

Forbes INDIA

MARCH 2016

THE GREAT INDIAN B-SCHOOLS

»» **SIX LESSONS B-SCHOOLS WON'T TEACH YOU**

Kumar Mangalam Birla

»» **BRAIN DRAIN TO BRAIN GAIN**

Rana Kapoor

»» **BUILDING WORLD-CLASS UNIVERSITIES**

Shekhar A Bhattacharjee



FORBES INDIA

MARQUEE

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Network 18



SHARING IDEAS SPREADING KNOWLEDGE



SkillTree Knowledge Consortium is a global think tank and advisory firm. It was commissioned in 2012 to articulate the strategic vision for the future of great workplaces and higher education. It's governance, policies and collaborative growth through multiple entities and SPV established by SkillTree in India, UK and USA.

ENTITIES



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04

The Great Indian B-Schools 2016

The Great Indian B-Schools 2016 is a special initiative by **SkillTree Knowledge Consortium & Great Place to Study Research Institute** to showcase the great management institutes and 'Thought Leaders' in the country's higher education sector.



26

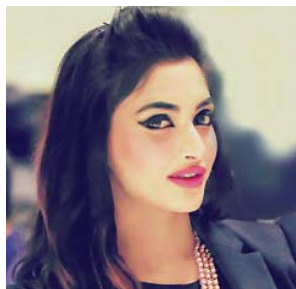
Six Lessons B-Schools Won't Teach You – Kumar Mangalam Birla

30

Brain Drain to Brain Gain – Rana Kapoor

Expert Speak

Our panel of experts from the Indian education sector and corporate industry share their opinions.



Building **WORLD-CLASS UNIVERSITIES** in India

Students should be given the opportunity to pursue literally any interest they might have.



SHEKHAR A BHATTACHARJEE
 Founder & CEO – SkillTree
 Knowledge Consortium

India’s education system has been at the centre of vociferous debates for several years now. Despite the presence of the prestigious IITs and IIMs, Indian educational institutions and universities have had a remarkably poor run when it comes to global institutional rankings. According to the reputed QS World University Rankings in 2015, no Indian University or educational institution was listed in the top 100. Only two institutions made it to the top 200 in the rankings dominated by American institutions. In contrast, our regional rival China has over 25 of its educational institutions placed in the top 100 rankings.

For a country that aspires to become a major global player over the next quarter of a century, mediocre education is not the way forward. If we aim to dominate the global discourse, we need educational institutions that not only create skilled human resource but also boost indigenous research and development and power the country’s intellectual and entrepreneurial leadership.

Breaking traditions to create new institutions

In recent years, some conscious individuals have churned up new ideas to refashion India’s university education. In recent years Nobel laureate Amartya Sen was at the forefront of the Nalanda revival process. Such projects should make global culture an intrinsic part of their DNA, and aim at producing global students who think of themselves as global citizens.

The idea of strict curriculum delineation also needs to be done away with. Students should be given the opportunity

to pursue literally any interest they might have. For example, a student who opts to study Physics must not be deprived of the freedom to study Economics and History, if he/she so desires. New socially relevant subjects such as environmental studies and development studies also need to be promoted. Similarly, conscious efforts should be made to involve students in devising new ideas to deal with the country’s problems.

Importance on practical knowledge and building student-teacher relationship

As far as the modern education system is concerned, the relationship between the student and teacher has been diluted to a large extent. We need to develop better teacher-student ratio and new concepts of appointing out-of-class ‘guides’ or ‘mentors’ to whom students can turn to not only for clearing their conceptual doubts but also for advice pertinent to their education and life.

Teachers, when involved in an inter-personal relationship with students, can help them by giving personalised attention, listening to their internal conflicts, gauging the best way in which they learn and support them to implement their acquired knowledge in the practical domain.

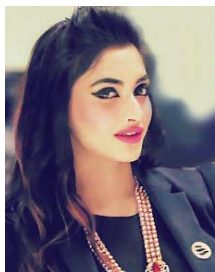
Making student satisfaction the bedrock of an institution

As much as grades and passing rates, the emphasis of measuring an institution’s success should also be based on students’ satisfaction from the life on campus. Ensuring student satisfaction by measuring social life on campus, extra-curricula and academics should be an important aspect of building great universities.

Equal emphasis should be given on maintaining good housing facilities as it adds up to everything the student is doing on the campus and his/her civil life. The students should be exposed to opinions and ways of life that they may never have been exposed to otherwise. This broadens their outlook in life and opens them to new avenues. It is also important to establish close ties with the institution’s alumni who can be instrumental in helping new students find jobs and internships. ■

The **ART** of creating a **POSITIVE** Work **CULTURE**

Happier employees make for a more congenial workplace and improved productivity.



ARVINA PURKAYASTHA
Co-founder and COO
SkillTree Knowledge Consortium

Too many companies bet on having a cut-throat, high-pressure, take-no-prisoners culture to drive their success. But a large and growing body of research on positive organisational psychology demonstrates that a cut-throat environment is harmful to productivity over time. On the contrary, a positive environment will lead to dramatic benefits for a company's employers, employees, and even customers.

First, the stress of belonging to hierarchies itself is connected to diseases and death. While a merciless environment and a culture of fear can ensure engagement (and even excitement) for some time, research suggests that the inevitable stress it creates will likely lead to disengagement in the long term. Lack of loyalty is a third cost. Research shows that workplace stress leads to an increase of almost 50 per cent in voluntary turnover. For these reasons, many companies have established a wide variety of perks. Well-being comes from one place, and one place only—a positive culture in the organisation.

The qualities of a positive workplace culture boil down to six essential characteristics:

- Caring for, being interested in, and taking responsibility of colleagues as friends.
- Providing support to one another and offering kindness and compassion when others are struggling.
- Avoiding rebuke and forgiving mistakes.
- Inspiring one another at work.

- Emphasising the meaningfulness of work.
- Treating one another with respect, gratitude, trust, and integrity.

As a leader, how can you foster these characteristics? The research points to four steps:

Encourage social connections: A large number of empirical studies confirm that positive social connections at work produce highly desirable results. For example, people get sick less often, recover twice as fast from surgery, experience less depression, learn faster and remember longer, tolerate pain and discomfort better, display more mental acuity, and perform better on the job.

Express empathy: As a boss, you have a huge impact on how your employees feel. A telling brain-imaging study found that, when employees recalled a boss that had been unkind or un-empathic, they showed increased activation in areas of the brain associated with avoidance and negative emotion while the opposite was true when they recalled an empathic boss.

Make a special effort: Ever had a manager or mentor who took a lot of trouble to help you when he or she did not have to? Chances are you have remained loyal to that person to this day. When leaders are not just fair but self-sacrificing, their employees are actually moved and inspired to become more loyal and committed themselves. As a consequence, they are more likely to go out of their way to be helpful and friendly to other employees, thus creating a self-reinforcing cycle.

Embolden people to share: When employees trust that their leader has their best interests at heart, it improves their performance. Rather than creating a culture of fear of negative consequences, feeling safe in the workplace helps encourage the spirit of experimentation.

When you know a leader is committed to operating from a set of values based on inter-personal kindness, he or she sets the tone for the entire organisation. Happier employees make for a more congenial workplace and improved customer service. As a consequence, a happy and caring culture at work not only improves the employee's well-being but also the productivity. **E**

The Great Indian B-Schools 2016

The Great Indian B-Schools 2016 is a special initiative by **SkillTree Knowledge Consortium** and **Great Place to Study Research Institute** to showcase the great management institutes and 'Thought Leaders' in the country's higher education sector.



SkillTree Knowledge Consortium

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Great Place to Study Research Institute

Great Place to Study Research Institute (GPTS) is a global education auditing, research and recognition firm that helps institutes and universities in emerging nations to create, sustain and build global standards and practices.

ACHARYA BANGALORE B-SCHOOL

Bangalore, Karnataka



To provide relevant education, consistent with the changing world by integrating the best faculty and infrastructure to enable students to stand the test of time and be of utmost benefit to society.

