA and has been an academic advisor in five national-level educational institutions.



N.V. Varghese

Vice Chancellor

National Institute of Educational Planning and Administration (NIEPA), New Delhi

Professor N.V. Varghese is currently the Vice Chancellor of National Institute of Educational Planning and Administration (NIEPA), New Delhi. He is also the Founding Director of Centre for Policy Research in Higher Education (CPRHE, NIEPA). He holds a doctoral degree in Economics with specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris till October 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Master's programme in educational planning and management. In the 1990s he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has been closely associated with educational planning at the federal and decentralised levels and with the design and development of externally funded education projects in India. While in NIEPA, he was responsible for managing an Asian regional network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. While in IIEP, he was the Secretary General and responsible for the Secretariat of the International Working Group on Education (IWGE), which is a network of funding agencies in education.



P Srinivas Rao

Director

Firebird Institute of Research in Management

Dr. P. Shrinivas Rao is a proficient professional with 31 years of experience in carving academic institutions through technology and strategic planning right from inception, covering various functional areas like academic administration, power branding, and integrated campus development. He spent his preliminary career with multinational corporations and started his academic journey in the mid of 1990. He was a vice president and CEO in reputed intuitions with International collaborations, Dean of the first global MBA program in India, Coordinated academic exchange programs, attended many global summits and conferences in the Indian School of Business, BHU, IIFT, XLRI, IIM Kolkata, IIM Bangalore, IIM Ahmadabad, MDI Gurgaon and leading institutions and universities of the country. Dr. Shrinivas has spent his last 31 years as a Regional Head in the corporate sector, Principal, Vice-President, Dean, Director, Director-Technical campus, Executive Dean for both general and technical institutions with a particular focus on integrated development. Some of the research areas of concentration are work-life balance, managing transfer of knowledge, crisis management, learning organizations, the impact of motivation, service marketing, tourism services. His current interest is in mentoring millions of students using technology in education and social media platforms and resourcing the right education inputs to the country's young minds. Toward this excellent initiative, the Mission Mentors group has conceived. Dr. Shrinivas is the founder and CEO of Mission Mentors. His academic credentials include MBA in Marketing, MBA in HR, and Ph.D. in management, currently working as The Director of Firebird International Business School, Coimbatore, India.



Raj Nehru

*Vice Chancellor
Shri Vishwakarma Skill University*

Raj Nehru is the youngest, founding Vice Chancellor in the country, who left his lucrative corporate career to serve the dream of transforming National Skill Ecosystem, that is on high priority in the State and the Country. He has been appointed as the Vice Chancellor of Shri Vishwakarma Skill University- Government of Haryana, the first Skill University of India and 6th in the world. He has also been appointed by Governor of Haryana, as the Director on the Board of Haryana State Electronics Development Corporation Limited. A veteran in Human Capital Management, has spent more than two decades in various roles and different organisations. Started his career with Indian Army and then moved to Corporate Sector (Pharmaceutical, IT&ITES, Manufacturing, Automobile and Engineering and Energy Sector). He has worked for more than a decade with IBM and managed the global portfolio as Director Leadership Development. Prior to joining the Skill University, he was Director – HR at Schneider Electric. He has a wide global & cross-cultural experience and has worked in Philippines, China, Europe & United States for his projects. Under his leadership, SVSU has pioneered the Dual Education Industry Integrated Model, that is becoming highly popular now as 'Earn While Learn' scheme. He has also led SVSU to win various awards by National and International bodies for its exemplary work in the area of dual vocational education.



Raghav Gupta

*Managing Director
India & APAC, Coursera*

Raghav Gupta is the Managing Director of India and APAC at Coursera. He is responsible for growing Coursera's consumer and enterprise business in the region; thereby bringing the world's best education to learners. Raghav is also the global business lead for Coursera for Campus, the platform for colleges and universities. In his role, Raghav is responsible for driving impactful partnerships with leading corporate and higher education institutions. Prior to Coursera, Raghav was the India Country Manager at BlaBlaCar, a globally known inter-city carpooling service, helping launch the company in India. He has over two decades of experience in the consumer, internet, and management consulting industries in India, Southeast Asia, and Europe. Raghav has an M.B.A. from INSEAD as well as degrees from the National Institute of Fashion Technology and D Y Patil University.



Raj Agrawal

*Director, Centre for Management Education
All India Management Association*

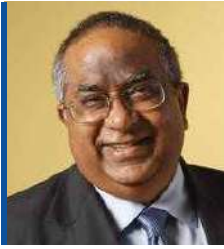
Dr. Raj Agrawal is Director of AIMA-CME. Before joining AIMA-CME Dr. Agrawal was Director of IILM Academy of Higher Learning, Greater Noida. He is also a “Visiting Research Professor” in Montana State University, Billings, US. He has more than twenty years of academic experience of working in prestigious national institutions like; All India Management Association, Association of Indian Universities, Motilal Regional Engineering College and other national institutes. Earlier also Dr Agrawal has worked in AIMA-CME as Officiating Director/Dean from 2000 to 2003. He is also guest faculty in prestigious institutes like; IMT, IIFT and Delhi School of Economics. Dr. Agrawal has done Ph.D in Economics from Allahabad University. A prolific writer and keen researcher, he has written more than seventy articles in leading national and international journals. Dr. Agrawal has considerable expertise in WTO and related matters. He has been regularly invited by national and overseas organizations to deliver talks on contemporary economic issues. He is also a consultant in UNCTAD and resource person in Globalisation of Service Project of William Davidson Institute at the University of Michigan, Ann-Arbor, U.S. Dr. Agrawal has also authored four books including the text book on “Business Environment” which is very popular among MBA students.



Robert D Galliers

*Senior Advisor, Quality Services, EFMD, Belgium
The University Distinguished Professor Emeritus &
former Provost, Bentley University, USA
Professor Emeritus and former Dean, Warwick Business School, UK*

Robert D Galliers is the University Distinguished Professor Emeritus and former Provost at Bentley University, USA and Professor Emeritus and former Dean at Warwick Business School, UK. Prior to his appointment as Provost at Bentley (2002-2009), he was Research Director in the Information Systems (IS) Department at the London School of Economics (LSE); Lucas Professor of Business Management Systems and Dean at Warwick Business School, both in the UK, and Foundation Professor and Head of the School of IS at Curtin University, Western Australia. Galliers began his professional career outside of academia, first in social work administration and then in management consulting. He has held a number of visiting professorial appointments; these include INSEAD, France; University of St Gallen, Switzerland; National University of Singapore; University of the Witwatersrand, South Africa; Australian School of Business, University of New South Wales, Bond University, Australia; Hong Kong City and Polytechnic universities; King's College, London; LSE, Loughborough University, UK; European Institute for Advanced Management Studies, Belgium. His research focuses principally on the processes and practices of information systems strategizing. He was the founding editor-in-chief of The Journal of Strategic Information Systems, launched in 1991, stepping down at the end of 2018 (2020 IF: 11.022). He has 16 books to his name. The Cambridge Handbook of Qualitative Digital Research is due to be published by Cambridge University Press in 2022. Recent books include Managing Digital Innovation: A Knowledge Perspective (Springer 2020); Strategic Information Management: Theory and Practice 5e (Routledge 2020); The Routledge Companion to Management Information Systems (Routledge, 2017); The Routledge Handbook of Management Information Systems (Routledge, 2015), and The Oxford Handbook of Management Information Systems (Oxford University Press, 2011). He has also authored over 100 articles that have appeared in leading international journals in IS, Management and Strategy. His work has been cited over 15,500 times (as of 2021) according to Google Scholar. Galliers is a Fellow of AIS, the Royal Society of Arts, and the British Computer Society. He received the Association for IS LEO Award for outstanding contributions to the field in 2013.



Rajendra Srivastava

*Novartis Professor of Marketing Strategy & Innovation
Indian School of Business*

Rajendra Srivastava is the Novartis Professor of Marketing Strategy and Innovation at the Indian School of Business (ISB) (Hyderabad & Mohali) and as Professor Emeritus at Singapore Management University (SMU). He has served Dean at ISB, as Provost and Deputy President at SMU, and as Senior Associate Dean at both the University of Texas at Austin and at Emory University. His contributions to the field of Marketing have been recognized by American Marketing Association which appointed him as a 2020 AMA Fellow. He is also a Senior Research Fellow at the Mack Institute for Innovation (Wharton), and the Institute for Studies in Business Markets (ISBM) at Penn State. A pracademic (practical academic) at heart, he is a strong proponent for inter-disciplinary research and collaboration between industry, government and academic. He is leading research on Business Innovation and Digital Transformation at ISB's Centre for Business Innovation. A global thought leader, he has been a visiting scholar at leading academic institutions and has consulted and provided high potential executive training across North and Latin America, Europe, Asia (India, China, Russia, and SE Asia), South Africa and Australia to over 50 leading global corporations. He serves on corporate and academic advisory boards. He holds a B.Tech. (Mechanical Engineering) from Indian Institute of Technology, Kanpur, MS (Industrial Engineering) from the University of Rhode Island, and MBA and Ph.D. in Business from the University of Pittsburgh.



Rishikesh Krishnan

*Director
IIM Bangalore*

Prof. Rishikesh Krishnan is Director and Professor of Strategy at the Indian Institute of Management Bangalore (IIMB). He held the Jamuna Raghavan Chair in Entrepreneurship at IIMB from 2007 to 2010. He completed a 5-year term as Director of the Indian Institute of Management Indore in December 2018. Prof. Krishnan was educated at IIT Kanpur, Stanford University and IIM Ahmedabad. His main areas of interest are strategy and innovation. He has been listed in the Thinkers50 India list of most influential management thinkers from India. Apart from publications in academic journals, case studies and articles in the business press, Prof. Krishnan has written two books: 8 Steps to Innovation: Going from Jugaad to Excellence (co-authored with Vinay Dabholkar) which won the Best Book Award for 2013-14 from the Indian Society for Training & Development and From Jugaad to Systematic Innovation: The Challenge for India. Prof. Krishnan was a member of the expert committee set up by the Government of India in 2017-18 under the chairmanship of Justice BN Srikrishna to propose a data protection framework for India. He is a member of the board of the Higher Education Financing Agency (HEFA) and Wheels India Ltd., and a trustee of the Foundation for Excellence India Trust. Prof. Krishnan co-founded one start-up and was the CEO of another. He has been on the jury of the Economic Times start-up awards. He is currently on the advisory board of YourNest Investment Advisors.



Sabyasachi Das

*Chief Executive Officer
L&T EduTech*

Sabyasachi Das, aka Saby, is the CEO of L&T EduTech, which aims to integrate academia and industry by enabling job ready talent through worldclass application-oriented learning, skilling, assessment and certification programs powered by L&T's decades long expertise in engineering and technology. Saby has been involved in leadership development and business transformation since the early 2000s. He has been an SVP, member of the Executive Leadership Team and Head of Banking and Financial Services (BFS) delivery for North America in Cognizant before he joined L&T EduTech. From creating and delivering new business lines to building Cognizant's many multimillion dollar businesses, Saby has been instrumental in inspiring accelerated growth and transformation at human as well as organizational level. He has brought about profound and enduring structural and strategic developments in his many leadership roles as Chief Operating Officer, Enterprise Transformation Leader and Chief People Officer of BFS. In his new venture in this post-pandemic world, Saby is determined to turn around engineering and technology skilling in India and create globally employable individuals who can be the new champions of change from day zero.



Sandeep J Alur

*Director
Microsoft Technology Center, India*

As a Technology Leader at Microsoft India, Sandeep Alur heads 'Microsoft Technology Center', an Experience Center focusing on helping Customers accelerate their digital transformation journey. He has donned various technology leadership roles in his 23 years of industry experience providing technology and architectural guidance. His experience ranges from dotcom days to the distributed/cloud computing to the next generation intelligent computing era. He has architected solutions across technology/platform landscapes and is a stern believer of his own philosophy, which says "Enterprise architecture is an evolution, and it grows with innovation". From an innovation standpoint, he believes that the next big leap is in 'Data Science', and 'AI' will elevate Customer Experience to greater heights. Sandeep holds a Bachelor's degree in 'Mechanical Engineering' from RV College of Engineering, Bengaluru and a Post Graduate degree in 'Data Science and AI' from Indian School of Business, Hyderabad.



Sandeep Sancheti

*Vice Chancellor
Marwadi University, Rajkot*

Professor Sandeep Sancheti is an Institution Builder, Policy Planner, Regular Columnist on various Academic Policies. He holds a Ph.D from Queens University of Belfast UK, M.Sc. (Engg.) from DTU Delhi and B.Tech from NIT Warangal. He is currently the Vice Chancellor (Provost) at Marwadi University Rajkot. He is a Past President of Association of Indian Universities (AIU) New Delhi. Formerly Dr. Sancheti headed Eight Central Govt. Institutions of national importance. He has worked as Director at National Institute of Technology New Delhi and NITK Surathkal. He was Director in-charge at NIT Trichy, NIT Calicut and SPA Delhi and has also served as a Mentor Director of newly establishments of NIT Goa, NIT Puducherry and NIT Sikkim. He has lead two private universities namely SRMIST, Chennai as its Vice Chancellor and Manipal University Jaipur as its President in a career spanning more than 37 years. He is a recipient of the Commonwealth Scholarship & Fellowship under Colombo Plan and was a Visiting Faculty at Asian Institute of Technology (AIT) Bangkok. He is a Life Fellow of IETE, IE (I), ISTE, BES and a Member of IEEE, USA and has contributed more than 85 research papers in journals and conferences. In the past he was a Member of XIIth Plan Preparation Committee for MHRD, Member Kakodkar Committee for Review of NITs, Member Governing Council - ESCI Hyderabad, Member Executive Council - AICTE New Delhi, Chairman AIEEE, Chairman DASA Scheme of MHRD, Chairman QIP (Poly) Scheme of AICTE, Member Governing / Advisory Boards of CBSE New Delhi, BCCI Mumbai, SAI New Delhi, NCTE New Delhi, NIRDPR Hyderabad and Academic Advisory Board of Microsoft India etc. He is a keen player of Bridge & Squash. He is also an active member of Rotary International and a few other social organizations.



TV Mohandas Pai

*Chairman, 3one4 Capital, Co-Founder & Chairman, Aarin Capital
Chairman, Manipal Global Education*

Over a career spanning 37 years, Mohandas Pai has served in the areas of finance, accounting, information technology, human resources, education, corporate governance, social impact innovation, environmental conservation, policy formulation, heritage preservation, philanthropy, and the venture and startup ecosystem. Mohan is currently the Chairman of Aarin Capital, Chairman of Manipal Global Education, Member of the Boards of Havells India and the Institute of Public Enterprises, Member of the Board of Governors of the National Investment and Infrastructure Fund (NIIF), Governing Council Member of the Centre for Advanced Financial Research and Learning (CAFRAL) promoted by the Reserve Bank of India (RBI), Chairman of the Regulatory and Financial Technology Committee of the Securities and Exchange Board of India ("SEBI"), Chairman of the SEBI Primary Markets Advisory Committee ("PMAC"). He was awarded the Padma Shri award by the President of India in 2015 and the Karnataka Rajyotsava Award in 2008. Mohan was previously a Board Member and the Chief Financial Officer (CFO) of Infosys over a span of 17 years, an Investment Committee Member of the SIDBI India Aspiration Fund and the INR 10,000 Cr (USD 1.8 Billion) India Fund of Funds, a Board Member of the Securities and Exchange Board of India ("SEBI"), a Member of the Board of the National Stock Exchange (NSE) of India and the Ascendas Property Fund – the Trustee-Manager of Ascendas India Trust, Trustee of the International Financial Reporting Standards ("IFRS") Foundation, Chairman of the FICCI Skills Committee and Higher Education Committee, President of the All India Management Association (AIMA), and Founder-Trustee of the Akshaya Patra Foundation. Mohan holds a bachelor's degree in commerce as a University Rank Holder from St. Joseph's College of Commerce, Bangalore, a bachelor's degree in law (LLB) from Bangalore University, and is a Fellow Member of the Institute of Chartered Accountants of India as an All-India Rank Holder. He is based in Bangalore, India.