20:1

Student-Faculty ratio

108+

Companies participated in the placement programme

5

Acres campus area

14,127

Number of books in the library

ABOUT THE INSTITUTE

The Acharya Bangalore B-School (ABBS) has achieved excellence through innovative education. The institute aspires to provide rich and deep learning experiences that will prepare graduates and postgraduates for a fulfilling career and help them make a positive contribution to society. ABBS has introduced new programme models and service delivery and redefined what effective teaching and student learning means in the current environment. The institute thinks of academic excellence as creating an environment whereby a student can excel in scholastic activities, demonstrate superior learning and develop intellectual capacities and skills that prepare them for services to society.

COMPETITIVE EDGE

- Industry-institute interaction in the form of industry guest lectures, international and national industry visits.
- Several enterprise workshops to prepare students to become entrepreneurs.
- Technology-supported infrastructure to build a new learning ecosystem.
- Well-balanced faculty with industry, academia, research experience
- Focus on experiential learning.
- ABBS' investment lab is a finance lab which helps students specialising in finance to work on live projects, financial markets and stock exchange markets

COLLABORATIONS

- Bangalore University
- AICTE
- Tumkur University
- NSE
- Google India
- ICICI Direct
- Herzing University, USA
- Diato Bunka University, Japan
- Sunway University, Malaysia

ACHIEVEMENTS

- ABBS has successfully started a global immersion programme. It has also started new programmes in banking, finance and insurance in association with ICICI Direct and certification in digital Marketing with Google.
- The institution has been accredited by the NAAC with the highest grade (A). It has also been accredited by the National Board of Accreditation (NBA) and the International Assembly for Collegiate Business Education (IACBE), USA. The ABBS has always been ranked one of the top B-schools in India.

SALIENT FEATURES

- International student exchange programmes
- Business simulations
- Immersion programmes
- Intellectual capital

APEEJAY SCHOOL OF MANAGEMENT

Dwarka, New Delhi



“To be the most preferred management school known for the creation of valuable business leaders.”

15:1

Student-Faculty ratio

70

Companies participated in the placement programme

2

Acres campus area

26,000

Number of books in the library

ABOUT THE INSTITUTE

The Apeejay School of Management (ASM) was established by eminent educationist, philanthropist and industrialist Dr Stya Paul, founder president, Apeejay Education Society (AES), in 1993. It aims at developing competent and relevant manpower for the 21st century. The school supports a number of programmes for enhancing the potential of individual students, enriching human values, upholding the Indian value system, all acting in unison as a vehicle for growth at the national and international level, thereby making it a student-driven institute of higher learning.

COMPETITIVE EDGE

The institute enjoys the patronage of a leading industrial conglomerate, Apeejay Stya & Svrn Group. It has a 48-year-old legacy of significant contributions made by the AES. Its faculty members don't just hold doctoral degrees and professional qualifications from premier institutions, but also have rich corporate experience.

It has rich intellectual capital, reflected in terms of research paper publications by faculty members in peer-reviewed journals, faculty participation in external conferences/ seminars besides various institutional publications, and, conduct of regular workshops, seminars/conferences on campus.

COLLABORATIONS

- University of Ulster, United Kingdom (2015)
- EM Normandie-Normandy Business School, France (2009)
- Lincang Teachers College, Yunnan, China (2009)
- Philadelphia University, USA (2006)
- Quality Council of India (2013)
- National Entrepreneurship Network, India (2012)

ACHIEVEMENTS

- National Board of Accreditation (NBA) accreditation since 2001.
- International accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), USA, since 2013.
- Postgraduate diploma in management (PGDM) accorded equivalence to MBA by the Association of Indian Universities (AIU) since 2014.
- Consistent ranking among the top thirty private B-schools by various rating/ranking agencies in recent years.

SALIENT FEATURES

ASM has a lush green Wi-Fi-enabled campus spread over two acres. Classrooms and computer laboratories are well-equipped with modern teaching aids. The Institute has five computer laboratories with 180 computers and video conferencing facilities. The ASM has an air-conditioned auditorium, an open-air amphitheatre and a 50-seater conference room. The institute has a cafeteria and common rooms with recreational facilities. **1**

HINDUSTAN INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Mumbai, Maharashtra



HINDUSTAN
INSTITUTE OF TECHNOLOGY & SCIENCE



“To make every man a success and no man a failure.”

14:1

Student-Faculty ratio

87.3%

Placement percentage

1,080

Square metres campus area

1,71,000

Number of books in the library

ABOUT THE INSTITUTE

With the myriad MBA specialisations offered, the institute helps aspirants to seek a course that will be in sync with their personal aspirations and professional goals. Choosing the right MBA will make their aspirations go beyond mere profits.

An MBA at Hindustan is not just about getting a degree. It is about standing at the crossroads of innovation and leadership, geared with the power of change to move in the right direction.

Started in 1994, the Hindustan MBA offers a rich, rewarding and wholesome experience.

COMPETITIVE EDGE

Apart from classroom learning, the institute regularly organises soft skills training for students and helps them to face placement interviews with confidence. There is an active placement team which plans and executes several workshops towards successful placement of students by their help in CV preparation, group discussion practice and mock interview preparations. Our MoUs with some of the leading foreign universities brings in a global orientation to its student exchange programmes.


COLLABORATIONS

- LV Prasad Film and TV Academy
- The Sankara Nethralaya Academy
- Informational Technology Management with IBM
- Entrepreneurship and Innovation Centre (NEN, The Indus Entrepreneurs)
- Sias International University, China
- Hunan University of Humanities, Sc and Tech, China
- Open University of Malaysia
- Cranfield University, United Kingdom
- Bournemouth University, United Kingdom

ACHIEVEMENTS

- Hindustan Institute of Technology & Science was awarded 'Best University Promoting Research' by ASSOCHAM.
- Hindustan Institute of Technology & Science received 'CSR Excellence in Education Award' by *Competition Success Review*.
- Hindustan Institute of Technology & Science was awarded the 'Best Private University in India for Quality Education & Employability' by The Peacock Feather Awards for Excellence in Education in India for 2015.

SALIENT FEATURES

- Latest teaching methodology with exhaustive lectures.
- Cost effective fees structure.
- Proficient specialists and expert professors.
- 100 per cent job guarantee and interview calls.
- Outdoor and indoor sports.
- Study material and printed notes will be supplied to all students free of cost.
- Students can easily complete these courses even if they are employed. 

INDIRA INSTITUTE OF MANAGEMENT

Pune, Maharashtra



“ To create a centre of academic excellence in the field of management and IT education by the holistic development of our students. ”

15:1

Student-Faculty ratio

250+

Companies participated in the placement programme

1.06

Acres campus area

10,00,00+

Number of books in the library

ABOUT THE INSTITUTE

Shree Chanakya Education Society's Indira Institute of Management, Pune, (IIMP) is the flagship institute of the Indira Group of Institutes, Pune (IGI) offering MBA programme of the Savitribai Phule Pune University and AICTE approved PGDM Course. IIMP is the very first Management institute in Pune and the third in Maharashtra to be accredited by the National Board of Accreditation of the All India Council of Technical Education (AICTE), New Delhi. Since its inception in 1994, IIMP has been on a journey of inspiration.

COMPETITIVE EDGE

The students of IIMP are trained not just for careers but for life. The focus is on value-based and application-oriented education. Inputs are given on seven pointers—academics, application-oriented domain knowledge, communication (written, verbal and non-verbal), general/business awareness, logical thinking, value system and physical fitness. The institute spends about 30 per cent of the time grooming the students to go beyond the syllabus.

COLLABORATIONS

- A five-year collaboration with Metropolitan State University, Denver, the US, for faculty and student exchange and joint research.
- Tie-up with Stratecent Consultants for a 240-hour structured programme on team skills, negotiation skills, interpersonal skills, strategy, balanced score card, etc.
- Collaboration with Ozone Consultants (a consortium of about 25 industry executives at the the level of president and vice-president) for sectorial analysis, business awareness and grooming for placement processes.
- Dale Carnegie for four-day certification on sales and service excellence.

ACHIEVEMENTS

- Ranked 36th all India by *Business India* Best B-school Survey 2015.
- Ranked 38th in the all India ranking by *Business India* in 2014.
- Ranked 33rd Top Private B-School By *The Week* in 2013.
- Ranked among Top 50 Best B-School in India by *Business India* in 2011.
- Ranked 29th among the TOP 50 Best B-School in India by *Economic Times* in 2011.
- Ranked 33rd in India in the *Outlook* Survey in 2009.

SALIENT FEATURES

- Conference centre
- Jogging Track
- Open-air amphitheatre
- Wi-fi broadband internet
- 400-seater air-conditioned auditorium
- Modern classrooms, syndicate rooms
- Gym and fitness centre

INTERNATIONAL SCHOOL OF BUSINESS & MEDIA

Pune, Maharashtra



“Creating a world-class educational environment that allows students to fully develop their professional abilities and to foster a strong sense of responsibility and ethics.”

15:1

Student-Faculty ratio

183

Companies participated in the placement programme

13

Acres campus area

11,017

Number of books in the library

ABOUT THE INSTITUTE

Founded in 2000, International School of Business & Media (ISB&M) has grown rapidly over the decades and has campuses in three cities—Pune, Bengaluru and Kolkata. Over 7000 alumni are performing exceedingly well in different parts of the country and abroad. We maintain a high standard of education and training, and continuously strive to create a learning environment in order to promote a great career.

COMPETITIVE EDGE

The ISB&M uses a comprehensive understanding of global education to set its own standards. It continually seeks out and follows best practices in industry. The programme has several industry-oriented projects that augment the learning ability with respect to analytical skill, problem-solving and decision making ability. The ISB&M operates with a spirit of responsibility, integrity, professionalism and partnership. We make students think with speed, flexibility and an open mind.

COLLABORATIONS

- Approved by All India Council for Technical Education (AICTE), New Delhi
- Nanyang Technological University Singapore for Global Immersion Programme.
- Accredited by International Accreditation Organization (IAO)

ACHIEVEMENTS

- CSR Excellence in Education Award 2015.
- World Education Congress Award 2014.
- Certificate Of Excellence to International School of Business & Media, Pune in 2014 by *Business & Management Chronicle*.
- Asia's fastest growing private education institute 2012-13, Process Advisor and Evaluators KPMG India.
- CNN-IBN Award.
- Bloomberg-UTV Award.

SALIENT FEATURES

- Sport Academy
- Sport for Club level capability
- Entrepreneurship Development & Incubation Center
- Computer Lab
- Library and Reading Hall
- Technical Workshop
- Playground
- Parking for staff and students 

INSTITUTE OF RURAL MANAGEMENT ANAND

Anand, Gujarat



Institute of Rural Management, Anand



“To make continuous and significant contributions in the transformation of rural India.”

13:1

Student-Faculty ratio

100%

Placement percentage

60

Acres campus area

41,900

Number of books in the library

ABOUT THE INSTITUTE

The Institute of Rural Management Anand (IRMA), established in 1979 by Dr Verghese Kurien, father of the Milk Revolution is a pioneering academic institution in rural management education and research. IRMA is recognised not only as an institution of excellence in teaching and research but also for having successfully created a new discipline of rural management. Its path-breaking approach is being emulated by other institutions in India and abroad. As a premier institution of professional education and development, IRMA has evolved a unique curriculum for its various courses.

COMPETITIVE EDGE

IRMA is concerned with integrating development and management in all its endeavours and activities. Its unique curriculum is based on a state-of-the-art pedagogy, with an emphasis on experiential learning. The courses are taught through a slew of modern teaching techniques such as case methods, interactive sessions, seminar, individual and group exercises, role-playing and simulated exercises giving participants the opportunity to learn by doing.


COLLABORATIONS

- Gujarat Cooperative Milk Marketing Federation (GCMMF)
- National Dairy Development Board, Anand (NDDB)
- Sir Ratan Tata Trust, Mumbai (SRTT)
- Sir Dorabji Tata Trust, Mumbai (SDTT)
- Nottingham Trent University (NTU)
- UnLTd UK supported by the British Council
- Centre For Innovation, Incubation & Entrepreneurship (CIIE), Indian Institute of Management
- IIM, Ahmedabad
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

ACHIEVEMENTS

- Accredited with 'A' grade from National Assessment and Accreditation Council (NAAC).
- Agriculture Leadership Award 2011 under the Development Leadership category from *Agriculture Today*.
- B-School with Excellent Industry Interface by ET Now National Education Leadership award in 2013.
- Education Excellence Award 2013 from ASSOCHAM Gujarat Council Best Institute of Rural Research and Development in the Country.
- Award for Contributions to Education in Rural Management at the 17th Dewang Mehta.

SALIENT FEATURES

Fully residential campus equipped with students' hostels and mess, lecture halls, seminar rooms, library, faculty and administrative offices, auditorium, executive training and development centre, faculty and staff housing, dispensary, and other support facilities. 

KCT BUSINESS SCHOOL

Coimbatore, Tamil Nadu



“To become the knowledge hive for managerial excellence by collaborating with other academic institutions of excellence and incorporate state-of-the-art technology and teaching methodologies.”

15:1

Student-Faculty ratio

55

Companies participated in the placement programme

150

Acres campus area

6,255

Number of books in the library

ABOUT THE INSTITUTE

KCT Business School was born out of a rich legacy, strong vision and great commitment. The magnificent campus and the edifice, enormous reputation, robust academics are all the manifestation of the hard work of the Founding Fathers and the commitment of the faculty.

COMPETITIVE EDGE

KCT Business School today is described as a vibrant, progressive and open institution that interweaves teaching, research and extension. It is one of the most distinguished institutions of higher education in the state, continually striving to fulfil the aspirations of its stakeholders. It has been consistently ranked very high in the Business School surveys and is a sought after institution by prospective students and recruiters.

COLLABORATIONS


- MDIS, Singapore
- HELP University, Malaysia
- Manchester Metropolitan University
- California State University
- CPIT, New Zealand
- Middle Earth Consultants, Bangalore
- Institute of Computer Accountants
- Association of BRICS Business Schools

ACHIEVEMENTS

KCT Business School has been rated high in the surveys carried out by several publishing houses at all India level. The ratings/rankings are done based on several parameters and it varies in each survey.

Best faculty awards, best paper awards have been received by the faculty. Our faculty is also invited to several conferences, talks, lectures organised by other universities, colleges, professional networks.

SALIENT FEATURES

- Multi-Dimensional Partnerships: Industry partnerships enable the education to be relevant for current and future needs.
- The Dynamic Academics: The curriculum which is innovative and current, builds the knowledge of the students.
- A base camp for aspiring entrepreneurs: KCT Business School provides a unique opportunity for success. 

K. J. SOMAIYA INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

Mumbai, Maharashtra



“To be a world-class business school by creating and developing capabilities in value-based education, intellectual capital and social responsibility.”

15:1

Student-Faculty ratio

350

Companies placement programme

65

Acres campus area

86,200

Number of books in the library

ABOUT THE INSTITUTE

Somaiya Vidyavihar was established by Padmabhushan Late Shri KJ Somaiya in 1959. An entrepreneur, philanthropist and a visionary, he firmly believed that modern education has to have its roots in strong values. This underlying theme and legacy of Somaiya Vidyavihar was continued and strengthened by late Dr SK Somaiya.

Somaiya Vidyavihar aims to provide its students, meaningful and relevant education that emphasises both the liberal and professional aspects of higher education, steeped in rich Indian culture and heritage and rooted in universal religious philosophies of the world.

Within this context, Somaiya Vidyavihar provides educational opportunities to all students to discover and disseminate knowledge in order to serve communities around the world. We firmly believe in imparting education that teaches how to live and how to make a living.