Urvashi Makkar

*Director
Institute of Management Studies
Ghaziabad*

Dr. Urvashi Makkar, with Ph.D. in Marketing and an Executive Program in Human Resource Management from IIM Calcutta, is an academician par excellence with a knack of entrepreneurial spirit and a persistent passion for continuous learning to upgrade her teaching. A widely travelled academician having Leadership Certifications from Harvard University, UK-India Education & Research Initiative (UKIERI) besides many others in the list and with a rich experience of more than 26 years in academics, research, teaching, training, consultancy; an ardour for innovative learning and an expertise in transforming Management Institutions by focusing on organizational development, she has created a niche for herself in the domain of management education. She is a vivid researcher and has to her credit 13 books published by renowned publishing houses, including TATA McGraw Hill; more than 80 publications in refereed International/National Journals and conferences; has been a Distinguished Speaker/Expert Panelist in numerous Summits/ Seminars/Conclaves; has conducted numerous EDPs/MDPs/Workshops and Consultancy assignments of reputed organizations. In keeping with her journey to contribute in the areas of Research and Consultancy, she is contributing globally in the field of academics as Founder Chief Editor of International Journal of Customer Relations; holding the Chair of Sr. Associate Editor in Editorial Board of IARS, International Research Journal, Malaysia and Member, Board of Editors, International Journal of Environmental and Social Psychology, USA. In recognition of her passion to provide composite and quality education to the young minds, she has been elected to the prestigious Council of Management of All India Management Association (AIMA) as Representative of Corporate/ Institutional Members for the year 2021-2023.



Upinder Dhar

*Vice Chancellor
Shri Vaishnav Vidyapeeth Vishwavidyalaya*

Dr. Upinder Dhar is Vice Chancellor of Shri Vaishnav Vidyapeeth Vishwavidyalaya (Indore). Earlier, he was Group Additional Vice Chancellor and Pro-Vice Chancellor (Academics), Amity University (Noida); Founder Vice Chancellor of JK Lakshmipat University (Jaipur); Director - Institute of Management, Dean - Faculty of Management, and Dean - Faculty of Doctoral Studies and Research, Nirma University (Ahmedabad); Director - Prestige Institute of Management and Research (Indore); Professor of Management at NITIE (Mumbai); Reader at IMS-DAVV (Indore); and Lecturer at M.D. University (Rohtak). He has conducted 715 management and faculty development programs for the executives of major business houses and faculty members of academic institutions respectively. He has also been Guest Faculty at IIM Calcutta, IIM Indore, IIM Trichy and IIT Roorkee. Besides undertaking consultancy assignments, he has authored/co-authored/edited more than 733 publications. Forty (40) scholars have been awarded Ph.D. degree under his supervision by various universities. A Fellow of ISTD and a strong proponent of Case Method, Dr. Dhar was conferred Ravi J Matthai National Fellow Award by the Association of Indian Management Schools (AIMS) in 2018. He has been on the Panel of Reviewers of number of international journals, such as International Journal of Training and Development, Human Resources International, Journal of Global Business and Technology, and South Asian Journal of Management.



Vidya Yeravdekar

*Principal Director
Symbiosis Society*

Dr. Vidya Yeravdekar is the Principal Director of Symbiosis Society, which encompasses the Symbiosis schools, College of Arts & Commerce and institutions under the Symbiosis International University. She is also the Pro Chancellor of Symbiosis International University, a multi-disciplinary, multinational, multi-cultural International University that not only boasts of 45000 students from all states of India but also international students from 85 countries across the world. Dr. Vidya holds a Postgraduate Degree in Medicine, a Degree in Law and Ph.D. in 'Internationalisation of Higher Education in India'. Having presented papers at various National & International Conferences, she has numerous research publications to her credit and has also authored several books. Dr. Vidya has been serving as a member on many national & International organizations such as World Bank, OBREAL Global, UGC under Ministry of Education, AIU, IBEF under Ministry of Commerce, ICCR, FICCI, SEPC, YASHADA, International Sports of University of GoM, Emcure, IIC, MCCIA, PIC etc. Having accomplished all such feats, Dr. Vidya is now committed to shape Indian higher education globally through her extensive work in the field of internationalisation of higher education.



Vijay K. Thadani

*Vice Chairman & Managing Director
NIIT Ltd*

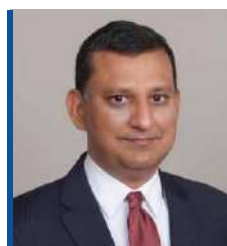
Mr Vijay K. Thadani is the Co- Founder of NIIT Group and serves as Vice Chairman and Managing Director of NIIT Ltd, a leading Global Skills and Talent Development Corporation. He is also the Co-Founder of the not-for-profit NIIT University, established with a vision of being the role model of learning, research, innovation and sustainability for the Knowledge Society. In the past, Mr Thadani served as President of the Indian IT industry association, MAIT and as Chairman of the National Accreditation Board for Education and Training (NABET), under the aegis of the Quality Council of India. As an active member of CII, he served as the Chairman of CII Northern Region as also chaired CII's National Committee on Higher Education and currently serves as the Co-Chair of CII's Centre of Digital Transformation. In addition, he served as the Chairman of Board of Governors of Indian Institute of Information Technology (IIIT), Allahabad, Chairman of the Board of Governors of MN National Institute of Technology, Allahabad and also as a member of the Board of Governors of Indian Institute of Technology (IIT), Delhi. Mr Thadani is currently serving as the Chairman of All India Board of Technician Education constituted by AICTE and is also a member of the Governing Council of All India Management Association (AIMA). Mr Thadani received the recognition of 'Distinguished Alumnus' from his alma mater, the premier Indian Institute of Technology (IIT), Delhi. In addition, he was honoured with the position of 'Economic Consultant' to Chongqing, world's largest city in the People's Republic of China.



Vinnie Jauhari

*Director, Education Advocacy
Microsoft*

Vinnie Jauhari works as Learning and Skills Lead at Microsoft Corporation India Ltd. and has been an educationist. She manages strategic engagements and evangelism programs in Education and focuses both on K-12 and Higher Education. She is involved with programs that enable skilling of students so that they are future ready. She also enables digital transformation journeys for education institutions and empowering teachers and students with technology exposure. She works with Boards of Education and Education leaders to drive systematic change powered by technology. Some of the programs that she has shaped and built communities in India are the MS Showcase School Program and Microsoft Innovative Educator Expert Community of teachers. She has also facilitated the development of AI curriculum, Coding and Data Sciences for Schools and partnered with various Boards of Education for the same. Her contributions have won her recognition across several years at Microsoft. Her work has impacted millions of teachers and students on embracing technology and led to building education community in India. As an educationist she has inspired educators to publish research and enabled global research communities on Services Management and Innovation. She has earlier worked with HP Labs and has been a Professor and Director at IIMT (Oxford Brookes University). She has authored thirteen books published by some of the leading publishers such as Oxford Press, Apple Press (USA), and Springer (Germany). She has published extensively in the domain of services, innovation, and technology management. She has over 100 papers published in leading national and international journals. She has Edited international journals and received several Best paper awards at an international level.



Vipin Gupta

*Professor & Co-Director, Center for Global Management
Jack H. Brown College of Business and Public Administration
California State University San Bernardino*

Dr. Vipin Gupta (Ph.D., Wharton School) is Professor of Management, and Co-director of the Center for Global Management, at the Jack H. Brown College of Business and Public Administration, of California State University San Bernardino. Professor Gupta has published twenty-seven influential books, including ten self-authored books in 2021 under the project "Vastly Integrated Processes Inside Nature" (VIPIN), that integrate vast realms of ancient Indian wisdom and modern science. He has been featured as the Businessman in the News by Business India for this project. His work has been carried by many regional and international print and online media. As the principal investigator of the path-breaking CASE (Culturally sensitive Assessment Systems and Education) Project, he is the principal editor of the ten books on the family business models in ten different regional clusters, and an eleventh book on the gender dimension of family business (ICFAI University Press, 2004). Dr. Gupta has authored more than 250 journal articles and book chapters, including in leading journals. He has been a visiting or guest faculty at more than forty business schools in India and served on the board of governors of many. Professor Gupta has been a recipient of the coveted 2005 Scott Myers Award for Applied Research in the Workplace from Society for Industrial Organization Psychologists, USA. He has been a Government of India's Global Initiative of Academic Networks (GIAN)).



Venguswamy Ramaswamy

*Global Head – TCS iON &
Director - Tata Business Hub*

Venguswamy Ramaswamy alias “Swamy”, globally heads TCS iON, platform solutions addressing the needs of Assessments, Learning and Business Process Operations. Swamy also heads Tata Business Hub as Director, a digital B2B platform set up by Tata Group to develop new roadmap of products and services which address the needs of emerging businesses and help generate high growth, solve key challenges and optimize their processes. Swamy serves as an Additional Director on the Board of MP Online Limited, a joint venture company between the Government of Madhya Pradesh and Tata Consultancy Services. Earlier, as director of TCS' Global Consulting Practice (GCP), he was pivotal in building the consulting organization. Consulting Magazine noted this to name him amongst the top 25 consultants of the year 2007. Swamy has held important positions including managing the largest customer relationship “GE” for TCS. With an abiding interest in modern software quality methods, he also headed the Process Consulting group. He was closely involved in TCS' globalization initiatives for the last several years. He helped in making delivery footprints for TCS in strategic locations like Hungary and China. His role as head of Corporate Resource Management saw centralized processes for mobilizing delivery skills across TCS global operations. A Six Sigma Master Black belt, Swamy has an exponent of new ways to quality. His speeches in business forums are marked by ideas about new business models, often making innovation stand in subtle contrast to quality. Swamy holds a Master degree in Computer Applications from Madras University. A fitness enthusiast and regular marathon runner, he lives in Mumbai with his wife Lakshmi and two children.



Vinita Bajoria

*Chairperson
Nicco Cables*

Vinita Bajoria is the promoter of Nicco Cables and Continental Valves Ltd. She sits on the global advisory board of Harvard Business School and the Board of Governors of IIM K. She is also a council member of AIMA and CII ER. She has completed MBA from ICFAI, Hyderabad in 2007. She holds a various directorship/memberships in many organizations like Harvard Business School Club of India, CIMMCO Ltd, IIM, Kozhikode, Open Edwork etc.



Yajulu Medury

*Vice Chancellor
Mahindra University*

Dr. Medury is an acclaimed academician and a seasoned professional with more than three decades of opulent academic and administrative experience. He feels that 'Education' sector has been his calling and admits to have been privileged to be involved with it all his life. For Dr. Medury 'Education' is a sunrise industry and says, "we can only reap the benefits of our demographic dividend if we educate our youngsters and skill them adequately to survive and flourish in the very competitive global arena". He opines that, today, more than ever before, there is a need for quality education and to ensure that the students can help bring greater honors to our country. It was the privilege of Mahindra University and VIT University, Vellore to have Dr. Medury as their founding Vice Chancellor. He also has taken up the reins as the Vice Chancellor of Jaypee University of IT, Himachal Pradesh and successfully established 3 Universities (2 State and 1 Deemed) between 2001 and 2003. He has proficiently held many senior positions in various companies, besides being Member of several Academic Committees/Governing Council. Dr. Medury's style of administration is unique. As a hands-on leader he believes in an open-door policy to encourage students, faculty and staff to approach him anytime with their issues. The secret of his leadership is his faith in his potential as a leader which also is a popular takeaway for students and colleagues: "just believe in yourself and your potential".

ARTICLES

Global disruptions and higher education

The VUCA World and Higher Education. Technology and Pandemic—Impact on learning.

Dr. Rajan Saxena, Former Vice Chancellor NMIMS (Deemed University) and Former Director, IIM Indore and SPJIMR
Dr Raj Agrawal, Director, Centre for Management Education, AIMA



Technology, digitalization and globalization are transforming countries into knowledge-driven economies. The current wave of turbulence caused by the pandemic radically accelerated the pace of digitalization and technology adoption in higher education. With campuses closed, institutions quickly realised that technology was the only way by which they could reach out to their students in different geographies, reduce semester losses and thus minimise learning losses. The emergence of web based video tools like Zoom, Google Meet, Microsoft's Teams and EdTech companies like Unacademy, Upgrad, Byju in India and Coursera, EdX, Udemy etc at the global level also helped in minimising learning losses as also in skill building. Technology companies like TCS ION, Microsoft and IBM partnered with institutions to provide them with technology solutions for admissions, academic programme management, examinations etc. Many questions now emerged on future of universities? Long term sustainability was now a concern in higher education.

Leading Private universities in India innovated their programmes and also created short term modular online education programmes for different categories of student markets like women, working professionals, healthcare professionals, family business owners etc. These programmes were at Certificate and diploma level. They

also partnered with EdTech companies that powered their degree level online education programmes. Yet according to one of the UNESCO Studies in 2021, 3 million children went out of the education system since the time pandemic began in 2019. We have no idea how many students discontinued their university education either because of digital infrastructure gap or non affordability of digital devices or economic reasons. Higher education institutions now needed to reach out their alumni, donors and financial institutions for support to students who were adversely affected by Covid.

A study in OECD countries observed that public spending in higher education may suffer as funds are diverted to healthcare and revival of their economies in a post covid era. We have seen the same happening in India. It is hard to imagine that stimulus was offered to economic sectors but not to education and skilling sector even though government has a mission on skill building.

Global mobility of students was also adversely impacted. Not only so, even mobility within India was severely hampered by disruptions in flight, trains and road transport between state and districts.

World Economic Forum in its report on future of jobs (Oct.2020) observed that though pace of automation and

technology adoption will continue or rather rapidly accelerate, new jobs will also be created in industry which will be high on technology skills. But it cautioned that rate of job destruction will exceed rate at which job get created. Skills deficit will be a major handicap in labour employability. Online education especially skills education is now set to grow. It has already seen an upswing in demand. Online education has a different meaning for those employed and those unemployed. In case of employed individuals, it was to upskill and reskill themselves while in case of unemployed it was to acquire digital skills for the digital world.

Geopolitical Developments

The VUCA world is now more manifested than at anytime earlier, even though it was first referred to in 1987 at the US Army College to train the army officers. Since then, and more frequently since 2010, it has been widely referred in other sectors of the economy, including higher education. Today it is manifested in all its magnitude at the global level. Pandemic and now Ukraine crisis are examples of events that no one could have ever predicted or got prepared for. These events are not just another Black Swan events. They will leave a deep wound that will be long time to fill. And that is why Ukraine is not only a military and economic crisis but most importantly a humanitarian one. Once again, a generation of students are at the risk of losing out on their education. Indian students who had gone to Ukraine for medical or computer or engineering education face uncertain future even as they are safely brought back home by Government of India. It raises several questions on quality, affordability and capacity of quality institutions in India.

Geopolitical developments of the kind mentioned above have serious implications for the future of humanity. Any such development leading to war and violence not only result in crimes, but also to closure of schools, universities and other higher education institutions thus resulting in generations being impoverished, remaining illiterate or uneducated and unskilled. This may further imbalance labour supply scenario. In such situations, global deficit in skilled labour will only grow.

Geopolitical, and technological developments increase uncertainty, complexity and ambiguity in higher education much the same way it does in other sectors. In India, we had come to expect linearity in demand for higher education especially professional education. We had also come to

believe that demand for higher education is price insensitive. But today these assumptions are being challenged by above developments globally as also by skills programmes offered by companies like Google, Microsoft, IBM, SAS etc on learning platforms like Coursera, Udemy, Skillshare, Udemy, Codecademy, Edx, Pluralsight, Future Learn, and Moodle. Great Learning Upgrad and Unacademy etc. Many of the programmes offered on these digital learning platforms are also accepted by recruiters. In fact, they prefer students who have industry certifications. Hence higher education ecosystem today comprises of conventional universities and higher education institutions, EdTech companies, recruiters, and regulators.

Future Higher Education Institutions

Higher Education institutions today have a serious challenge to their sustainability. Networking, collaboration and partnerships at the global level holds promise. Innovation and digitalization can further sustainability. Success of higher education institutions today depend on their ability to create a customised learning environment. Outcomes rather than inputs are now more important in higher education. For example, is the programme enhancing employability or is it only complying to regulatory body? In a knowledge driven world, where, as mentioned earlier, some jobs are getting extinct and many others radically changing, there has to be a better marriage between skills education and discipline based education. How does one provide a real world experience to students so that they are able to easily transition to the new world of work?

Higher education in India has evolved considerably over the past 70 years. The economic liberalization era of 1990s and the consequent rapid economic development witnessed substantial demand for professional education. This paved the way for public and private institutions to offer professional programmes across the country.