COMPETITIVE EDGE

What gives us the edge is our interdisciplinary curriculum, the bouquet of electives that we offer to our students, student driven committees for self growth and experiential learning and involving all the stakeholders like eminent industry professionals, eminent academicians, community, parents and students in the process of co-creation of value for the students.

COLLABORATIONS

- University of Applied Sciences Upper Austria, Steyr, Austria
- University of Applied Sciences, Krems, Austria
- DHBW, Stuttgart, Germany
- THI Business School, Ingolstadt, Germany

ACHIEVEMENTS

- Have created an environment for achieving academic excellence in a beautiful lush green campus in the heart of Mumbai.
- Subjects have been divided into compulsory subjects, specialisation subjects and electives in the second year of the management programme.
- Possibility to study foreign languages.

SALIENT FEATURES

- Holistic self-management programmes for students
- Experiential learning initiatives
- Sponsored research projects
- Introduction of new courses like luxury retailing, e-business, communication analytics, celebrity and sports management to name a few
- Use of Harvard business cases in teaching pedagogy
- International immersions
- Round table conferences
- Area specific research paper based conferences
- Faculty and student exchange programmes
- Construction of a new 11-storey ladies hostel 

KIIT SCHOOL OF MANAGEMENT

Bhubaneswar, Odisha



“To create an advanced centre of professional learning of international standards where knowledge and excellence shall be relentlessly pursued, unfettered by the barriers of nationality, language, cultural plurality and religion.”

10:1
Student-Faculty ratio

70+
Companies participated in the placement programme

35
Acres campus area

25,000+
Number of books in the library

ABOUT THE INSTITUTE

KIIT School of Management (KSOM) has a long history of academic excellence, providing industry-focused management education. It was founded in 1993 as Institute of Business Administration and Training (IBAT) with a vision to make it a trend setting centre for business education, where young minds are provided the right balance of classroom learning and practical exposure to turn into successful professionals and inspiring leaders.

COMPETITIVE EDGE

The institution is known for its high quality academics. With a teacher to student ratio of 1:10 and several faculty being drawn from IIMs and other premium B-schools, few MBA institutions match KSOM in the quality of faculty.

KSOM puts a lot of importance on the career development of its students based on their interests and aptitude. This results in lifelong employability instead of just a one-off placement.

COLLABORATIONS

KSOM chooses mostly top Indian companies and MNCs for recruitment. Therefore, our salary levels at 4.8 lacs average per annum are far better than most other private B-schools. More than 70 recruiters pick up close to 300 students each year.

KSOM has active collaborations with more than 300 organisations which conduct guest lectures, workshops, seminars, campus competitions, internships, live projects and campus placement activities almost on an annual basis.


ACHIEVEMENTS

KSOM's MBA programme is approved by UGC and AICTE. It has been rated in 'A' grade by NAAC, recognising the high quality of education that the institution stands for. Most ranking agencies rank KSOM within the best 50 B-schools of India.

KSOM has recently been ranked as the 25th best Private B-School of India and 4th Best B-School of Eastern Region by Times of India. The reasons for consistent ranking of KSOM among best B-schools is its world-class infrastructure, industry network and great faculty who do cutting-edge research.

SALIENT FEATURES

Our students are highly enthusiastic, conducting some or the other club activity each day, making the campus buzz with life. The campus has world-class multimedia classrooms, a four-storey library block, separate hostels for boys and girls and much more.

KSOM encourages students to lead and manage by practice. There are 11 student clubs and societies which conduct more than 30 events in a year. Students also organise a B-School Fest - 'Kolosseum', three national conclaves and a National Management Convention. 

MANAGEMENT DEVELOPMENT INSTITUTE (MDI)

Gurgaon, Haryana



“School for thought leaders and change masters.”

11:1

Student-Faculty ratio

123

Companies participated in the placement programme

40

Acres campus area

50,000 +

Number of books in the library

ABOUT THE INSTITUTE

MDI is one of the leading B-schools in India. It integrates knowledge, research, industry experience and international exposure to offer comprehensive management programmes. MDI's vision is to create, both at individual and organisational levels, cutting-edge management capability.

COMPETITIVE EDGE

The institute sets itself apart through a strong industry interface, student-driven activities and a global perspective. The intellectual pool of its faculty and the continuous hands-on experience provides the institute's students a platform to launch themselves on the management horizon. MDI is ranked consistently among the top B-schools of India.

COLLABORATIONS

MDI has 60 substantive partnerships in several regions of the world, and has a thriving exchange programme with a number of top international institutions. The institute aspires to be a truly global business school. As economic networks have gained eminence over geographic boundaries, MDI has realised the emerging role of international markets and the need for B-schools to groom managers with an international perspective. To date, MDI has partnerships in almost every continent. In fact, it is the first Indian B-school to partner with African nations, which reflects its efforts to be a truly global B-school.

ACHIEVEMENTS

MDI holds the distinction of the first internationally-accredited Indian business school (it was accredited by South Asian Quality Systems [SAQS] in 2005). The long-term education programmes are accredited by the Association of MBAs, United Kingdom. The post-graduate programmes in management (PGPM) offered by MDI are recognised and accredited by the All India Council for Technical Education (AICTE), New Delhi.

SALIENT FEATURES

- State-of-the-art library.
- Internet connectivity and Wi-Fi-facility in the campus.
- Video conferencing facility.
- Separate hostels for boys and girls.
- A golf course, courts for lawn tennis, badminton, table tennis and billiards, gymnasium, recreation room, T.V. lounge and canteen.
- One out of every five PGP students spends at least one term abroad.
- Largest International exchange programme in India.
- 75+ nationally and internationally acclaimed full-time faculty.

MIT SCHOOL OF MANAGEMENT

Pune, Maharashtra



“To be in the forefront of management and Information Technology education in India.”

15:1

Student-Faculty ratio

333

Companies participated in the placement programme

27

Acres campus area

28,800+

Number of books in the library

ABOUT THE INSTITUTE

MIT School of Management (MITSOM) was established by visionary Dr Vishwanath D Karad, who himself is an acclaimed teacher. The Institute hence, has a golden combination of academic focus and industry interface. MITSOM has witnessed a phenomenal growth in terms of quality and quantity, and has set itself to be ranked amongst the top ten management institutes in India. With world class infrastructure, experienced faculty, MITSOM is a leading provider of advanced learning opportunities that strengthens the leadership capabilities of students. The institute offers MBA and MCA programmes.

COMPETITIVE EDGE

Brand MIT has been created with a focussed approach. This is an institution which has a strong foundation of values and has achieved heights in professional world. Today MIT has more than 50,000 alumni of which about 10,000 are spread globally, all working in highest positions. MITSOM has a characteristic feature of imparting value based education in the field of Management Science with the aim of creating global leaders and entrepreneurs for the nation.

COLLABORATIONS

- Tata Consultancy Services
- Barclay technology Centre
- IBM India Pvt Ltd
- CDAC
- Oracle India
- National Stock Exchange of India Ltd
- National Institute Securities Market
- Indian Merchant Chambers
- Custodian of Enemy Property for India, Ministry of Home Affairs, Govt. of India
- Business Standard
- Dale Carnegie

ACHIEVEMENTS

- MITSOM has been given the “Best ICT enabled B-School” award in 2010.
- MITSOM has an exemplary leadership who has many accolades to its credit. Prof Dr Vishwanath D. Karad—Founder President & Director General, World Peace Center of MAEER’s MIT, Pune is: UNESCO Chairholder and Regional Co-ordinator for Asia-Pacific Region, UNESCO Chair for Human Rights, Democracy, Peace and Tolerance. He is also Member, World Association Of Non-Governmental Organisations, New York.

SALIENT FEATURES

- Finance Forum
- Human Resource Forum
- Marketing Forum
- Operations Forums
- International Business Forum
- Entrepreneurship development and Family Business Cell
- Business Ethics Club
- Trekking Club
- Sports Club
- SAFE-Social activities Forum
- Akriti Club-Magazine
- Indradhanu Club-cultural activity **F**

NATIONAL SCHOOL OF BUSINESS

Bengaluru, Karnataka



“To be amongst the most innovative B-schools with a global outlook, committed to creating opportunities to individuals with character and competence to make them pragmatic and confident leaders.”