Traditional learning model disrupted

The traditional learning model has also been disrupted by technology, changing demographics and the pandemic. Blended mode of learning holds the promise even in the midst of disruptions. A blend of campus based and online education accompanied by live projects will make education more relevant to the emerging needs of the learner and recruiters. Flexibility and fluidity will be the new

norm in higher education. Hence institutions would have to create academic systems that respond to such an environment.

An important dimension of learning is its never linear. Rather it is always nonlinear and asymmetrical in the sense that student can simultaneously learn from different sources/subjects to make a big picture. This enables a better internalisation of the subject than when subjects are taught in a sequential manner. For example, while learning digital technologies, student may simultaneously opt for Digital Marketing course and Blockchain. EdTech companies like Coursera provide for this opportunity. Traditionally, the student would have to learn any one of these in a sequential manner. Generally, it would be a technology course followed by digital marketing and later blockchain courses. The New Age Universities will now offer courses in digital technologies or automation through their campuses and allow student to simultaneously pursue digital marketing course offered by Google and work on live projects in digital business. This makes learning more holistic. Hence future universities will need to partner with EdTech companies and industry.

Reimagine Programmes

In the context of management and engineering education, this will need overhaul of programme design, content, and delivery. Increasingly, recruiters will demand better alignment between curriculum and job requirements. Super-specialized qualifications like analytics, data sciences, AI, IOT etc will progressively become more important for employment. So would be human skills and management of stress and emotions. Emotional stability is critical not only for the individual but also for continued performance in the organisation.

Quality of institution and programmes also need to be focussed by institutional leaders. A growing stakeholder discontent with higher education especially in India is on account of the quality of programmes and the institutions. Even assignificant efforts have been made in the last decade in quality improvement, many others have to still calibrate their quality to national and global quality standards. Only then countries especially in South Asia and APAC and South America will be able to provide good quality and skilled labour for the global economy.

Today we are witnessing a threat to globalisation from nationalistic forces and intolerant thinking leading to violence in societies as also among nations. Global

development is based on mutual respect and understanding of each individual and country's culture and language. It is also dependant on respecting the constraints of different societies and individuals. Education is the only way to develop such global understanding and creating peace across the world. Higher education institutions have to open doors to foreign students and partnerships. Global community of learners can truly help bridge differences between nations, societies and cultures. While technology can open the doors but it is only living and learning on a global campus that can make a better and more responsible global citizen. It is only when individual understands the need to protect other individuals and our planet from devastation one may conclude that the purpose of education has been achieved. Hence programmes in sustainability, peace and global human order are now needed as much as skills-based programmes.

Conclusion

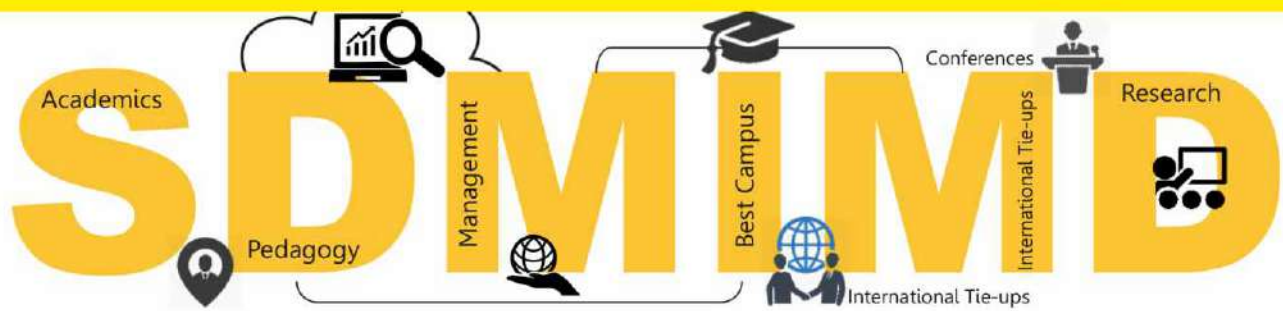
Universities and other higher education institutions will play continue to play a significant role in the development of individuals and societies. As the world comes out of the disruptions caused by Pandemic and Geopolitical developments, research and technology adoption by institutions will become critical. Future universities will be research hubs and centres of learning much the way many have been so far. Long term sustainability of institutions will be influenced by:

- Credibility of Certifications
- Development of Multi disciplinary Research hub
- Partnerships with industry, institutions and EdTech firms
- Alumni partnerships
- Quality and relevance of programme offerings
- Innovative and customised learning experience

About Authors

Dr. Rajan Saxena is currently Chairman AIMA Vice Chancellors Council India Case Research Centre as also Former Vice Chancellor NMIMS (Deemed University) and Former Director, IIM Indore and SPJIMR.

Dr Raj Agrawal is currently Director, Centre for Management Education, AIMA



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New Education Policy 2020 and SDGs

New Education Policy 2020 (NEP) provides a glimmer of hope on talking about sustainability and long term perspective for education. The NEP 2020 takes into cognizance the global concern of inclusive and equitable quality education which promotes lifelong learning for all as enshrined in the Sustainable Development Goals (SDGs4) of 2030 agenda. This is of critical significance for business education in particular and higher education in general as by 2030 we will be needing our educational institutions and number of faculty to grow by almost 4-times more than what we have in 2020. As the demand for higher education is likely to go up tremendously as we will be moving towards achieving the target of 50% GER by 2035 (estimated to reach 14 million students in 2030 from 3.5 million in 2020), for B-schools the key to excellence would tend to rest on four pillars—accountability, innovation, aligning with market needs and focus on lifelong learning.

Environmental education as a stand-alone course is doing good, but to convert this agenda into perceived action it needs to be embedded into all possible courses. The same course can be delivered with an overarching theme of environment. This approach is helpful in generating environmental consciousness which has the potentiality to be converted into action. Students must be told about likely consequences of an action for environment. They should also be told about best practices available which has minimized the degradation of environment.

It has been proved time and again that consumers are ready to learn from best practices. A lot of it depends on the 'power of being informed'. Research has shown that the demand for environmental quality tends to increase as the income increases. By this estimation, the demand for clean surroundings, clean water, and clean air would come about only above certain income level. This also means poor countries do not stand a chance unless per capita income rises to match with developed countries. However, this has

been proved incorrect as market adoption of good practices seems to be largely influenced by people's understanding of issues and awareness. Informed individuals create informed society. An informed society will tend to adopt clean practices much better, irrespective to income level. The sense of care for environment largely depends on the culture and practices.

Care for environment starts at individual level. Family practices play an important role. Good practices must be inculcated at an early stage, without any discrimination in its application. Good practices are contagious in nature and it tends to cling-on. One demonstration can set the tone for others to follow. Each course can be delivered with a green-shade. A practical exposure to green practice should start with the institution. It makes a lot of sense that institutions establish practices in terms of maintaining clean and green campus, work on energy efficiency, reduce paper usage, and recycle waste water and so on. A practice of periodic on-campus social-work jointly undertaken by faculty, staff, and students would go a long way in inculcating sense of service towards Mother Nature; after all it's a shared and joint responsibility.

5 Cs for a sustainable education and campus management

It is time for the academic fraternity to realize the significance of their role in building a sustainable society and in attaining the SDG's. This requires a rethinking in the approach of how educational institutes operate, teach and conduct research. The framework for sustainable education and campus management should be all encompassing starting from campus design and architecture to a truly sustainable learning environment and experience.

The policy advocacy for Sustainable Education and Campus Management should encompass 5 Cs as the core principles which are depicted in the diagram below:



C 1: Campus architecture and operations

The architecture and operations of a sustainable campus should align with the principle of low carbon economy. The infrastructure design should include processes that sync with green building concept and environmental friendly measures such as energy and water conservation, waste management, encouraging environmental friendly modes of transport etc.

C 2: Curriculum focusing sustainability

The curriculum should integrate sustainability by incorporating certain content focusing on the principles of sustainability in different courses or by offering a specific course on it. This curriculum redesign shall help in developing a sustainable mindset of the students.

C 3: Cutting-edge research for sustainable solutions

Higher educational institutions, specifically universities and research institutes should take on and promote research through grants and funding's to faculty and staff to address various sustainable issues pertaining to water, energy, environment and society as a whole.

C 4: Collaborating with the society

Addressing sustainability shall require collaborating with the stakeholders and adopting a participative model where

people from academia, industry, government and society join hands to address issues regarding sustainability. The probability of success is high for initiatives with collaborations, as they are developed with bottom-up approach requiring limited financial resources. Thus, collaboration is the key word for achieving sustainability.

C 5: Character building

Education should not merely be for sustainability but education should help an individual to sustain in an uncertain environment with human values intact. Education is a building block in character formation of an individual. Education as sustainability should develop strong individuals who are able to follow ethical practices even in the midst of adverse environments.

It is through the 'nudging of behavior and attitude' that a true care for environment can be built and nurtured in higher educational institutions in general and management education in particular. Embedding the aspects pertaining to 'net-zero' transition into curriculum, practice and behaviour will be of utmost importance and need of the hour for management education and B-schools.

About Dr Prabhat Pankaj

Dr. Prabhat is a post graduate in Economics and a Ph.D. in applied economics, and obtained Executive Education in 'Management and Leadership in Higher Education' at Harvard University, Boston, USA. He has been teaching Economics at post graduate and undergraduate level for about 30 years, in the Universities and B-Schools in India and abroad, including 7 years in Bhutan.

Dr. Prabhat is an avid trainer and a resource person on effective teaching, teaching leadership, student-centric teaching learning, effective student engagement and outcome based education (OBE). He writes weekly blogs, and posts research based articles on the various aspects of teaching-learning in higher education. His blog is titled "The Learning Corridor (<http://student-learning.in>)".

Dr Prabhat is an international researcher and a resource person on the subject of economics of happiness. He was an invitee in the World Government Summit 2019 Dubai by the Ministry of Happiness, UAE. He writes in Times of India and Economic Times. Dr. Prabhat is presently serving as the Director of Jaipuria Institute of Management, based out of Jaipur city in India. Indian Institute of Management-Ahmedabad has written a Case Study on "Jaipuria Institute of Management, Jaipur" focusing on student engagement which Dr. Prabhat has initiated at Jaipuria.

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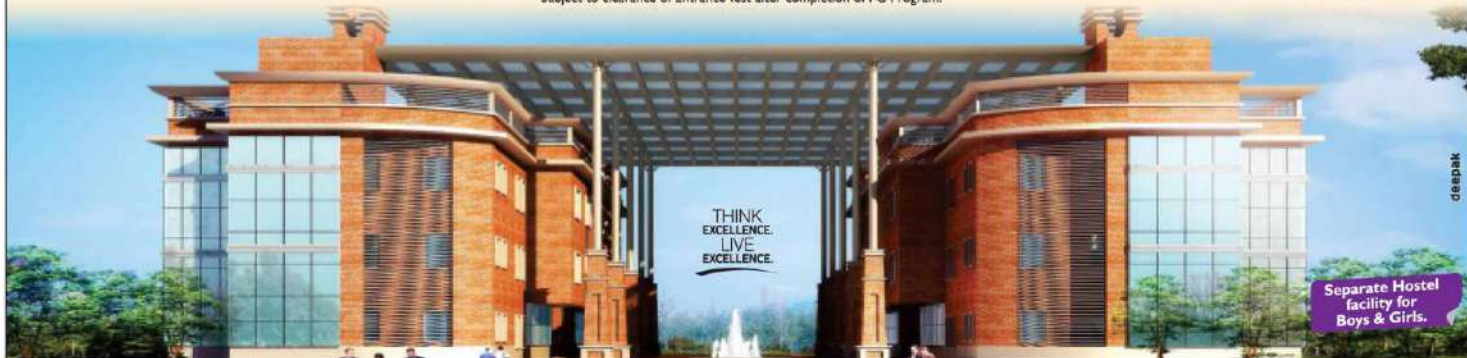
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Global Disruption and Transformation of Higher Education

Dr. Upinder Dhar

Crisis requires society to renew itself. The Covid-19 has transformed the ways of working, living and relating to each other. The higher education institutions are undergoing radical change driven by the need to digitalize education and training processes. The disruption caused by the pandemic is unprecedented, and the resulting economic and social measures have brought massive change. According to UNESCO, higher education institutions were closed completely in 185 countries in April 2020, affecting more than 1,000 million learners around the globe (Marinoni et al., 2020).

Ensuring High-Quality Learning

Innovations that change the direction of education replace or displace existing models. They interrupt the functioning of established models in unexpected ways. Disruptive educational innovation replaces existing methodologies and modes of knowledge sharing by opening new channels for learning. Successful educational innovation and transformation must, however, be based on sustainability, scope and scale (Carolan et al., 2020). The transformation of higher education institutions from old learning systems should foster a participatory culture, engage participants, and promote decision making and transparent assessment of outcomes.

The new normal created by Covid disruption has accelerated the move toward online teaching. The current scenario has involved a rapid pedagogical shift from traditional to online class sessions, personal to virtual instructions, and seminars to webinars. The impact of the pandemic will bring an era of radical technological transformation with accelerated digitalization to the worldwide higher education system (Krishnamurthy, 2020). To ensure an equitable student experience, the universities must guarantee that students from less privileged socio-economic backgrounds are not disadvantaged (Garcia-Morales, Garrido-Moreno and Martin-Rojas, 2021).

Students are reported to have found it difficult to maintain attention in a purely online context with the barriers like

boredom, sense of isolation, lack of time to follow the different subjects, and lack of self-organizing capabilities. The main difficulties that professors have highlighted were the high demand for specific skills, such as proficient computer knowledge, specific communication abilities for an online setting, proper handling of various teaching-learning tools, and the need to solve specific problems quickly during learning sessions.

As most of the institutions will opt for a hybrid system in the near future that combines small face-to-face groups with online sessions, the challenge for academics will be to ensure that students in both situations experience high-quality learning (Dwivedi et al., 2020). The successful transformation of higher education requires faculty development and specific policies to improve crisis management readiness and increase institutional resilience to address new challenges. The increase in digitalization and available information leads to new ethical questions regarding online security and rights to data privacy. The higher education institutions must address these issues by developing codes of conduct to ensure transparency and create a safe as well as trustworthy environment for online learning (Jensen, 2019).

The disruptive impact of Covid-19 and the availability of digital technologies that can support online learning present an unprecedented opportunity for the transformation of higher education at a global level. We are all a part of digital world, and the phenomenon of online learning is here to stay. Online teaching has gained relevance and ensured its continuance even after the Covid-19 pandemic. There is a plethora of technological tools and platforms to support online learning, such as web-based learning platforms, video-conferencing tools, Massive Open Online Courses (MOOCs), streaming conferences, instant messaging tools, and educational apps, among others, to support new methodologies to enable learning processes. The higher education institutions shall have to develop a sophisticated combination of face-to-face and online learning to harness the potential of the technological tools available to meet the expectations of students and enhance their learning experience.

Shared Learning by Design

Recognizing that Covid-19 is a human crisis first, saw the majority of leaders lead from a human perspective, with empathy and compassion, developing a shared awareness of institutional strengths and weaknesses. Prioritizing physical and psychological safety of students and staff, leaders responded to the crisis by paying attention to ensuring delivery aligned with institutional values – igniting hope that the future can be re-imagined for the institution and contribute to a more sustainable society. A focus on institutional purpose allowed leaders to push their underlying strategies powerfully to the actual, perceived and expected risks presented by and/or revealed through the pandemic; improvisation was easier wherever there was a clear vision and mission in place with a sense of institutional identity.

The higher education institutions reacted promptly to support the welfare of international students during the pandemic, which presented some specific challenges; some international students were stranded, unable to return home as countries closed the incoming flights – changes in visa regulations, work-authorization rules and border controls exacerbated the situation (Purcell and Lumbreras, 2021). Internalization has been seen as a correlate of global

mobility and the presence of international students and faculty on campus. However, what matters is that how we engage students with the complex inter-dependent and hyper-connected world in which we live, and enable them to become global citizens.

The institutions need to re-consider the pedagogy and design curriculum and learning journeys to encourage inter-cultural competencies. Creating interactions across borders digitally by teaching a class with a team of teachers from two or more geographical locations can facilitate a more equitable exchange of different perspectives, with dialogue among participants creating global learning opportunities. Digital arrangements are widely available and can open minds even when airports are closed. In future, we are likely to see a greater focus on shared learning by design across countries and national borders. Adopting a mindset of reciprocity while locally rooted but globally connected could be the model to play a critical role in connecting the students globally.

The Covid-19 crisis has fuelled a culture of online learning which should not be seen as a makeshift emergency reaction, rather it will be part of a conscious response to advancing sophisticated high-touch digital experiences tailored to advance personalized learning.

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Developing Graduates for a Resilient World

Mr Hersh Shah, CEO, Institute of Risk Management - India Affiliate



Risk is an inherent part of the growth and development of any business, and organisations must have the ability to manage them in order to pursue growth opportunities. In turbulent times, risk management becomes critical for business continuity and to mitigate the adverse consequences of a rapidly-changing business environment. The COVID-19 pandemic underscored the importance of risk management, as revealed by a Gartner study which found that a proactive approach towards Enterprise Risk Management (ERM) ensured agile responses where risk management processes were clearly set with a well-defined threshold for escalation.

In the current volatile and complex economic environment, it is critical that we build the risk management capabilities of our organisations by shifting the focus towards the skillset of our emerging workforce. Developing a resilient business ecosystem will depend on the availability of a workforce that is risk-intelligent and well-versed in ERM.

This is only possible by creating a talent pool of ERM qualified graduates.

Why risk intelligence is a critical skill

Risk intelligence is the intuitive perception of risk that equips one to take appropriate action to mitigate emerging threats, while allowing them to draw actionable insights regarding corporate governance and compliance. It is a holistic approach that aims at aligning risk management with strategic goals, helping an organisation to find a balance between managing risk and pursuing opportunities. By utilising forward-looking concepts and tools, it empowers professionals to make informed decisions that are based on a methodical analysis of risks and opportunities.

The stress on developing risk intelligence among the

workforce also comes from the realisation that the effective deployment of risk management policies relies heavily on the competence of the company's personnel. Risk managers can go only so far in the absence of a reliable team or a workforce that lacks the basic understanding of risk, its management, and impact. In an environment where businesses must show agility when responding to fast-changing events, it is critical that all employees have the risk intelligence to make quick decisions.

The emerging emphasis on risk intelligence also recognises the importance of developing these skills across job roles and sectors. Although risk management has traditionally been confined to the financial sector, today it is viewed as a necessary tool in ensuring the resilience and robust growth of an organisation. The pandemic has further driven home the necessity of organisations investing in their risk management capacities. Consequently, risk intelligent professionals are now highly sought after across industries, such as supply chain, healthcare, and tech-based companies.

Developing risk intelligence through ERM

ERM qualifications have emerged as one of the most effective ways of developing risk intelligence among the emerging workforce. It equips them with an understanding of risk identification and mitigation strategies, along with knowledge of the principles and frameworks of risk management. An ERM qualification, thus, hones their risk intelligence while equipping them with the skills to take appropriate action.

Given the importance of risk management, we must turn our focus on fostering risk management skills among graduating students, by including ERM education in our higher education curriculum. Unfortunately, the state of risk literacy among our graduates and undergraduates still remains woefully inadequate, as revealed by a survey of higher educational institutes by Institute of Risk Management (IRM) India Regional Group and All India Council for Technical Education (AICTE).

Despite 96% of respondents deeming risk literacy critical for personal and organisational success, only 19% of the surveyed institutes believed that their students had high risk literacy. The survey also found that 82% of the respondents thought that regulations on including a formal ERM framework could help in bridging this gap including collaboration with global bodies like the IRM to integrate the professional qualifications.

As we witness a rising demand for building resilience across our business ecosystem, educational institutes must take the lead by working with professional bodies, such as IRM, to develop critical thinking, complex problem solving, and analytical reasoning skills among students. As the world's leading professional body for ERM qualifications, training, and examinations across 140+ countries, IRM India Affiliate is helping institutes to build a strong foundation for enterprise risk education through the 5-level pathway to Certified Fellowship and also the Digital and Supply Chain Risk add-on exams, thereby ensuring higher risk literacy among India's future workforce.

Students can also pursue IRM's globally-recognised qualifications, while independently pursuing their undergraduate or postgraduate studies. They can obtain ERM qualifications through IRM's exams from Level 1 to Level 5, wherein they also receive professional designations from Level 2 onwards, starting with IRMCert at Level 2, GradIRM at Level 3, CMIRM at Level 4, and CFIRM at Level 5. Aspirants desirous of a career in enterprise risk management can register for the globally recognised ERM exams with IRM India Affiliate.

As organisations face a multitude of challenges in a fast-evolving global business environment, risk management becomes increasingly critical in ensuring robust growth. However, this will also depend on their access to a pool of qualified, expert risk professionals, starting from young aspirants to experienced professionals. It is, therefore, imperative for educational institutions to invest in the training and development of risk literacy among its students by implementing risk education as a vital part of their curriculums.

Skilled Workforce for Industry 4.0

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Introduction

The industrial process since its inception has evolved gradually. With its evolution, technology happens to be the major force behind the industrial production process. The continuing improvement in technology becomes instrumental in increasing the economic scale of production and it establishes the new method of production by unsettling the old order. Further, technological improvement makes necessitate the industrial workforce to hone and acquire modern skills to operate machine and equipment. With the change in time and to match with the competitive business environment, the industrial players have to adopt disruptive technology to survive and sustain. The disruption is the movement of technology with more innovative and practical usage at a lower price. This disruption movement continued to occur in industrial development and it has reached the fourth stage of the industrial revolution or known as Industry 4.0. The term industry 4.0 was first coined in Germany. It is a cyber-physical system consisting of a synergic effect of both the software and hardware. The advancement of Machine learning, Artificial Intelligence, Block chain technologies are used to optimize these systems. This development processing the industry has brought many changes in the technological aspects as well as in the fields of human beings as workers. In this context, the focus is moved from

linear economy to circular economy, and the prominence is given upon business sustainability with the optimum use of the 10R framework (Refuse, Rethink, Reduce, Reuse, Repair, Refurbish, Remanufacture, Repurpose, Recycle, and Recover) rather than efficiency and profitability. Consequently, this framework affects the entire gamut of the industrial work process. This continual process of increase in automation has resulted in shifting the skill profiles of the industrial workforce, i.e. up-skilling and re-skilling (Source- Potting et al 2017, p.5) where the new skills are acquired to help in their current roles and capabilities to take on different or entirely new roles in the industry respectively. The process has a similar implication both for employers and employees. The industries need that kind of skilled workforce, who has to acquire the right skills to develop, manage, and maintain the automated equipment and digital processes and to do the jobs that machines cannot. In unison, the workers also need the skills that enable them to access employment. However, to get success from this industrial restructuring process, a holistic approach must be adopted both by the employer and employee, which shall be responsible for enhancing the competitive advantage of the industry. To comprehend the various technological pillars of industry 4.0 and its implication to the organization is illustrated below.

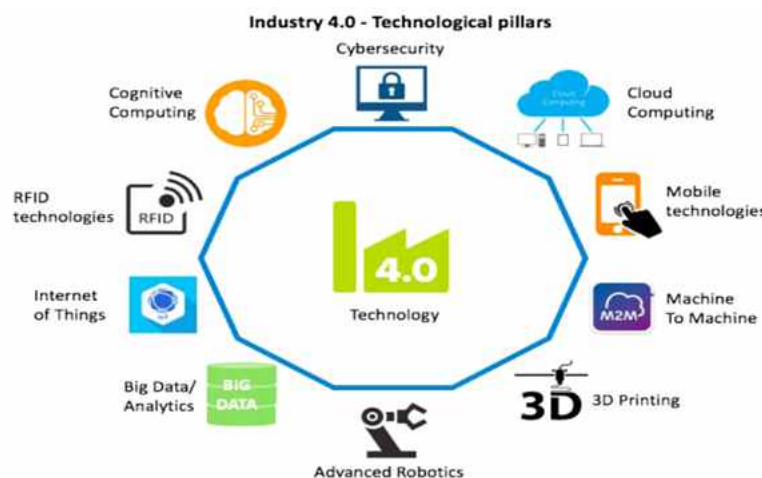


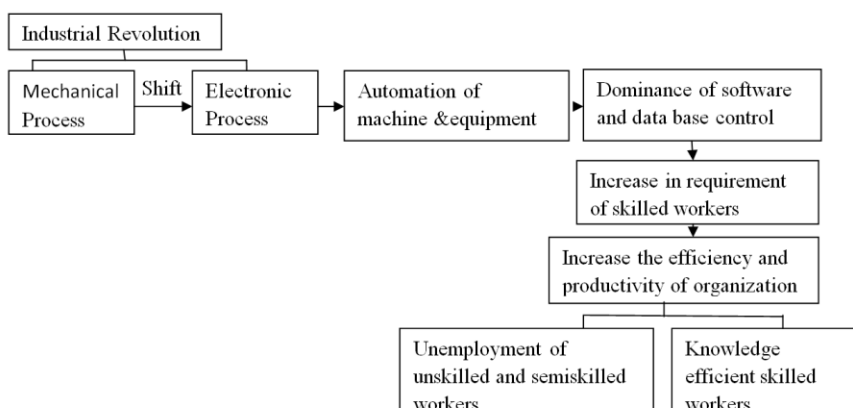
Figure 1 Industry 4.0 Technologies. (Macon Saturno et al 2017)



Theoretical Framework

In a fast-changing industrial scenario, organizational renewal is the order of the day and it should be occurred continuously to survive and to gain a competitive advantage over other organizations. The renewal in the transformation of design, production of goods and services, and production systems have a major impact on the employment landscape. Since most of the occupations are confronted with a rudimentary alteration, hence, it has resulted in the disappearance of some jobs. Whilst, new jobs are growing rapidly whose edifice is possession of knowledge on information technology. Existing jobs are redefined through a radical change in the skill sets.

Fig.-2. Conceptual Framework developed by the Author



Significance

The customers' preferences are getting wide upon and the business organization has to keep a pace to match with their preferences. Accordingly, the fourth industrial revolution has provided an opportunity to the industries to renew and assist to increase their productivity as the jobs will move from routine and physical tasks to the higher order of tasks. The acceptance and its execution enhance the competitive advantage of the organization over other organizations. As the process monitoring and control is automated on the factory floor through the combination of Internet of Things (IoT), cloud computing, and AI, it enables the machines to monitor and analyze manufacturing processes, detect any deviations, and implement necessary adjustments without human intervention. In supplement to these advantages, the process has a wide range of applications including data collection, monitoring, decision-making, and process optimization which facilitates the organization in reduction of wastage to improve product traceability. Overall, the industry will require significant up-skilling as the demand for more intermediate and advanced skills is likely to increase. Given

that, the training and development department will actively function in identifying the requirement and designing the training programs for their workforce to match with the changing requirement of the industry.

Critical Challenges

- The industry must have derived the mechanisms to be at par with the changes in Industry 4.0. Accordingly, all the systems especially human resource systems must be acquainted with be converged with the fourth stages of the industrial revolution. Lack of competence increases workers' redundancy and difficult to cope with the changing industrial scenario.
- Issue that crops up due to the Industry4.0 is the widening and deepening of the income inequality gap between high and low-skilled workforce. Between 1990 and 2020, the income inequality in developing countries reached 11%.

The factors responsible for the widening of this income inequality gap are rapid technological progress and the introduction of new technologies in all sectors, in combination with features such as insufficiently regulated financial integration and the growing competition in product and service markets. As a result, the low-skilled workforce becomes vulnerable to a wide income gap and it hurts the progress of the society in the terms of economically, socially, and psychologically.

- There is the risk of gender gap expansion in the future as the industrial workforce will be consisting of only male workers with less than 10% availability of women workers overall for the industry.
- Climate change is another critical challenge of the industry4.0. The continued economic growth and technological development contribute significantly to climate change.

Conclusion

It is beyond the doubt that the fourth industrial revolution has set a changed paradigm for the skilled workers indulged in the operational process. The sense of dealing with the day-to-day operational process in the organization has been shifted towards a complete automation process. It necessitates the workers to acquire the knowledge on software and the control is moved from mechanical-based control to an electronic base whose edifice is data-centric. The software-dominated control enhances the efficiency and competitive advantage of the organization. The skilled workers are assigned an extended and more demanding field of tasks in this process. At the same time, the fast-changing industrial scenario bleaks the future of unskilled and semiskilled workers. Hence, the organization must review and revitalize itself all the time to cope with the change process.

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Technology in Higher Education

Synchronous and Asynchronous approaches to teaching

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The COVID-19 pandemic, which resulted in heavy restrictions on mobility and physical engagement, has affected all areas of life including education. In the first phase of global lockdown, within a few weeks millions of teachers (about 13 million teachers/lecturers are currently estimated as teaching in tertiary education) found themselves teaching in distant mode, often with little preparation. As educators we were thrust into unfamiliar terrain, where we were expected to teach online classes from homes, with little technical support and in suboptimal conditions.

While distant teaching has been practiced and researched for a while now, this recent drastic and massive move to online education is not only quantitatively but also qualitatively different than before, as earlier online teaching was often treated as supplementary to brick-and-mortar

classes. Now online teaching – in both synchronous and asynchronous modes – has become pivotal to the classroom experience the world over. Even Ph.D. vivas are being conducted online, and graduation ceremonies are being held using digital avatars of students and faculty.

Given the speed at which this transition has taken place, there were many questions that individual faculty, students and management teams of higher educational institutes, had to grapple with, including:

How should we change our assessment practices? What are the implications for teaching and learning practices? What are the advantages and disadvantages of different platforms? What are the relative advantages and disadvantages of synchronous versus asynchronous approaches and when should each be used to optimize students' learning experience? While some educators were

of the opinion that synchronous teaching allowed for immediate, real-time feedback for students, others felt that asynchronous teaching provided the student the flexibility to learn in their own time at their own pace.

There were many other questions to ponder on. What was the impact on the work-life balance of academic staff? What implications are there for lecturers' teaching training, given that most academics had little exposure to systematic training in online education? There are also issues concerning students too. What is the effect of screen time on the learning of students? How will students benefit from peer learning in the online teaching context? How would the inter-personal relationship between faculty and students evolve?

Online student engagement became the buzzword, as the topic of engaging students on an online platform became a crucial concern for us all. We began to teach ourselves best practices and then share this with others. I was asked to conduct several online faculty development programmes both in India and abroad (for example, Vienna university and also for the University of Veterinary Medicine, Vienna) on how to keep student and faculty motivation high in online education. Whether it was using gamification as an asynchronous pedagogy with relevant learning objectives (which students doesn't like computer games?), or breaking up the synchronous class every 15 minutes with a quick discussion or recap quiz, or even placing students in

breakout rooms for group discussions. Classes had to be restructured accordingly.

Apart from unpacking the nuances of online classroom teaching as teachers, many profound questions were simultaneously taken up by researchers too – topics such as the well-being of faculty and students in an online learning environment. For example, I together with Prof Jacob Eisenberg (Associate Professor at UCD) are working on a book entitled: Synchronous and Asynchronous Approaches to Teaching: Higher Education Lessons in Post-Pandemic times (Emerald Publishers), due to be published in 2023. We were surprised at the speed at which we received chapters consisting of cutting-edge research for this book, some even before the submission deadline, which to us is indicative of how intently this 'new normal' is being studied by researchers across the globe.

Over the last one year, we as academics have developed new skills, for example becoming adept at conducting live student polls through interactive software like mentimetre. Moulding ourselves quickly to the online teaching environment as a pivotal – rather than supplementary – part of our teaching, has indeed led to a steep learning curve for faculty the world over. In a sense, while there are many elements that are new to us, the teaching philosophy remains the same, in that effective teaching is based on the fundamental pillars of upskilling and embracing new knowledge.



Global Disruption and Transformation in Higher Education

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Abstract

Global disruption and major drivers of global change are transforming the world in the 21st century and the current Covid 19 pandemic has transformed the ways of living and working in all the segments of the economy at domestic and global level. Education institution's ability to transform and respond to a changing world of education with digitalization through technological transformation for online teaching is critical. This article focuses on the field of education where the university system must focus to overcome to provide high quality education to be competitive in a scenario of disruptive technological innovations, digital transformation and accelerated change.