10:1

Student-Faculty ratio

110

Companies participated in the placement programme

13,500

Square metres campus area

8,000+

Number of books in the library

ABOUT THE INSTITUTE

The National School of Business (NSB) is a unique initiative of National Educational and Social Trust, Bangalore, and an outcome of serious thinking that went into making management education more industry compliant, global in outlook and meaningful.

NSB is promoted by a group of eminent educationists from across the globe and industry professionals with a vision to create intellectual capital for the world. Successful professionals from various fields with proven credentials and rich experience are part of this endeavour.

NSB is fully committed to offer the very best in every aspect of academics to give students sound footing in management careers. The school believes in settling for nothing less than total success and is willing to chase aspirations of students till the point of fulfilment.

COMPETITIVE EDGE

- International Student Exchange programmes for interested students.
- Student Consulting Projects: helping students consult companies on real-time business problems.
- Fully-equipped placement services that caters to the needs of students all through their career, even after their MBA.
- Vibrant social life and leadership opportunities through several academic and non-academic clubs that makes NSB one of the most happening B-schools.
- Comprehensive programmes that include additional Professional Certification Courses and industry-relevant concepts.

COLLABORATIONS

- ESC-Pau, France
- University of Deusto, Spain
- National Entrepreneurship Network
- National Institute of Personnel Management
- National Human Resource Development Network
- World Trade Center

ACHIEVEMENTS

- Ranked 24th among top B-school brands in India by *Business Barons* in 2013.
- Ranked A+ and 5th best in South India by *Business and Management Chronicle*.
- Ranked A++ by *The Pioneer*.
- Ranked 9th best in South India by *Bhaskar Lakshya*.
- “Representative of “Pass-World”— Association of French B-Schools.
- Rated 4.4/5.00 on Shiksha and JustDial
- Excellent placement record.

SALIENT FEATURES

- Fully air-conditioned classrooms with modern audio-visual system.
- A learning block with a spacious library, waiting lounge, and a beautiful rooftop café.
- NSB is in the process of adding a brand new residential campus soon.

NATIONAL SCHOOL OF BUSINESS

Bengaluru, Karnataka



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SCHOOL OF MANAGEMENT, PRESIDENCY UNIVERSITY

Bangalore, Karnataka



PRESIDENCY UNIVERSITY

Private University Estd. in Karnataka State by Act No. 41 of 2013



“To be a value-driven global university and create professionals of integrity and character, who also have care and concern for society.”

30:1

Student-Faculty ratio

100%

Assured industry practice

63

Acres campus area

10,000

Number of books in the library

ABOUT THE INSTITUTE

Presidency University is the latest offering of the 40-year-old Presidency Group of Institutes and is a testimony to the experience the group has in the sphere of education. Presidency University aspires to be among the world's best universities in a short span, with a focus on innovative and research oriented teaching methodology, state-of-the-art facilities, industry-friendly curriculum with concrete action plans and an unwavering commitment to the pursuit of excellence.

COMPETITIVE EDGE

The Presidency Group of Institutes (comprising seven schools, two degree colleges and a university) has a proven track record under the dynamic leadership of the chairman of the group, who is more an institution than an individual. It has a student-centric policy of imparting quality education at a very affordable cost and with standards beyond compare.

COLLABORATIONS


Monitored Industrial Practice [MIP]

- Monitored internship reinforced in the last semester is a four-month stipendiary industrial internship, a gateway to the Industry.
- Excellent opportunity for placement for high performers.

ACHIEVEMENTS

- In 2014, the Most Promising Institute in South India award was bestowed upon the Presidency Group of Institutions at the British South India Council of Commerce and Business Meet.
- Presidency College, a part of Presidency Group of Institute, has been accredited with an A grade by NAAC.

SALIENT FEATURES

- Wi-Fi-enabled library.
- Separate furnished hostels for boys and girls.
- Medical attention and ambulance facility.
- Student group insurance.
- Free annual medical and dental check-up
- Well-equipped gymnasium with a qualified trainer. 

PSG INSTITUTE OF MANAGEMENT

Coimbatore, Tamil Nadu



PSG Institute of Management
PSG College of Technology



“Raise the bar in the management education and practice-based research engaging faculty and students to become a leading business school in India.”

5:1

Student-Faculty ratio

60+

Companies participated in the placement programme

10

Acres campus area

47,492

Number of books in the library

ABOUT THE INSTITUTE

In 1964, PSG Institute of Management (PSGIM) started as the Department of Management Sciences at the PSG College of Technology. It metamorphosed into a full-fledged, autonomous management institute (affiliated to Tamil Nadu's Anna University) in 1995. Over the past four decades, the Coimbatore-based institution has become one of the pioneering management education initiatives in South India. It now offers full-time and part-time masters in business administration programmes in management, a post-graduate diploma programme in management and a doctoral programme in management.

COMPETITIVE EDGE

The excellence of the faculty and its commitment (the institute has one of the lowest attrition rates in the state), research engagement through the institute's PhD scholars and projects, the ability to relate to local business needs and aspirations, and an enviable alumni network in major cities.

ACHIEVEMENTS

PSGIM is the first Indian B-school to achieve international accreditation with the US-based Association of Collegiate Business Schools and Programs (ACBSP) for its MBA and EMBA programmes. The institute is also in the process of being accredited by the Association to Advance Collegiate Schools of Business (AACSB). The PSGIM is also the first institution in India to get the Platinum Ranking International Certification by MAC International Educational Standards, Singapore. At the national level, the institution's programmes have received accreditation with the NBA and All India Council of Technical Education (AICTE).

COLLABORATIONS

- University of Toledo, College of Business and Innovation (COBI)
- San Diego State University's Center for International Business Education and Research (SDSU CIBER)
- University of Applied Sciences, Hof
- Alliance Francaise of Madras
- Institute of Finance and Economics, Ulaan Bataar, Mongolia
- National Stock Exchange
- Association of Brics Business Schools (ABBS)
- Harvard Business Publishing Facilities

SALIENT FEATURES

- Spacious, self-contained, lush green campus.
- 500-seater open-air amphitheatre.
- Yoga Hall.
- The cafeteria also has an outdoor sitting facility in its garden.
- Modern computer lab, 24-hour computing facility, equipped with a multimedia and video-conferencing facility.
- Learning and Resource Centre.

SCHOOL OF BUSINESS STUDIES, SHARDA UNIVERSITY

Greater Nodia, UP



To be a globally respected centre of business and economic learning that fosters learning spirit, academic and leadership excellence, as well as innovation.

21:1

Student-Faculty ratio

98.43%

Placement percentage

63

Acres campus area

1,30,000

Number of books in the library

ABOUT THE INSTITUTE

The School of Business Studies (SBS) at Sharda University is one of the top business schools located in Greater Noida. The school offers many courses at undergraduate, postgraduate and doctoral levels such as MBA, BBA, BA Hons (Applied Economics), BCom Hons and PhD programmes. With a total strength of 1293 students and 62 PhD scholars, the SBS has consistently gained recognition as the premier B-school that focuses on giving the students a peerless learning experience along with innovative applied research and best management practices.

It is one of the few B-schools where students enjoy the multicultural exposure along with the specially designed study abroad programme. Interestingly, every year, SBS adds 10 new organisations for student's placement.

COMPETITIVE EDGE

Our biggest edge is the presence of one of the largest diaspora of international students and faculty. SBS nurtures talents and develops mindset to transcend boundaries. The programmes are a judicious blend of theory and best practices. The well-thought-out course curriculum is developed in such a way that it facilitates the enhancement of a student's personality and practical experience through a continuous process of industry-academia. It makes a student socially responsible, culturally aware and a better citizen.


COLLABORATIONS

Tie up with 88 international universities and institutes for student and faculty exchange programme. SBS offers multi-cultural exposure to students both within and beyond through its vast cultural diversity, international immersion programmes and specially designed course curriculum.

ACHIEVEMENTS

- Launched a new programme, 'MBA (Banking Services)' in collaboration with TimesPro.
- Signed MoU with National University of Tres de Febrero (Argentina) for students and faculty exchanges and Joint Research Program.
- Honoured with CRISIL Business School Grading for its flagship MBA programme in 2012.
- Department of HRM organised an open competition—'Role-play Performances' for MBA (1st Year) students.

SALIENT FEATURES

- Largest campus among private universities in NCR. The lush green surroundings provide a serene ambience to focus on their studies.
- A number of food courts, badminton and tennis courts, basketball, football, hockey, cricket fields and faculty clubs are available.
- On campus residences for faculty and students.
- A multi-speciality hospital.
- State of the art IT enabled classrooms, library and laboratories. 

SIES COLLEGE OF MANAGEMENT STUDIES

Navi Mumbai, Maharashtra



“Imparting quality and holistic education for developing business managers and technocrats.”

4:1

Student-Faculty ratio

181

Companies participated in the placement programme

3

Acres campus area

32,058

Number of books in the library

ABOUT THE INSTITUTE

The SIES College of Management Studies (SIESCOS) was established in 1995. It envisages providing quality management education for nascent professionals and dynamic future managers of the 21st century. SIESCOS's foundation traces its roots to the rich tradition of South India Education Society (SIES), one of the oldest and value-based educational trusts that run a number of educational institutes in Mumbai and Navi Mumbai. Located in a sprawling campus at Nerul, the academic hub of Navi Mumbai, SIESCOS boasts amazing infrastructure and academic ambience befitting a modern B-school. The 20-year-old institute is ranked among the top private business schools in India.

COMPETITIVE EDGE

The institute's core values are character building and value-based education. The mission statement of SIES Society, 'Quality and holistic education,' identifies intrinsic focus on college endeavours. The institute has a strong focus on Indian values and ethos while maintaining the international perspective. In addition, the fees charged for the programmes at SIESCOS are very less compared to what other similar institutes charge. This gives the institute a distinct advantage in terms of higher 'Return On Investment'.

COLLABORATIONS

- University of Findlay (USA)
- Southern Illinois University, Edeardsville Business School (USA)
- University of Dubai (Dubai)
- Katowice School of Economics (Poland)
- Asian Paints
- TCS
- Indegene Pharmaceutical Lab
- Bombay Stock Exchange (BSE)
- CII- Institute of Logistics
- Institute of Chartered Accountants of India
- Innoserv Solutions

ACHIEVEMENTS

- *The Times of India* Best B-School survey (Feb 2016): SIESCOS was ranked 25th among all B-Schools in India.
- *Outlook* Best Business Schools Ranking: SIESCOS was ranked 36th, *Drishti* survey (Sep 2015).
- *Higher Education Review* (March 2015): SIESCOS ranked 18th among all B-Schools in India beyond IIMs.
- Best B-school with innovative marketing to the target segment 2015 by the *DNA* and *Star Group*, 18th Feb 2015.
- *Business World* Dec 2014: SIESCOS was ranked 26th among all Private B-Schools in India.

SALIENT FEATURES

- Leadership Trait Development Programme (a structured intervention to develop leadership attributes among students)
- NGO internship
- Market-based projects for pharma and biotech students
- Start-up Saturdays (For Entrepreneurship)
- Binary Lab for operation specialisation
- Adoption of Village-Khairpada
- Stocktrading simulation centre
- Global immersion project.

BHARATIYA VIDYA BHAVAN'S S. P. JAIN INSTITUTE OF MANAGEMENT & RESEARCH

Mumbai, Maharashtra



“We aspire to be India’s most innovative and socially responsive school of management by focussing on a judicious blend of classroom and non classroom education.”

11:1

Student-Faculty ratio

89

Companies participated in the placement programme

45

Acres campus area

23,500

Number of books in the library

ABOUT THE INSTITUTE

Bharatiya Vidya Bhavan's S.P. Jain Institute of Management and Research (SPJIMR) is one of the premier business schools in the country. Since its inauguration in 1981 by the then British Prime Minister the Rt. Hon'able Margaret Thatcher, SPJIMR has been consistently recognised as one of the top 10 business schools in India.

SPJIMR grew rapidly in eminence from one of the three B-schools in Mumbai in 1981 to one of the top ten B-schools in the country by 1994-1995. The bold move to disaffiliate SPJIMR from the then Bombay University to have freedom in course curriculum, pedagogic innovations and pioneering programmes in socially under-managed sectors was the beginning of its journey. The institute has an enviable track record of recognising the needs of society, especially the under-managed sectors, and responding with quick and appropriate responses.

COMPETITIVE EDGE

SPJIMR, as a modern-day management institute, emphasises the importance of constant improvement and evolution of the business growth mindset. The key focus areas include faculty development, research, and design thinking.


COLLABORATIONS

- International Exchange Programmes with the European School of Business, Reutlingen University, Germany and IESEG School of Management, France
- Global Fast Track programme with Purdue University (Krannert School of Management), Cornell University (Johnson School of Management), Carnegie Mellon University (Tepper School of Business) and University of Virginia (Darden School of Business).

ACHIEVEMENTS

SPJIMR is one of the most distinguished institutions of higher education in the state, continually striving to fulfil the aspirations of its stakeholders. It has been consistently ranked very high in the Business School surveys and is a sought after institution by prospective students and recruiters.

SALIENT FEATURES

A variety of interactive two-way teaching tools varying from experiential learning to simulations, video clippings and case studies. 

UNITEDWORLD SCHOOL OF BUSINESS

Ahmedabad, Gujarat



“To become the foremost B-School in management education, known for its values and academic excellence.”

20:1
Student-Faculty ratio

90%
Placement percentage

34
Acres campus area

22,800+
Number of books in the library

ABOUT THE COLLEGE

Unitedworld, along with its group of Institutions in Business Management, Design, Law and newly introduced Media & Communication studies, offers students a platform to unleash their hidden potential and discover the talent with them. Our students are at the centre of everything we do. We believe in education that is beyond textbooks and lectures in classroom and where it is a catalyst to change and growth. Unitedworld solely believes in cultivating a sense of excellence amongst its students. The experience at Unitedworld involves the guidance of highly qualified professionals and learned professors. No stone is left unturned to provide the students with the best education and train them to become excellent achievers in their respective domain of Business Management, Design, Law and Media & Communication studies

COMPETITIVE EDGE

Diversified students from across 17 states, with nationally acclaimed faculty on board, Unitedworld integrates the concept of personalised learning experience for every student. It offers:

- Career Oriented education
- Well blended pedagogy
- Top notch professional accreditation
- Industry experienced faculty
- Wide exposure to opportunities

COLLABORATIONS

- ‘India Hub for Higher Education and Global Partnership’ launched by Pennsylvania Commonwealth at the Unitedworld— Ahmedabad campus.
- AICTE, Ministry of HRD, Govt. of India.

ACHIEVEMENTS

- ‘Best B-School in Marketing Curriculum’ awarded by the Dainik Bhaskar Group.
- The *Business Barons* magazine said it is ‘The Highest Potential and Emerging Management School in India.’
- CMO—Asia “B-School Leadership Award.”

SALIENT FEATURES

- Gap Analysis and Growth Plotting
- Mentoring
- Guest Lecture Series
- International Business Camps
- Industry Visits
- Community Service
- People Skills
- Management Weeks 

XAVIER INSTITUTE OF MANAGEMENT, BHUBANESWAR

Bhubaneswar, Odisha



Connecting Business and Society



“Enabling people to live extraordinary lives, and be the light for the world.”

17:1

Student-Faculty ratio

80+

Companies participated in the placement programme

20

Acres campus area

54,600

Number of books in the library

ABOUT THE INSTITUTE

The Xavier Institute of Management Bhubaneswar (XIMB), a unit of the Xavier University owes its origin to a Social Contract between the Government of Orissa and the Orissa Jesuit Society (OJS), offers high value management education in the spirit of magis.