Key Words: Disruption, Disruptive Technology, Higher Education, Digital Transformation, Online Teaching

Introduction

Disruption means a sudden break or interruption leading to a radical change to an existing industry or market due to technological innovation. Disruption in the education process during pandemic has a massive impact with schools and colleges close down for face to face classes as the Governments around the world have imposed lock downs, social distancing measures and other Covid protocols. Within few days of imposition of lock down, the School, Universities and Colleges with E Collaboration with their in house and external technology partners were able to replace and transform on line teaching scenario in the entire education system from elementary to higher education. According to UNESCO, higher education institutions (HEIs) were closed completely in 185 countries in April 2020, affecting more than 1,000 million learners around the globe (Marinoni et al., 2020). Replacing

traditional model of knowledge transmission with digital education required two important steps. One Professors need to promote open curriculum with new E Learning content modules, mechanisms, group discussions, role plays to engage students on line who are at different locations and second the transformation of role of students to understand the way they absorb and use digital education knowledge.

Initiatives for Global Disruptions and Technology Transformation

Adoption of technology in education was already at higher growth and many higher education institutions globally with edutech investments touching US \$ 18.66 billion, even before the COVID 19 pandemic in 2019. Online education market and investments were projected to touch \$350 billion in 2025. Many Universities and Colleges have taken initiative of using the hybrid education mode – Face to face classes as well as on line but the quality of E Content and Communication barriers of direct interaction with teachers were the main reason for low acceptance by students. During Covid 19 , there has been significant increase in adoption and acceptance of digital learning through virtual tutoring, language apps, video conferencing tools and on line learning software.

Case Studies from Globe - On line teaching learning Initiatives

BYJU'S – was founded in 2011 as an online tutoring and educational technology firm based at Bangalore and became the world's highly valued edutech company, The company has seen a 200 % significant increase in number of students using free live classes on Think and Learn application.

In China about 75% of the users in 2020 used Tencent classroom – online education platform, when the Chinese government instructed a quarter of a billion full-time students to resume their studies through online platforms. As a result, it led to largest online revolution in the history of education with more 730000 students attended online school in Wuhan. Tencent Class room learning software have improved students' academic performance covering all high school and college students through simulations, PPT Play, shared screen, note graffiti and online answer.

Byte Dance

Lark, a Singapore-based – The Next Gen collaboration suite is internal tool, and it offers teachers and students unlimited video conferencing time, real time co-editing of project work, auto-translation capabilities and smart calendar scheduling. During the pandemic crisis, Lark in order to ensure the reliable connectivity ramped up its global server infrastructure to provide, chats, calendars, meeting, on line classes, uploading documents and E mails at one place.

Ding Talk – Alibaba's distance learning solution and platform for online teaching was considered as a safe and reliable platform with lower costs for multi-platform for home work submission. More than 100000 new cloud servers were deployed by Alibaba in few hours to increase the rapid capacity expansion.

Microsoft Teams (MSTeams)– Many higher education institutes used MS Teams for online teaching as it provide various features of creating team or class of the students for online teaching, assignments, evaluations, downloading attendance, chat and uploading E content during the pandemic. Class recording can be shared with the students and students can view their score of the assignment. MS team is also used for faculty meeting, FDPs and MDPs programme.

Swayam (Study Webs of Active Learning for Young Aspiring Minds) Portal launched by Government of India in 2017 and created by MHRD and AICTE with the help of Microsoft. Online courses from class 9th to Post Graduation are taught online through video recorded lectures and written notes in different weekly modules. During Covid Pandemic, many Universities and Higher education institutes linked their curriculum with Swayam courses where the students can transfer their credit. Other portals - NPTEL – self paced online short term courses is a project funded by MoE, Government of India.

New Education Policy in India (NEP) has a new section on digital education to ensure equitable use of technology. Use of emerging and disruptive technology like Artificial Intelligence, Robotics, 3D . and Simulation will improve teacher – learning evaluation process, support teacher preparation & professional development, enhance educational access and remove language barriers.

Digital drive

The new education policy has emphasised the integration of technology in all levels of learning. Some features of the policy:

Technology in education

- An autonomous body, the National Educational Technology Forum, will be created for the exchange of ideas on use of technology to enhance learning, assessment, planning and administration
- A dedicated unit for the purpose of creating digital infrastructure, digital content and capacity building will be set up in the ministry
- Integration of technology will be done to improve classroom processes

Teacher education

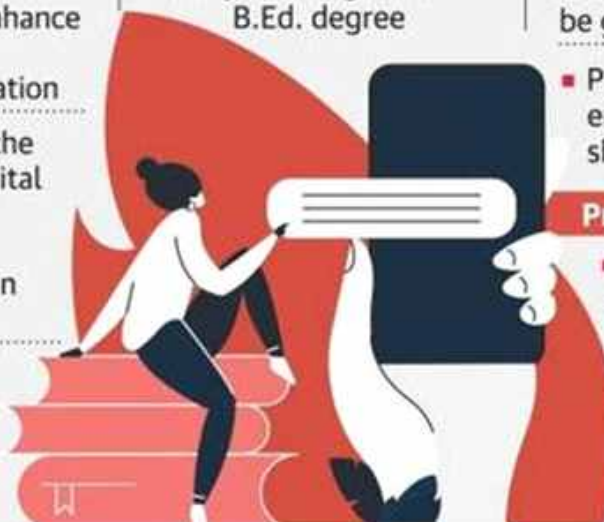
- By 2030, the minimum degree qualification for teaching will be a four-year integrated B.Ed. degree

Financial support

- Meritorious students belonging to SC, ST, OBC and other socially and economically disadvantaged groups will be given incentives
- Private institutions will be encouraged to offer scholarships to their students

Professional education

- Standalone technical universities, health science universities, legal and agricultural universities will aim at becoming multi-disciplinary institutions



Challenges and Opportunities

The outbreak of Covid-19 pandemic has forced Universities and Colleges across the Globe to shift to Online education from the traditional face to face learning. The new teaching mode of Digital Inclusion for University education was a big challenge for professors and students regardless of their circumstances, prerequisites of internet connectivity, WIFI speed and possession of laptops / mobile to run the online educational applications. However, in a short span of time,

many Flexible and simple ways of studying and teaching were established in universities worldwide. Blended learning approach, Four Quadrant E Learning approach – E tutorial, E Content, Online Group Discussions and Evaluation system were developed with the new emerging technologies like Block Chain, Artificial Intelligence, Big Data, IoT, Robotics and to remove the technical and communication barriers. AI systems provides personalized learning for students, automating instructors, adoptive assessments and routine tasks.

Conclusion

There are two school of thoughts – One who believe learning cannot be happen online because rapid shift to online learning from face to face mode was unplanned with no formal training to the faculty, little preparation of quality E content , connectivity issues like insufficient bandwidth and poor user experience. Others, who believe that a future of educations is new hybrid model of education with significant benefits. Global Disruption with innovative emerging technologies in education has integrated information and further development will accelerate the online education. Post Covid 19 Pandemic also, Blended mode of online and face to face teaching – learning module will continue as both have their own synergies and will play important role in the overall academic and personality development of students.

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SURE Trust – An extended arm to Higher Education for bridging the gap in employability skills of educated rural youth

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Introduction

A Healthy Nation is a Productive Nation, and an Educated Nation is a Progressive Nation. And for our nation to become a Prosperous Nation, we need to find meaningful employment to all educated youth, especially living in rural areas. Presently the skill development efforts in India are facing a major challenge with examination-oriented education system. It does not concentrate on training young people in industry relevant and employable skills. A large section of India's labour force has obsolete skills while more than 75% of new job opportunities are expected to be 'skill-based' in the days to come. The Govt of India and many State Govts have taken several initiatives to overcome this, yet the gap remains huge.

SURE Trust is addressing this gap in a limited way by enhancing the employability of educated unemployed rural youth by helping them upgrade their skills in emerging technologies totally free of cost.

The genesis of SURE Trust

The SURE trust founding and management team, with the strong desire to use the vast academic and industrial knowledge acquired over several decades to serve the educated rural youth, were moved by the following three hard realities of rural life:

1. Every household has minimum one engineering graduate or an MBA graduate who is sitting idle for want of job.
2. The aspirations and the career ambitions of these educated unemployed rural youth are no way short of their urban counterparts.
3. The twin constraints of finances and spoken English communication are with holding them from reaching their dream heights.

If such Rural youth are granted opportunity to go through this kind of advance training in skills, albeit, free of cost, this would not only boost their morale but also improve their



technical competence that is integrated with comprehensive Secular skills as well as Life skills. This would additionally prove to be a ready reckoner for opening employment vistas for them besides making them confident and resilient workforce.

The above actualities became the source of inspiration for setting up the SURE Trust as a skill-bridging initiative. SURE Trust is operated by a group of members having great mind for social cause besides having high credential in their respective fields of knowledge. There are dedicated individuals in the team who have been running schools, hospitals, and other centres of excellence free of cost for over three decades and have also been conferred National Award for their social work, by the Govt of India.

SURE Trust's unique methodology for skill upgradation

SURE Trust is formed with the adage 'Service to Youth is Service to Nation' and is guided by the following policies:

1. Identification of courses offered:

More than thirty, the most-in-demand skills in the areas of Robotics, RPA, Blockchain Technology, Data Science & Data Analytics, Python & Machine Learning, Java & JavaScript, DevOps & Cloud Applications, Embedded Systems & PCB designing, to name a few, are all offered to the educated unemployed rural youth totally free of cost. The high-quality training integrated with project-based learning for hands on experience enables these youth post-training, contribute to the company immediately, obviating the need for industry to train them once again which requires considerable time and resources. Armed with a battery of spirited, dedicated and subject-expert trainers the SURE Trust designs comprehensive training modules for all courses in consultation with the industry experts, trainers, and the student leaders. Following the strategy of integrated training system, the SURE Trust offers mandatory Life Skills Training to upgrade students' human values besides upgrading their secular skills. Students' eligibility for certificate is determined based on the following criterion:

- Minimum 85% of the attendance during the four months training.
- Completion of 7 mini projects during the four months training to gain hands on experience.

- Submission of Course Report, which is the compilation of all evaluated projects signed by the respective trainer and authenticated by two SURE Trust members.
- Attendance at eight mandated Life Skill Training Sessions which are conducted on alternate Sundays every month.

2. Selection of Trainers at the SURE Trust

Young engineering graduates, post-graduates along with other young, qualified professionals are shortlisted, interviewed, and selected for a four-month teaching internship, from various platforms including LinkedIn. Trainers accept the offer for the following benefits:

- Knowledge gets multiplied when shared.
- Confidence level and the flow of communication will soar high.
- Trainers are assured of full-time jobs
- Trainers applying for overseas universities will get an extra credit if they present the certificate of internship from a social service organisation like SURE Trust.
- Experiencing lasting joy from giving back to society.
- Keeping the subject fundamentals in memory.

3. The value of SURE Trust's 'Certificate of completion'

SURE Trust conducts four graduation ceremonies in a year to Award certificates to all students meeting the strict requirements for completing a course. Since trainers are the backbone for maintaining the highest standard in imparting the skills, an informal methodology by which students and the management evaluates their teaching capabilities, is inherent in such Certification.

Impact of the initiative to-date

The impact of the SURE Trust can be gauged from the progress made within a short span of 18 months. Beginning with baby steps of having three students, three courses and three trainers, the SURE Trust is currently up skilling hundred plus students in thirty plus categories of emerging skills that are in high demand for a variety of industries, with the support of 50 plus trainers. The training programs are available to students across India through its online mode of functioning. More than 50 rural students and trainers of SURE Trust have been placed in internships and full-time jobs with Key Industries under the aegis of the SURE Trust within this short span. The Sure Trust is thus marching forward with good number of success stories of Trainers and Trainees acquiring skills and being placed in Industry.



Critical Success Factors

The following factors critically contributed to the success of this initiative besides offering gigantic scope for its scalability:

- Quality consciousness in terms of conduct of classes, designing the course content, method of training and the standard of training.
- Freedom to replace out-dated courses with the emerging skills and to design the course content as per the immediate requirement of the industry.
- Availability of high volume of educated and talented youth who have great service mind which they long to use it for giving back to society
- High demand among the educated unemployed rural youth for upgrading skills to get into Industry related jobs.
- Awareness among the rural students that the Certificate of Training from SURE Trust would open a world of opportunities for them.

Partnering with Industry:

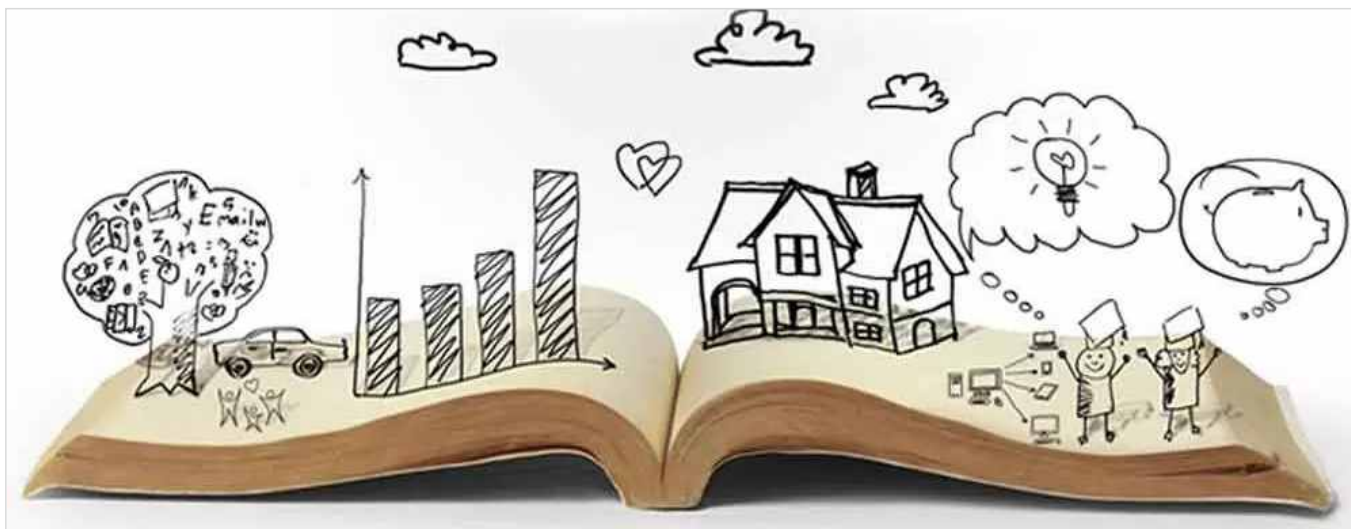
The Sure Trust could partner / participate with the industry in honing the skills of their workforce requirements' and prepare their prospective or extant workers to suit their specialized requirements.

Conclusion:

To bring about a transformation in the current education system in India would require enormous amount of time while the youth cannot afford to wait that long for upgrading their skills to make them employable in their dream jobs. The solution to this situation lies in adding an additional arm to the current higher education system that works as a bridge between the skills acquired from the academic institutions and the skills required in the industry. This is what is being experimented in SURE Trust. The strategy and the model followed in SURE Trust proved to be achievable. There is a great scope for SURE initiative to contribute to reducing the unemployment in the country besides cementing the rural-urban divide in Higher Education sector. In a nutshell, the SURE Trust endeavours to make students education meaningful not only for their mere living but also for their life.

Learning the Art of Storytelling from the global leaders

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Throughout literature, there are several approaches and resources available that strengthen and increase leaders' power over their followers. Storytelling is among the most powerful. Doing it appropriately let the leaders communicate their ideas to the constituents, share their experience with them, create common vision and respectfully resolve disputes. The business organisations have been employing storytelling as a powerful tool to connect with their employees. The authors have endeavoured to explore the storytelling management process and its application in organisations that may pave way for leaders to tell stories in a structured manner. This paper is divided into four sections; the first section includes the introduction to storytelling, storytelling management and process has been explained in section two, the section three discusses the application of storytelling. Examples have been highlighted from corporate world on how stories are connected to managerial aspects. In the fourth section, conclusions and future directions for research have been presented.

Storytelling is a very ancient art, tracing back to much of social antiquity. The custom is deep rooted in our culture. Before TV, it was a primary source of family entertainment. Experienced Politicians, Competent Managers and Senior Journalists practice it which remains one of the most effective ways to communicate a message especially to

large gatherings. Nick Morgan (2014) stated that in this knowledge era, corporate leaders will not be heard unless they tell stories, However, stories can create tacky memories by connecting emotions to events that occur. This means leaders who can develop and tell positive stories have a clear gain over others. In fact, storytelling is not a rocket science, and everyone can turn out to be a good storyteller. Jonah Sachs (2012) said "We are programmed through our evolutionary biology to be both consumers and creators of story". Experts feel that the art of storytelling can be instilled and learned.