Since its inception in 1987, the institute has been offering quality management education with a human face. XIMB has established an identity of its own, and is known not only for its postgraduate programmes but also for projects usually not found in management institution in India or elsewhere.

COMPETITIVE EDGE

- Diversity of teaching methods.
- Close connection with industry.
- Outside class interaction among faculty and students.
- Students taking leadership roles in various activities of the institute.
- Green, clean and friendly campus.

ACHIEVEMENTS

- XIMB has been awarded with International Quality Crown Award (IQC) in the Platinum category in the year 2015 by Business Initiative Directions (BID), London.
- XUB, XIMB has again been awarded with the title of 'Excellent Business School with reinforcing international influence' pacing the '3 Palmes of Excellence' category in 2015.
- XIMB, XUB has been awarded with 'Peak of Success' by World Confederation of Business, Las Vegas, USA.
- Century International Quality Era (CQE) Award 2014 in the Gold Category.

COLLABORATIONS

- Arizona State University, Tempe, Arizona, USA
- Thunder Bird School of Global Management, Glendale, Arizona, United States
- W P Carey School of Business, Tempe, Arizona, USA
- Fordham University Graduate School of Business Administration, Fordham
- University of Antwerp, Antwerp Management School, Antwerp

SALIENT FEATURES

- A PC in every hostel room since 1998 with full connectivity.
- Fibre optic network backbone and 100 MBPS Ethernet technology.
- Wireless hotspots all over the campus.
- 200 MBPS Lease line internet connectivity round the clock.
- Air-conditioned classrooms with LCD projectors, video-conferencing facilities.



“ XLRI aims at being a management school with a sensitive social conscience ”

8:1

Student-Faculty ratio

100+

Companies participated in the placement programme

41

Acres campus area

67,000+

Number of books in the library

ABOUT THE INSTITUTE

Over the years XLRI has developed its own identity. The hallmark of this identity is, not to walk on the beaten path but to strike new routes. This enterprising and pioneering spirit can be witnessed throughout the history of XLRI. The institute diligently upholds the abiding spirit of Magis (pursuit of excellence) and focuses on integral formation of students—comprising academic excellence, personal values and social concern. XLRI spares no effort to make its curriculum world-class and deliver it in the most effective manner. Its world-class faculty, with its commitment and deep sense of service, has developed the curriculum very effectively. The multiple programmes taught at XLRI aim to serve sections of the society.

COMPETITIVE EDGE

- Culture of excellence
- International collaborations
- World-class infrastructure
- Cutting-edge research

ACHIEVEMENTS

- XLRI declared the Best Industry Linked Institute in Management by AICTE-CII.
- XLRI gets the Great Place to Study award at the first-ever SkillTree Great Place to Study—India Edition.
- XLRI receives the coveted international accreditation with the Association of MBAs for its best management programs.
- XLRI receives accreditation from National Board of Accreditation.

COLLABORATIONS

- A B Freeman School of Business Tulane University, US.
- Aston Business School Birmingham, UK.
- Bordeaux Business School, France.
- IESEG School of Management, France.
- RMIT University, Australia.
- School of Business, Loyola University of Chicago, US.
- University of Münster, Germany.
- Carlson school of management (University of Minnesota).

SALIENT FEATURES

- Green Campus
- IT Infrastructure
- Auditoriums
- Sports & Recreation
- Student Residential facilities
- Behavioural Lab 

SIX LESSONS B-Schools won't TEACH YOU

It's amazing—the difference that attention to detail can make.



KUMAR MANGALAM BIRLA
CHAIRMAN
ADITYA BIRLA GROUP

Most of you must feel that all the mental aerobics, the stress, the burning of the midnight oil over vexing case studies, is behind you. But let me explode that myth. The world out there, in the corporate jungle, is far tougher and rougher. You face a barrage of complex management situations and a host of managers of different kinds. The real world puts you at the deep end and you realise that the ground realities are radically different.

Having traversed this trajectory, and learnt my lessons, I thought I would share with you six things that I believe an MBA does not or rather cannot teach you. There are no tailor-made solutions to the issues I raise. Rather, the intent is to draw attention to them, and make you aware of them.

Lesson-1: Learning to work as part of a team

The first lesson, I believe, relates to the skills required to be able to work in teams. We tend to be very individualistic. This is partly an outcome of our educational system, which necessitates cut-throat competition. It puts a premium on individual achievement and brilliance, at the cost of team or organisational effectiveness. Individual stars are fine but, by themselves, they cannot create the brilliance of a galaxy.

In business, one has to constantly interact with people, and work in teams across a range of product, geographic and functional areas—and a full range of competencies needs to be deployed to deal with the situation at hand.

Working within a team also requires learning the art of

compromise and tact. One has to be able to spot good ideas and suggestions and weave them together. Also, one has to learn the art and skills of constructive dissent.

Learning to cope with the disappointment of not having your views factored in a team situation is necessary, as is getting on with 'business as usual'. B-schools cannot tutor us on how to manage our emotional perspective. I believe teaming is all about 'attuning' to others. Teaming is about bonding, about camaraderie and about creating a symphony. It is about not thinking 'what is in it for me?' and instead graduating to 'what is in it for us?'

Take-1 therefore is: Being team-spirited is critical to success in professional life.

Lesson-2: Learning to take care of the details

My next take is on the question of what business schools refer to as the 'helicopter view'. A management education encourages students to take the broad view, a top-down approach. This is fine, as far as it goes. But even the best perspective has to be backed up by action on the ground, and this requires getting down to the nitty-gritty.

It's amazing—the difference that attention to detail can make. It is said that Mr JRD Tata—when he was Chairman of Air India—went into overdrive even if he noticed a small chip or crack in a plate on which the in-flight meals were served. Even at his level, he did not consider this to be trivia. Let me mention another example. One of the favourite exercises of Jack Welch—ex-CEO of GE—was to pick out an issue and do a 'deep dive' on it.

Take-2: Remember...God is in the details.

Lesson-3: Learning to work across cultures

The third issue that I wish to raise is that of working across cultures. Up to about a decade ago, most businesses in India were, by and large, inward looking, and oriented predominantly towards the domestic market. But globalisation has changed all that. Now we have to look at global competition, global benchmarks and global markets. When business boundaries dissolve to this extent, people have to be able to bridge different cultures.

Business is increasingly getting faster and more seamless.

Video-conferencing, tele-conferencing and the internet are deleting global boundaries. So even as you operate from India, the cultural nuances of the people you deal with have to be taken into account.

Companies such as Microsoft, IBM, GE, Intel, Citicorp and McKinsey are literally melting pots, where as many as 70-100 nationalities would be rubbing shoulders with each other, as part of the daily routine.

Today's graduates will have to be able to understand the nuances of how people in different countries and cultures behave, how they think and what are their value systems.

Let me mention the story of two businessmen, one a Japanese and the other an American. The American was enthusiastic about finalising a business deal, and he kept on saying that his thinking—and the thinking of his Japanese counterpart—were in parallel. Yet, the Japanese was not happy, and he thought the deal had floundered. Why? Because, to a Japanese, the word 'parallel' connotes two straight lines that never meet!

So there we have Take-3: Respect different cultures and learn from them.

Lesson-4: Learning to make use of the gift of judgement and intuition

I come to the fourth point—about learning to make use of an asset that we have, but don't normally think about. I am talking about the use of intuition and gut feel, what we call the 'sixth sense'. Actually, intuition is not as random as we make it out to be, nor can it be called unscientific; part of intuition is our knowledge and experiences, processed and distilled, and stored in our sub-conscious. Of course, intuition cannot be a substitute for facts, logic and sound analysis—but it can be a complement to our analytical and logical thought processes.

Let me illustrate this point. Even the most sophisticated of devices cannot tell when a musical instrument is perfectly tuned. The musician's ear is much better at that.

Take-4—then—is: Listen to your sixth sense. Also understand the touch and feel factor of the experienced.