Storytelling in organizations: Human Resource department uses storytelling to help candidates in establishing an emotional connection and foster a relationship with their constituents. The relevant stories enforce the identity that gives job seekers something about which they can connect and wish to be a part of.

Job seekers do much research presently before applying for a company. They want to migrate to a business with an internet persona. HR uses this as an opportunity to showcase the internal activities of their business such as meetings, any task, rewards, incidents in the life of employees working in the workplace, etc. A job applicant may experience what his change is supposed to be like through good storytelling by a company which will encourage even more talented applicants to apply for the

business. The organization would thus have a wider pool of candidates and they will have more flexibility in choosing a suitable candidate.

Applications of Story Telling

Storytelling is a powerful tool to convince top talents to join the organisations. It gives candidates a real sense of who your institution is as an employer, so they can ascertain whether they would be the right fit. Storytelling has the potential to break down the barriers that people are building to protect themselves against the outside world and new ideas.

In this digital era, all such collected and categorised story materials should be kept in digital form, so that the same may be reused by the storytellers. The corporate success stories or challenges come handy for managers as silver bullets to enhance their connection with their employees. New digital era speeds up the paradigm shift from all other kinds of storytelling to digital storytelling. Through digital storytelling stories including websites, forums, YouTube clippings and other social media are exchanged via digital channels on the internet. The company will therefore focus more on choosing the type of storytelling. It depends on the end goal i.e. telling story what the institution wants to accomplish. The organization can even concurrently use story telling tools, which can reinforce the goal from the storytelling and make sure it reaches it. The leaders across all functional areas have been increasingly using the stories and some of them are narrated below.

Storytelling applications

Stories are being developed out of keen observation, assimilation of ideas & learning, creation and such stories stored centrally by some organizations in their knowledge sharing portals for the repeated use. It was explored by the authors in this part, the possibility of using stories effectively during employee orientation, brand building, reinforcing organizational values, crisis management and transformation.

Orientation: When newly joined employees want to get acquainted with the significant elements such as company vision, policies, culture, process, people in the initial days of their career, organizations facilitate to provide the same as its going to have a lasting impressions. While inducting the employees, organizations narrate the history & legacy of the company, journey, founder's dream etc., in the form of stories. Such stories may impact in a big way.

Brand building: while business organizations plan to create awareness and promote company's products or services through advertisement campaigns or through sponsorship, they use stories or narratives. Such stories in the brand building bring customers closer to the products/service and generate the curiosity.

Reinforcing organizational values: Business organizations usually use stories such as founder's vision, journey so far, mile to go while reinforcing the values. They also recognizing employees who live the values and create traditions that align with your values.

Crisis management: As a company, when you sense the threats to your organization and stakeholders, various techniques would be used by the organization to deal with these threats. One such technique could be storytelling to their employees to keep their morale level high. Especially, during crisis situations, managers pick and the employees of the similar history in the past of winning similar crisis.

Transformation: when organizations transform in terms of process, culture, or technology, they must set clear expectations and goals for the employees. Also, they must try to get them to be comfortable with the changes brought. Here, the ambitious plans and aspirations can be described to the employees in the form of stories for getting them involved in the change process.

The authors have compiled some of the corporate world success stories presented below (Exhibit-1). Also, the authors have attempted to link those stories with the managerial aspects. These stories could be used as a ready reckoner for managers when inclined to tell stories to their team members.

Conclusion

A storytelling strategy is the perfect way to communicate with others in an engaging way to demonstrate the corporate culture. Particularly important is two-way communication, like reaching out on social networking sites to prospective expertise or organising live chat sessions during which people can learn more about your organization. Storytelling's advantages are as follows, adding stories will make things seem more appealing, and make people believe in their stories. The more emotionally you get attached to something in life the less rational and less observant we are, the functionalities of the brain that behave differently in different circumstances and build suspense can make us more curious and interesting in your story.

Exhibit-1- Stories for managers

Name of the star/Company	Success story/ Confronting Challenge	Relevant Managerial concepts
Elon Musk- Tesla& SpaceX	Visionary entrepreneur Elon Musk is the co-founder of PayPal, Tesla Motors, and SolarCity, and is the founder of SpaceX. Amid an often difficult childhood, Musk developed a relentless work ethic (he is known to work as many as 80 to 100 hours per week) and a tenacious single-minded vision. Retrieved from https://www.investopedia.com/articles/personal-finance/061015/how-elon-musk-became-elon-musk.asp Elon Musk 's story is a lesson in how a few fundamental concepts, implemented constantly, can produce amazing results	Setting clear strategies, Persistence, Consistency
Pad man- Arunachalam Muruganandam	A school dropout from a poor family in southern India has revolutionised menstrual health for rural women in developing countries by inventing a simple machine they can use to make cheap sanitary pads. Retrieved from https://www.bbc.com/news/magazine-26260978 . It all began in 1998, when South India 's son of poor handloom weavers, Arunachalam Muruganantham, did learn that his wife was using old clothes to cope with menstruation since she couldn't afford sanitary pads. Muruga was astounded. But he too has seen an opportunity to impress her. Then the rest is history.	Turning point, working towards a goal, perseverance, never give up
GE- Jack Welch	The son of a railroad driver who became Chairman and CEO of General Electric and led the company for 20 years, increasing its market value from \$12 billion to \$410 billion. Retrieved from https://www.cnbc.com/2020/03/02/jack-welch-obit-ge.html	Turnaround strategies, Business excellence
Super 30- Anand Kumar	An Indian mathematician and writer born in Patna, Bihar. He is recognised at Patna, Bihar for the super 30 class he initiated. He prepares the entrance test for IIT-JEE poor students in the Indian Institutes of Technology (IITs) Retrieved from https://www.mbarendezvous.com/motivational-story/anand-kumar/	Knowledge sharing and knowledge management
Goli Vada Pav Venkatesh Iyer	One glorious moment, Mr. Venkatesh, an investment banker with 15 years of business world experience, saw Mc Donald's giant 40-foot tall burger company and nearby he saw an elderly man selling Vada Pav and was amazed at the fact that in five minutes 50 vadas wiggled out of the large kadai. This was when investment banker Venkatesh Iyer pondered a business idea in 2003 over a glass of chai and Vadapav in hand. So how a conventional street food like Vada pav ended up being a 300-crore business, situated in over 300 stores across 100 towns and 20 states across India. Retrieved from https://www.thehindu.com/life-and-style/food/goli-vadapav-founder-venkatesh-iyer-tells-his-story-of-turning-mumbais-humble-street-food-into-a-national-brand/article22677022.ece	Idea Generation and Creativity
Warren Buffett	When Buffett was only six years old, he bought six packs of Coca-Cola from his grandfather's grocery store for twenty-five cents and sold each bottle for a nickel, pocketing a profit of five cents. At the age of eleven he bought three shares of Cities Service Preferred for both himself and his older sister, Doris, at \$38 per share. It fell to just over \$27 per share, soon after buying the stock. A frightened but resilient Warren held his shares until they had rebounded to \$40. He sold them quickly — a mistake that he would soon come to regret. The City Service shot up to \$200. Life has taught him one of	Right (Investment) Decisions, Experiential Learning

	the important fundamentals of making investments, and the rest is history. Retrieved from https://www.thebalance.com/warren-buffett-biography-356436	
Mark Zuckerberg	From the dormitory at Harvard University to the most successful social networking website, with 2.5 billion users worldwide, Facebook has grown in popularity and has become an essential part of life. Established by Mark Zuckerberg in 2004 at the age of 19, Facebook has placed him as one of the world's greatest businessmen, with a significant effect on people's lives. Retrieved from https://www.mbarendezvous.com/motivational-story/mark-zuckerberg/	Passion High and Long-Term Goals Moving Fast and Break Things Constant Learning
Dr Devi Prasad Shetty	In the fifth grade, he heard of a South African surgeon who performed the world's first heart transplant. Dr. Devi Prasad Shetty was astonished at this surgery and began reading about it in detail. He chose to continue further education in medicine and to improve people's lives. Shetty is a prominent Indian philanthropist and cardiac surgeon known to have performed over 15,000 heart surgery to date. Retrieved from https://www.mbarendezvous.com/motivational-story/dr-devi-prasad-shetty/	Path-breaking ideas Economies of scale Affordable product and Service
Dhirubhai Ambani	After working for some time in Dubai, he moved to India where he established the Reliance Commercial Corporation with a meagre capital of Rs. 15000. He set up a business in partnership with Champaklal Damani, from whom he separated in 1965. He soared from humble background to build country's biggest industrial kingdom, and thus became one of the richest men in the world. He rewrote India's corporate history. Retrieved from https://www.mbarendezvous.com/motivational-story/dhirubhai-ambani/	Theory of Supply creating demand Dream Big Expect the unexpected
Apple- Steve jobs	In 1985, in favour of Executive Scully, Apple's board of directors ousted the combative jobs. Away from Apple, Jobs invested in and created animation producer Pixar, and then established NeXT to develop high-end computers; NeXT eventually got him back to Apple. Jobs returned to Apple in the late 1990s and spent the years until his death in 2011 rebuilding the company, introducing the iPod, iPhone, and iPad, transforming technology and communication in the process. Retrieved from https://www.investopedia.com/articles/fundamental-analysis/12/steve-jobs-apple-story.asp	Branding, Institution building
OLA- Bhavish Agarwal	On one of his business travels Bhavish travelled from Bangalore to Bandipur. He rented out a car but the whole scene ended with a terrible tone. The car stopped along the way and wanted more than was accepted at the time. While he was denied the driver left him on the way to his destination. Bhavish admitted this was the fate of several other passengers who had booked cars. Bhavish sought to explore a rental car company that combined with affordable prices would guarantee a positive customer experience. Retrieved from https://startup-monk.com/how-did-bhavish-aggarwal-and-anvit-bhati-come-up-with-the-idea-of-a-cab-service-and-why-did-they-name-it-ola/	Providing solutions to the problems Scale High
Taj Hotels	During the terrorist attack at Taj Hotels the employees did not flee, and they secured their guest. Some of the workers have lost their lives as well. Retrieved from https://www.youtube.com/watch?v=vQGz1YRqBPw&t=2s	Attitude, Motivation, Commitment

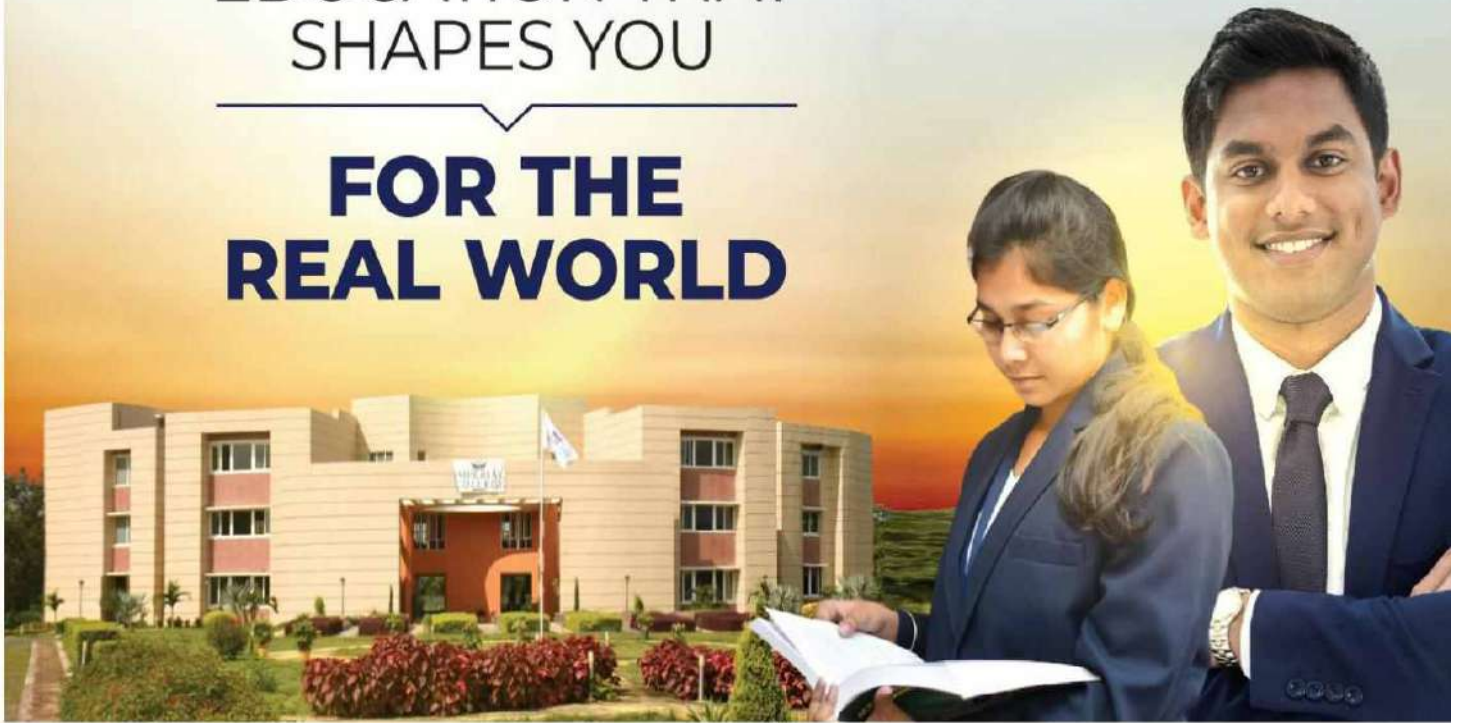
Oprah Winfrey	At the age of six, her universe was changing into something worse and she became a victim of child abuse that spanned from nine to 13 years. She was mentally devastated, and went to Nashville, Tennessee to live with a man she called her dad. Vernon Winfrey was a rigorous disciplinarian who made a point of giving his daughter a safe life. The rest, that's history. Retrieved from https://www.mbarendezvous.com/motivational-story/oprah-winfrey/	Risk Taking Thrive on challenges Go with your gut
N.R. Narayana Murthy- Infosys	He did not abandon his dream of being an entrepreneur despite the failures he encountered at an early age. He learned from his earlier mistakes and decided in 1981 to start afresh. That year, he put together Rs 10,000 together with six software professionals to create a company called Infosys— one of the giants in the IT industry. Retrieved from https://www.mbarendezvous.com/motivational-story/narayana-murthy/	Strong Vision, Clear objective, Teamwork, Team dynamism, SWOT Analysis,
Malala Yousafzai	Under the Taliban law, girls were not allowed to study, and this not only angered Malala Yousafzai but also ignited a fire in her for promoting women's rights, specifically the right to education. Retrieved from https://www.mbarendezvous.com/motivational-story/malala-yousafzai/	Be brave Be determined Be humble
M.S. Dhoni	Hailing from a very small town in Ranchi, Dhoni imagined possible, making the vision come true with bravery and grit. He admired Sachin Tendulkar who is known as Cricket's God since such a young age. He began his career as an Indian Railways ticket collector. In 2003, his hard work and never-giving-up attitude finally landed him at International Cricket. He has led the team that won the 2007 ICC T20 World Cup, and the 2011 ICC World Cup. He is one of the world's greatest Captains. Retrieved from https://www.britannica.com/biography/Mahendra-Dhoni	Stay calm Inspirational Leadership Lead by example Winning habit
YAHOO-Marissa Mayer	As a CEO, in 1997, failed to buy Google (now valued at over \$500bn) for \$1m and wasted a chance again in 2002, In 2006, missed an opportunity to buyout Facebook for \$1bn, whose revenue last year was \$18bn. In 2008, one of the lucrative offers from Microsoft to buy Yahoo for \$44bn was rejected by Yahoo, on the contrary 8 years later, Yahoo will be sold off to Verizon for just \$4.8bn. Later, Marissa Mayer Acquired 53 companies but shut down 41 of them, including Tumblr, a popular blogging website. (<i>Business Line</i> , July 27, 2016)	Learning from the past mistakes Crucial to manage down expectations Diversification should be focused one

Source: Compiled by the authors

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Global disruption & transformation of higher education

Dr. Sunil Kumar Jakhoria, Dean Faculty of Management, Marwadi University



The last few years have seen major changes in the way the world operates. While change is inevitable, changes that accompanied the Covid-19 pandemic were unprecedented to say the least. All walks of life Whether business, governance, social interactions, or education, were greatly impacted by it. Moreover, the impact was not localized or limited to few parts of the world, like it used to be in many earlier instances due to war, political instability, natural calamities. his time it was a global phenomenon affecting almost the entire world in the same way. These changes have acted as disruptors with higher education being no exception. The onset of the pandemic has accelerated the pace of change. Students and teachers alike are embracing technology even though many are not happy about the sudden change. The syllabuses are modified to ensure that technology is taught to be practiced as needed. Teaching & learning has become more technology enabled with virtual

classrooms and LMS almost replacing reference material and handouts, online assessments etc. On the flip side, not many Higher Education Institutions (HEIs) are equipped with the needed infrastructure, faculty members and teaching material. Students suffer due to lack of preparedness of HEIs. In this scenario it becomes important for the students and parents to ensure that their chosen HEI is able to provide this kind of support. Many HEIs that were great in pre-pandemic era are not that effective because they were not able to adapt to these major changes. The old curriculum doesn't hold true today because the way businesses are run now is different than how it used to be earlier. Hence, changed syllabus, technology enabled teaching pedagogy, learning support expected by the students all are on a different dimension now. Global disruption has brought another challenge of physical safety in HEIs. It has been observed that the HEIs that could not

ensure safety of students from the pandemic saw dramatic drop down in students' attendance. Which is quite easy to understand as life comes before studies. However, there were some HEIs that ensured that proper health & safety related measures are taken at the campus to ensure well being of students who are physically present. The future Higher Education will see more technology in curriculum, teaching pedagogy, greater empathy towards students' learning needs and improved health & safety measures in campuses. Education, more so the higher education, has to be one of the prime enablers of the strategies to handle these global disruptions and the challenges they pose and also at the same time, leverage the opportunities they bring along. Further, education has to play the role of the great equalizer in the movement towards a more inclusive and equitable society.

In order to meet these challenges of the global disrupters and the enablers of the new societal and world order, Higher

Educational Institutions (HEIs) have to reimagine and recalibrate the way they have been functioning. The rolling out of the National Educational Policy 2020 (NEP 2020) and its associated frameworks and guidelines from UGC and other concerned Government bodies have not only been very timely, but also been overarching in helping the HEIs in charting the right strategic roadmap. While these Policies, Guidelines and Frameworks are helpful in getting strategic direction, they are generic to all the HEIs. As the NEP envisages consolidation of a plethora of institutional mechanisms currently in use by the HEIs in favor of only a few types of mega Institutions with large scale operations to cater to the goal of the targeted Gross Enrolment Ratio and the other mandates, the competition among them is bound to be intense. Add to that the flexibility to be given to the students for inter-Institution mobility, the NEP 2020 itself promises to be a disrupter, at least in India.



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The Management Education's Expectations & Values

A Stakeholder's Perspective

Dr. P Srinivas Rao, Director, Firebird Institute of Research in Management, Coimbatore

Over the decades, management education has evolved as an interdisciplinary area, transcending the VUCA world. The disruptive and high-speed technology revolution challenges the decision-making process critically and ends creativity at an early growth stage.

The expectations of management education and its outcomes have a broad spectrum of the target audience to be satisfied. It's essential to link the value systems between them; the critical stakeholders are students and the employers, while the value outcome is connected to the macro-level of the society and industry. The expectations of student's grid are very complex since they come from different disciplines to Management Education with expectations of a great career with economic values benefits. The other side industry needs are productive and profitable employees who should be ready to engage themselves in any environment to sustain the organizational objectives. The role of an educator is very challenging in filling the gaps between industry and students' expectations.

The core values of industry need to be nurtured among the students to be employable and productive over a long period. The biggest challenge faced by many educators is the identity crisis of the students. The conventional management program failed to create employment as per the students' expectations. It lacked core values demanded by employers and other stakeholders—the experience of the firebird group under the leadership of Dr. S.K. Sundararaman (Managing Director of shiva Texyarn Limited), who has accomplished both sides of the requirements as an educator and industrialist, developed the new pathway of the firebird approach in connecting to a greater endurance of management education.

The FIREBIRD APPROACH

FIREBIRD started with an innovative Industry Immersion program with four levels across the course duration in its nascent stage. By determining and monitoring the employability skills of the learning associates (students),

FIREBIRD nurtured its curriculum to meet the industry requirement and progressed with several novel programs. The present shape of its curriculum stands out with excellent outcomes by testing one another, as detailed below.

Corporate to Classroom:

The heart of FIREBIRD's learning system is to empower the students through industry alignment and improving employability skills. For this reason, the curriculum is revamped to the maximum and exists different from other University curricula. The effective use of the case teaching method leads to empowering the students as they are encouraged to make decisions. At FIREBIRD, the faculty members are not just using the points written by other B-School Professors like Harvard & IIMs, but writing their case studies that come out of their industry projects. Beyond this, faculty members employ students to assist their research and consultancy projects. The same project findings are used in the Classroom for discussions facilitated by the experience of both faculty and students.

Classroom to Corporate:

In addition to the Case Study, students are exposed to applying their theoretical knowledge at the workplace through industry research projects. The highest level in bloom's Taxonomy is 'Create'. The faculty members hold consultancy projects related to their domain of expertise, the students are getting an opportunity to the practical side of their learning.

Tripartite Curriculum Development:

When speaking about the Democratic Classroom Environment, Paulo Freire emphasizes empowering students by involving them in curriculum development. As our students spend 70% of their learning hours in the industry through the Action Learning Program, they can identify the next-gen employability skills to be included in the curriculum. Hence, they are also involved in the course syllabus and sessions plans. Incredibly, the same course is already vetted by experts in industry and academia that form a tripartite engagement. For example, our final year HR

specialist students develop the syllabus and session plan for the 'Industrial Relations and Labour Legislations' course. As a result, students have added a few topics related to the contemporary IR practices followed in their intern organizations. They have also added a few more case studies based on the Coimbatore industries in the session plan. They are no more students but called 'Learning Associates' at FIREBIRD. FIREBIRD treats its Learning Associates as active participants, not passive ones.

Any innovative pedagogy fails if it is not appropriately integrated with the evaluation system. This gap is a big hurdle for others. But, as an autonomous institution approved by the AICTE, FIREBIRD enjoys the freedom to evaluate students for their performance accurately in line with its educational philosophy. Hence, the curriculum development, delivery, and evaluation of students' performance are linear to the core at FIREBIRD. The FIREBIRD's 70% model reflects both duration and credits. Hence, students spend 70% of their course duration with industry orientation and earn credits accordingly. Moreover, the course-end Viva-voce Exams involve industry professionals to measure the students' performance and get feedback. Thus, they achieve what they really deserve.

Action Learning Program:

The principal architecture of FIREBIRD's curriculum is its 'Action Learning Program' (ALP). The ALP consists of three distinctive parts which ensure Industry integration, i.e., (a) Consultancy Projects, (b) Industry Internships, and (c) Entrepreneurial ventures.

FIREBIRD VENTURES LIMITED is a sister concern of the institute established predominantly to facilitate the industry-integrated learning system of FIREBIRD. A portion of students is actively engaged in consultancy projects through this firm. They can learn by applying their classroom knowledge in the practice field through extensive research projects. For example, our Batch IV students have executed a Market Research project for Shiva Texyarn Limited across the southern part of India. They have administered the Questionnaire, prepared their route-plan, collected and analyzed the data, prepared the report, and presented it to the management. Students have learned

industrial problems, execute funded projects, and linked their Classroom learning with industrial practice.

Firebird Ventures Limited also facilitates the Start-up aspirants by involving them in a few business ventures located on the campus like running a Bakery enterprise, e-Commerce venture, Event Management, etc. Students are rotated in every Trimester to get exposure to all the action learning programs. Hence, a student would get a chance to work in Consultancy Projects in one Trimester, work as an Intern in another Trimester, run a venture inside the campus in the next Trimester. All ALP activities are scheduled after the academic sessions from the Forenoon onwards.

Personality Enhancement Programs:

As the ancient script says, the character is formed by boner and outer personalities. Indeed, educational institutions must nurture both in students. To ensure that the students are employable with relevant skills, FIREBIRD has Personality Enhancement Programs as part of its curriculum with appropriate credits. Hence, the students are undergoing courses on Communication Skills, Personality Development, Emotional Intelligence, Team Building & Negotiation Skills, Placement Training, etc., as suggested by the industry panels. In addition to the internal sources, the industry professionals also nurture the students through these courses.

Conclusion:

As we celebrate the centennial year of the case method of learning, it is high time to emphasize that experiential learning is inevitable to impart management education in B- Schools. Industry collaboration through the research and consultancy projects, case writing, internships, curriculum development, etc., would benefit the B-Schools to impart blended learning with experiential tools. The days are gone when students are treated as passive listeners, and the faculty's Gyan is final unconditionally. It is time to allow the students to design, deliver, and evaluate the curriculum and even measure their self and peers' performance. Because students are no more students, they are our Learning Associates. The faculty members' ultimate responsibility in the Classroom is to empower them to empower the learning system. This is what the FIREBIRD APPROACH.

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Skilled Workforce for Industry 4.0

Vinnie Jauhari, Ph.D.

Learning and Skills Lead, Microsoft Corporation India Pvt. Ltd.



Technology is shaping the future of industry in very unique ways. The Pandemic has led to very unique circumstances which has led to embracing technology in unique ways by industry, education institutions and individuals. AI, Cloud, Global digital transformation market is expected to grow from US\$ 445.4 Bn in 2017 to US\$ 2,279.4 Bn by 2025 (Nasscom, India). India's digital economy could rise from \$200 bn currently to \$ 1 tn by 2025 as per NASSCOM estimates. It is increasingly difficult to think of a position or career that is untouched by technology. Today, nearly half of jobs require some technology skills. In a decade, that percentage will rise even more. In fact, labor economists predict that in less than 10 years, 77% of jobs will require deep and specific technical skills. And a staggering 65% of today's primary school students will perform jobs that haven't been invented yet.

The Fourth Industrial revolution is powering different industry segments such as Healthcare, Finance, Retail, Manufacturing, Education and among other segments. As per the World Economic Forum -Future of Jobs Survey(2020) almost 85% or more organizations will embrace, digital technologies such as Cloud, Big Data Analytics, AI, IOT among others. As per industry estimates, the opportunities around Cloud and specifically Microsoft Azure is growing exponentially. There is almost 70% increase in Microsoft Azure talent requirement and 23% increase in salary after Azure certification (as per estimates

by industry player, 2022). Burning Glass, which collects and analyzes millions of job postings from across the country, has a breakdown of which technology jobs demand Azure-related skills and indicate

Transforming Talent

With huge digital transformation being embraced by various industry segments, the talent that industry requires must be skilled in problem solving, bringing simplicity into complex situations, ability to work in diverse environment and having a good measure of social emotional intelligence. The employers are looking at talent which is solution oriented and bring in unique strengths to the work place. The future workforce must have a growth mindset and be ready to take on new challenges and look at various perspectives to solve the problems. The ability to bring in simplicity and clarity, empower others, treat others with respect would be important. Accessibility, inclusion and equity are other powerful considerations at work place. This means a greater emphasis on empathy and diversity at work place. Microsoft for example embodies elements of empathy, inclusion, empowerment, integrity and respect as core values. While assessing talent, some of the following elements are considered as important skills:

- Collaboration. Communicating effectively within the team and across teams.

- Drive for results. Working tenaciously to deliver on commitments, constantly seeking bigger challenges, holding yourself and others accountable.
- Customer focus. Our mission at Microsoft is to empower every person and every organization to achieve more.
- Influencing for impact. Successfully persuading and influencing others with effective communication.
- Judgment. Effectively scoping complex problems and using business acumen to make knowledge-based decisions.
- Adaptability. Ability to deal with ambiguous and uncertain situations or problems with agility.

For readiness for Industry 4.0, there needs to be a balance of social emotional skills and technical skills – across disciplines.

Microsoft Offerings in Skills

Microsoft has put together multiple assets and offerings for K12 and Higher Education. There are also certifications in the realm of ICT, New technologies such as cloud, artificial intelligence, data sciences, security, productivity, managing business operations too. There are certifications linked with job roles too. The details of the MS assets are as below:

Microsoft Learn

Microsoft Learn provides self-paced, digital learning resources to build skills and a foundational understanding of technology. Microsoft Learn provides resources to complement existing institution courseware and study materials to best prepare learners for in-demand jobs and Microsoft industry-recognized certifications. Microsoft Learn provides step-by-step, bite-sized tutorials and engaging modules that are available online and support learners with technology proficiency ranging from beginners to advanced learners. The learning paths have interactive sandbox environments to provide “hands-on” interactions with Microsoft technologies.

Microsoft Learn can be incorporated into curriculum as desired, in addition to the Microsoft Learn for Educators and Students offerings, via aka.ms/learn.

Microsoft Learn for Educators

Microsoft Learn for Educators takes the best of Microsoft Learn online learning paths and supporting instructor-led

training materials into the classroom.

More information and registration is available at <https://aka.ms/LearnForEducators>

Microsoft Learn for Students

Microsoft Learn for Students provides a central place on Microsoft Learn for all student relevant content.

Education institutions may choose to leverage Microsoft Learn for Students and incorporate curriculum and content as desired via <https://aka.ms/LearnForStudents>

AI Business School

The Microsoft AI Business School is a series of learning paths for nontechnical audiences that share insights and practical guidance from top executives in the industry on how to strategically apply AI in an organization. Education institutions may choose to leverage Microsoft Learn AI Business School and incorporate into curriculum as desired, as defined via <https://aka.ms/LearnAIBS>

Microsoft Educator Center integrated with MS Learn

The Microsoft Educator Center provides access to professional development and training across a variety of Microsoft products as well as transformation maturity models for measuring success.

Education institutions may choose to leverage the Microsoft Educator Center for online for self-directed, self-paced training and development via <https://aka.ms/educatorcenter>

Microsoft Certifications

Microsoft industry certifications help validate students' knowledge of technology and potential to perform in technology industry jobs. Microsoft has developed entry-level productivity certifications aligned to the Microsoft Office Suite, entry- and intermediate-level Fundamentals Certifications, as well as advanced Role-Based Certifications.

Please visit for more information at <https://aka.ms/LearnCert>.



Azure for Students

Azure for Students provides eligible students ages 18 and over with \$100 Azure credit renewable annually without a credit card. This gives students the ability to start building apps, explore AI, and make the most of big data and cloud with additional access to more than 25 free services, including compute, network, storage, and databases.

Education institutions will have the opportunity to promote Azure for Students to their students who can access the benefits upon validation of their student credentials via <https://aka.ms/AzureForStudents>

Recommendations

Skilling 4.0 requires several interventions at various levels to address the talent gap. Some of the key interventions that can be taken up are

1. Creating awareness of use of Cloud , AI, Analytics, Security, IOT application in Education. Since the students get trained at education institutions or through other channels, it is important that these institutions are exposed to applications in above areas. In Education, AI can be leveraged to create personalized learning experiences. AI can enable education to become more inclusive by leveraging translation capabilities in local languages. Teachers can save lot of time by leveraging auto quiz generation tools, recording the feedback for students while assessing and empowering students voice by use of creative apps like Flipgrid. Apps like Forms enable online assessments as well as auto generation of reports. Analytics on student teacher engagements can lead to rich insights on how students are learning and engaging with teachers.

2. A robust policy framework which looks beyond setting up traditional ICT infrastructure needs to be looked at. Cloud Labs at Universities which help save resources and time and enable access in collaborative manner could be looked at . This would mean relooking at accreditation norms as well.

3. Integration of industry certifications into curriculum and giving credits to the same would

go a long way in strengthening industry exposure for students.

4. A stronger and easier way of supporting internships by industry can go along way in nurturing industry talent.

5. Technology led career mentorship programs which lead to a personalized guidance on choices and pathways for progression can instil a great commitment in students being future ready. For instance Career Coach integrated with Teams from Microsoft and also LinkedIn opportunities for mentorship are good examples.

6. Faculty development and exposure would be critical for success. While certifications for students are important, they are equally important for faculty as well. They need to be exposed to tech led pedagogical innovation. Exposure to hybrid learning experiences, basic exposure to AI, Cloud, Analytics would be important.

7. A strong collaboration between academics and industry would be critical for success. In such engagements, it is not just fostering an MOU but actually having very tangible outcomes which impact future readiness of students would be important.

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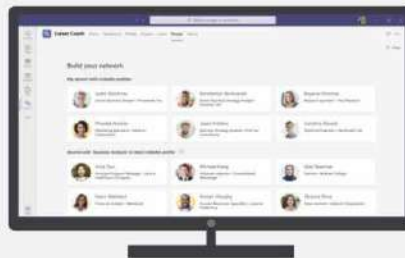
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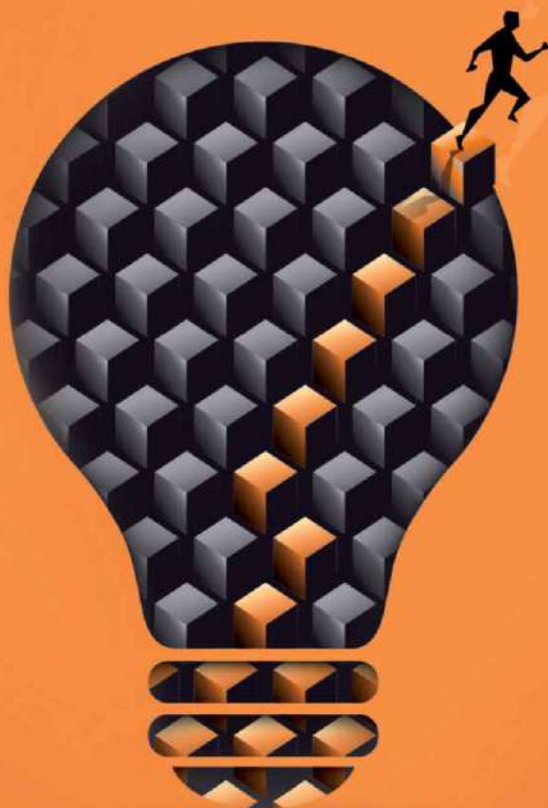
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Admission Procedure

Register online at www.aima.in in the month of March-April/October-November. Candidates need to appear in Research Aptitude Test (RMAT) to be held in May and December every year. Qualified candidates are interviewed for final selection and admission.

Eligibility

A candidate will be eligible for admission to a course of study leading to the degree of PhD in Business Administration subject to fulfilling the following criteria:

- **Educational Qualification:** Master's Degree in Management or allied subjects like Commerce, Humanities, Science, Engineering and Law etc. or a PGDM / PGDITM duly approved by AICTE, of two years duration with not less than 55% marks or equivalent grade OR Chartered Accountancy, Cost Accountancy or any other professional qualification which are considered equivalent to Master Degree with at least 55% marks or equivalent grade. In addition, the candidate should have a minimum of 50% marks in Graduation.
- AND
- **Work Experience:** Minimum 5 years post qualification work experience in industry at the managerial level or a minimum 5 years of teaching experience as full time Faculty in a Management Institute approved by AICTE or affiliated to a University.

For further details contact: **Manager (PhD Programme)**

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Advanced Certificate Programme In Digital Innovation and Transformation for Enterprises

AIMA
ALL INDIA MANAGEMENT ASSOCIATION

An immersive online learning
programme supported by "CIO's
of India (powered by ISMF)"



PROGRAMME DIRECTOR

Prof. M D Agrawal
Adjunct Professor – IIT, Gandhinagar, Visiting Professor, IIT, BOMBAY
Former General Manager and CIO – BPCL, Former Advisor & consultant, TCS

This program has been designed considering key learning areas for industry professionals, analysts and academicians in field of digital transformation. It will offer embedded learning in areas of business transformation, management, strategy, innovation, emerging technology, implementation strategy, leadership and governance. For better understanding of global best practices, another deliverable will be live case studies on technologies such as Cloud computing, big data, IoT/IIoT, AI/ML, deep learning, AR/VR, Computer vision, Robotics etc.

This Advanced Certificate Programme in Digital Innovation & Transformation for Enterprises is an excellent opportunity of learning from a pool of faculties from the industry and IIT Bombay.

The industry professionals, entrepreneurs, govt. officials including B-Schools, Engineering and other HEI's Students (currently pursuing as well as pass outs) working or apprising to work in the area of digital innovation and transformation will find this programme immensely valuable.

Duration - Four and Half Months Programme. Register online. Batch starting from July - August, 2022 onwards.

For further details, please contact:
Rahul Bhatia
Mobile: 9891963303, Email: rbhatia@aima.in

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15, Link Road, Lajpat Nagar - 3, New Delhi, India-110024
Tel : 011-47673000/011, 49868399, Ext. 722, Website: www.aima.in

CERTIFICATE PROGRAMME ON CYBERSECURITY AND DATA PRIVACY

This programme has been designed with the objective of providing the participants the technical knowledge and skills needed to protect the confidential data/information and also to defend computer systems and networks. The programme will further equip the participants with:

- The knowledge and skills to identify and mitigate the potential cyber risks and threats
- The skills to adopt and implement a cyber-risk mitigation or resiliency plan
- Encryption techniques to guard the information and communication from unauthorized revelation and access of information
- Latest tools and technologies for secure emails, secure data transfer, firewalls, security of Wifi, Cloud, LAN and mobile devices and the Hardware security.
- The knowledge on setting up comprehensive and transparent policies on security and privacy.
- Cyber Laws and IPR Issues

The industry professionals from IT, audit, risk, compliance, information security, HR, Marketing, Operations, finance, legal professionals, govt. officials including the faculty members, B-Schools, Engineering and other HEI's Students (currently pursuing as well as pass outs) will find this programme immensely beneficial.

Duration - 3 Months Programme offered in online (live) mode. You may register online. The batch is starting from March - April, 2022 onwards.

For further details, please contact:

Dr. Ritesh Saxena, Associate Professor (IT)
Mob: 9871375898, Email: rsaxena@aima.in

Mr Rahul Bhatia, Asst Director
Mob: 9891963303, Email: rbhatia@aima.in

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ADVANCED CERTIFICATE PROGRAMME IN BUSINESS CONSULTING

The Advanced Certificate Programme in Business Consulting is aimed at catering to the growing need for trained and skilled management consultants. This programme will help the participants in gaining knowledge and developing skills to act as a business/management consultant and further develop them as experts who can help the organisations to come out of the problematic situations they face.

Eligibility

- Post-Graduate or equivalent in any discipline from a recognised university
- Minimum work experience of 5 years is desirable

Duration

The duration of the programme is 6 months.

Programme Fees

The programme fees for this course is ₹ 41,300/- (including GST @18%) which include cost of Course Learning Material & Examination fees.

For further details, please contact: **Kiran Rawat**

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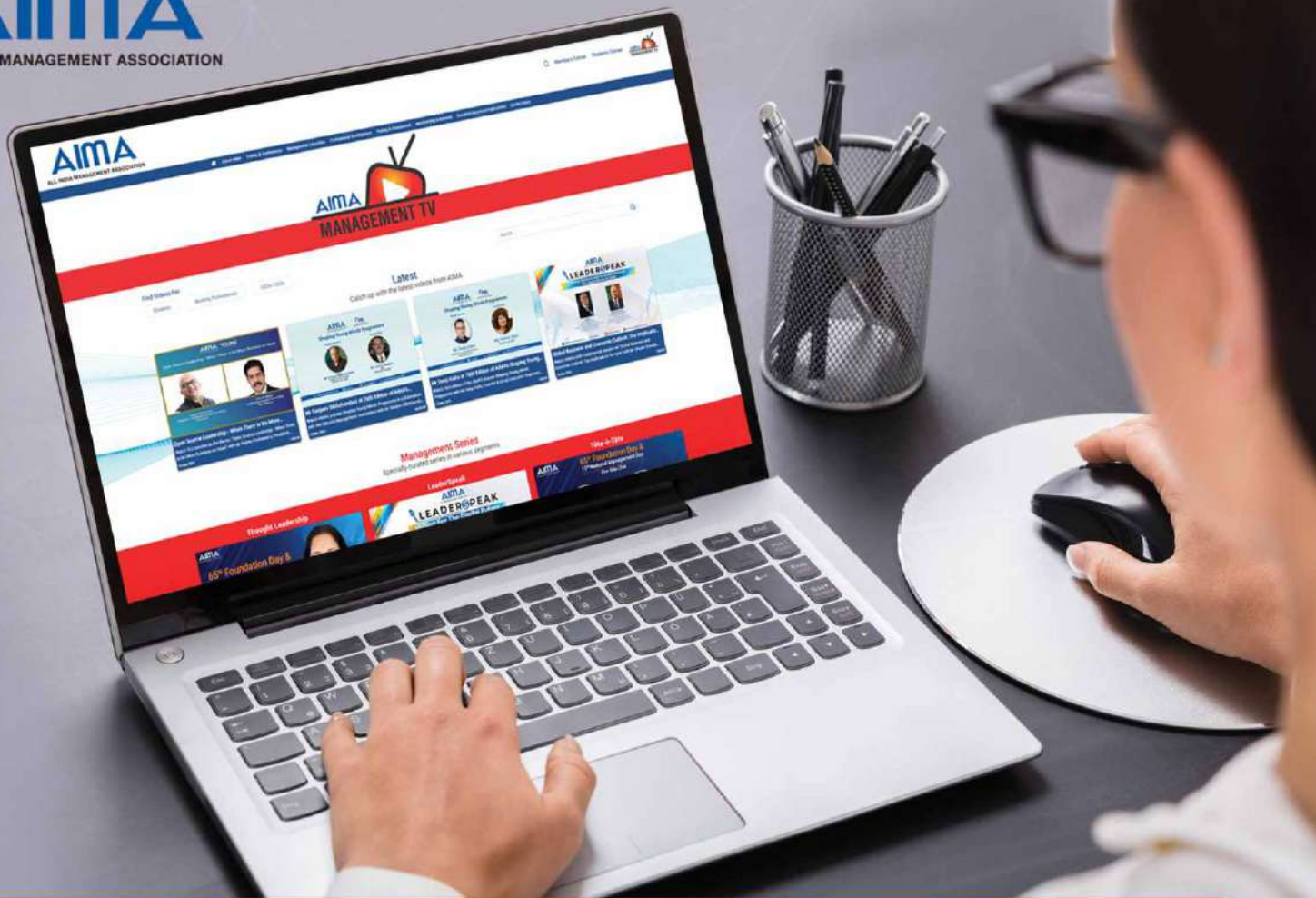
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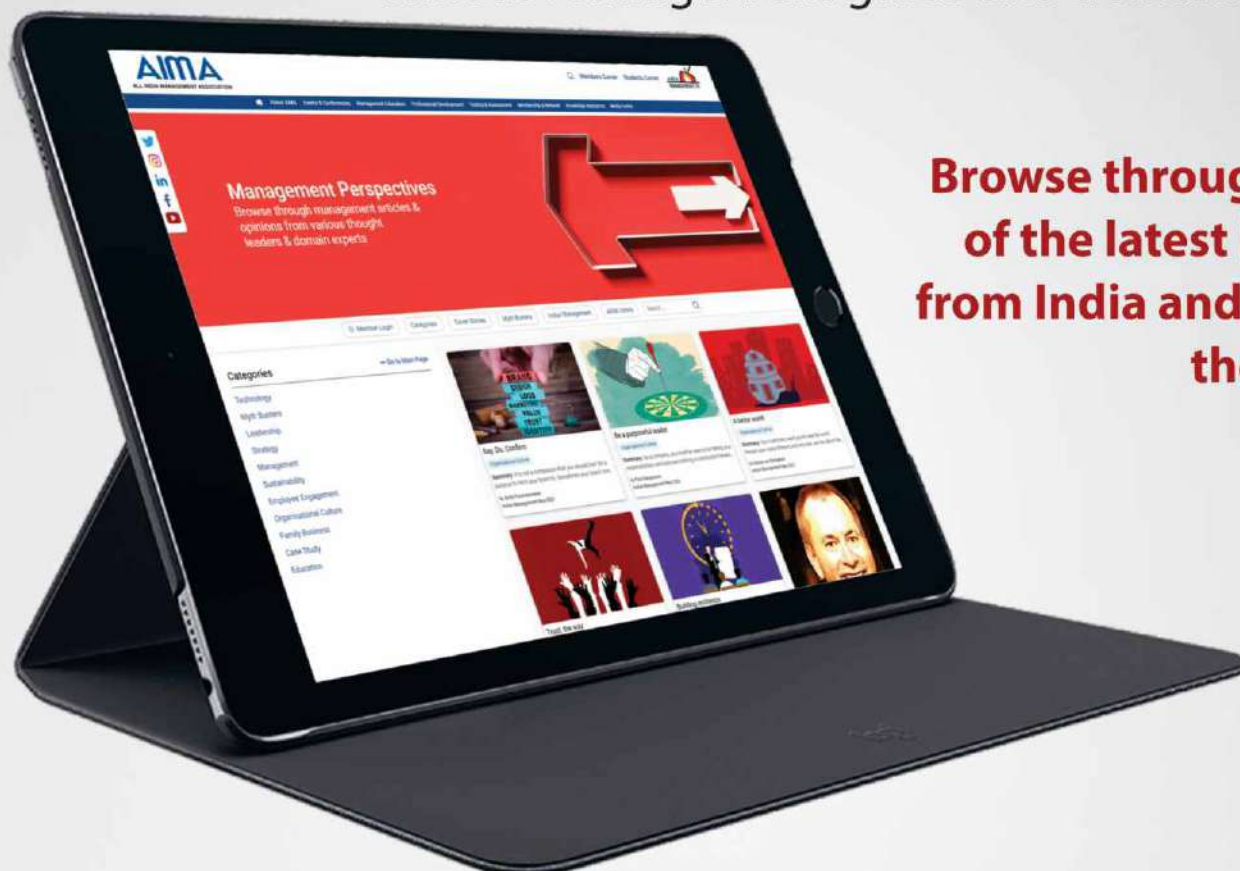
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Programme Director:
Dr. Nayan Mitra
Distinguished Researcher &
Founder – Sustainable
Advancements

Certificate programme in Corporate Social Responsibility

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. At the heart of these are 17 sustainable development goals that are universal, integrated and indivisible. One of the key players in achieving these SDGs is through responsible leadership and corporate social responsibility (CSR). India in recent times has mandated its CSR policy and interestingly most of Schedule VII of the Companies Act 2013 integrates with the Sustainable Development goals.

This programme is of 3 months duration having 30 Instructional Hours with a few session exclusively conducted in workshop format.

The industry professionals, entrepreneurs, consultants, govt. officials, faculty members as well as B-Schools, Engineering and other HEI's Students (currently pursuing as well as pass outs) working or aspiring to work in the area of corporate social responsibility will find this programme immensely valuable.

The sessions will be offered during weekends in online live (Synchronous) mode.

Duration - 3 months programme. You may register online. The batch is starting from March - April, 2022 onwards.

For further details, please contact:

Rahul Bhatia
Mob: 9891963303, Email: rbhatia@aima.in

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Certificate Programme In Design Thinking for Business Innovation

A powerful, proven way to Solve Business Problems in a Human Centric,
Creative, Holistic manner for Sustained Competitive Advantage



Programme Director:

Mr. Uday Gharpure
Visiting Professor - IIM
Indore, SPJIMR; Ex-MD Atos
Origin India; Ex- EVP LTI

Design Thinking is a powerful, proven tool available to business leaders to tackle these challenges. It consists of processes, techniques and mindsets for creatively solving problems in a human centric, holistic fashion. As Prof Roger Martin says, "Business people do not need to understand Design better. They need to be Designers themselves". This programme will help you achieve far higher levels of job satisfaction by contributing to your organization at a significantly higher level in an innovative and creative manner. It will open pathways to determine unstated and hidden issues as well as give you the wherewithal to deal with continuously evolving business, technology and people landscape.

The faculty members, B-Schools and Engineering and other HEI's Students (currently pursuing as well as pass outs) will also find this programme immensely valuable.

The sessions will be offered during weekends in online live (Synchronous) mode.

Duration - 3 Months Programme. You may register online. The first batch is starting from March - April, 2022 onwards.

For further details, please contact:

Rahul Bhatia

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