Lesson-5: Using failure as a stepping stone to success

Let me turn to the fifth factor—the fear of failure. I believe that we have to get used to failure and learn how to get the best out of it. Too many of our organisations penalise or look down on those who have failed.

Regrettably we attach undue importance to failures. Many among you would have gone into depression at not being chosen on day one or day two for your summer placement or at having missed being selected by your dream company. Do bear in mind, failure is by no means the end of

the world. It is, in many cases, a pre-condition for success. Failure is the crucible in which success is created. It has to be seen as a learning experience, a process of trying out alternatives and eliminating them. We have a lot to learn from Thomas Edison, the great inventor. He just kept on failing, till he succeeded. And eventually, he did. Of his many failures, he remarked: "I have not failed. I've just found 10,000 ways that won't work."

The best way not to fail is not to try at all. But that is surely a recipe for stagnation.

Take-5 is: There is no success without failure.

Lesson-6: Learning a new, more holistic definition of success
And finally, I come to the last issue—that of the need for redefining success. Just as it is important to cope with failure, we all, in fact, each one of us, needs to reflect on what success really means and how do we measure it.

I believe, importantly, success is how far you have traversed in life—from the starting point of the journey to where one is placed today. Using this metric, many of you will discover that you have come a long way indeed.

If we probe even more, one might realise that perhaps it's not just success that we are really after. What most of us want is to be happy. That realisation opens up an entirely new vista, and breaks us away from our self-inflicted chains. **Take-6:** Let's define success more holistically.

Conclusion

I have walked you through six lessons that I believe cannot be adequately stressed in a business school education. I hope that just being aware of these will help you get started on acquiring those aspects of learning that may be missing. Each of us has different learning needs—we are better in some areas, while lacking in others. So it's up to each one of us to take stock of ourselves, and identify which of these learnings we fall more short of—so that we can work to bridge the gaps. Look upon your workplace as a continuing MBA—that will help plug in the gaps not learnt formally.

Finally, I would like to say that more and more, organisations are now looking for leaders, not just managers, and not leaders just at the top, but right across the organisation, at every level. Developing the skills required for leadership will call for all the different learnings I have mentioned today—plus many more. Today, career growth involves transforming MBAs into managers, and managers into leaders. This represents a quantum leap—somewhat like a caterpillar being transformed into a butterfly.

I welcome you all to the real world. And don't forget to have fun along the way. **■**

SEVEN deadly LIFE SKILLS of the 21st century

With the advent of the internet and mobiles, we are now inundated with information that we never knew existed.



BP BIDDAPPA
Executive Director -
HR, HUL and
Vice President -
HR, South Asia

“The times, they are a-changing”. When Dylan laid down that gospel in '64, little did he know that it would be truer now than ever before. I often think, if I were to go back to school and not change the subjects I learnt but change what I learnt from each subject—what would that be? As the world economy moves through challenging times, here are my tips for the seven deadly skills that could prove to be quite important.

Search

With the advent of the internet and mobiles, we are now inundated with information that we never knew existed—or had access to. The first life skill on my critical list is the ability to find information, patterns, directions. Somewhere in the world, the future is playing itself out. The question is can we find out where that's happening so we can be early movers and predict what the future is going to be.

Resilience

VUCA isn't just happening, it's the nature of today. Leaders need to have the resilience to pick themselves up from failures and walk on. Markets can rise and fall dramatically on a single day and managing such volatility needs a high degree of resilience and staying power. Today's connected world also means that the line between work and personal life is blurred—with mobiles and tablets carrying work 24/7 into our very bedrooms. Managing this is no longer a question of work-life balance, but of managing a 'wired life'.

Versatility

Our ability to manage environments that we have not seen before and situations that we haven't been taught

about is often directly related to our ability to handle and tolerate ambiguity and our exposure to several different life experiences.

Energy

Taught at no business school, or even at any medical school. The ability to create and build positive energy. With your team, for a purpose, across the organisation. This is not just about a long drawn-out campaign but even on a daily basis. The power of optimism and the power to create Mojo. To be practical and realistic but to create energy to drive positive change.

Judgement

It's a day and age when textbooks cannot prescribe what could happen or what outcomes could take place for actions that we might take. More than ever—this life skill of being able to weigh in (often) incomplete information with experience—becomes increasingly critical. Tied in with 'search' and with a careful understanding of potential outcomes is the life skill of 'judgement'. All this now has to be done in much shorter time frames!

Curious

Often said that 'curiosity kills the cat'. In today's times, however, it's relevant to note that 'lack of curiosity can equally kill the cat!'. This life skill keeps us relevant, contemporary and makes sure that we understand an environment that is constantly changing. It's the fuel that drives us to be better, every day.

Simplicity

The ability to create simplicity—to break something complex down into something simple is to get the essence. This life skill is like the proverbial 'cutting the Gordian knot'. To be able to unentangle and 'de-complicate'. In retrospect, would I change the subjects that I studied—Economics and Business? No, not at all. However, over a quarter of a century later, I have learnt that we need to build different muscles and these different muscles can be built at the same gym—with the right exercises and the right focus! **■**

The **STREETWISE** School of **MANAGEMENT**

These street kids taught management lessons that most graduates of B-schools take several years to learn.



RAGHU RAMAN

President Risk, Security &
New Ventures, Reliance Industries Ltd

A few years ago, I was invited along with a friend to speak to a group of students and entrepreneurs in a marketing seminar at Pragati Maidan in New Delhi. Since we were early, my friend who was then the CEO of an online portal, was conducting an impromptu briefing with his Delhi team just outside the venue, literally on the road. I stood beside him listening. I noticed two small street urchins eying the meeting. One of the small boys sidled up to the group and started begging—a pained face, one hand stretched out and the other pointing at his stomach.

My friend was distracted by the boy. He first tried to ignore him and then tried shooing him away. But the boy kept appealing to my friend. Soon, out of irritation, my friend dug into his pockets looking for some change. He did not find any. That action became a trigger and his subordinates competed to find some change for their CEO. Someone found a ten-rupee coin. My friend took the money from his colleague and handed it over to the urchin to get rid of him. The street kid ran away delighted at his luck. A few other street urchins tried to snatch the money from him but with his fist clenched, he scampered back to his brother. In the safety of his surrounding, he showed the coin to the younger kid and pointed towards my friend urging him to try his luck.

Though I had prepared a detailed presentation for the seminar, when my turn came to speak at the forum I just narrated this incident. Why? Because the street kid taught

and reinforced management lessons that most graduates of B-schools take several years to learn.

The street kid approached the group but targeted his ‘pitch’ towards my friend. He had intuitively discerned who was the leader of the pack and followed the first lesson of sales—find and speak to the decision maker!

The second lesson the kid taught was—persistence pays. Thirdly, when the kid got the money, he did not advertise it but held the ‘sale’ close to his chest divulging it only to his brother—not to his competitors!

And finally, when he guided his younger brother towards the group, he was following the age-old principle of ‘customer relationship management’.

Green graduates knock on the doors of people having fancy designations, little realising that the decision-making is happening somewhere else. If they manage to find an interested client, they tom-tom their achievement, inviting the attention of their competitors, who steal away their orders!

Most B-school graduates miss opportunities to learn important business principles because they believe that only fancy business case studies or tomes written by famous teachers can teach them management. They revere large international brands as learning models but ignore shops and establishments that support our lives every day. The complex supply chains of products that start and run our average day—from newspapers, milk, groceries to services like cleaning of homes and washing of cars—all follow unerring principles of management. And they don’t have any of the advantages that large MNCs have.

Why can’t our B-school students teach these interesting cases of business to their students? Beyond the perfunctory *dabbawallas* and a handful of similar cases, this rich source of experiential learning goes waste. Such micro ecosystems have valuable lessons for our budding managers.

If there was another reason B-school graduates needed to learn management from the streets; then here it is. They may be humbled to know that most street vendors make more money than many of the alumni of business schools! **■**

INNOVATION and ENTREPRENEURSHIP: from BRAIN DRAIN to BRAIN GAIN

With around three-four start-ups born every day, the tech start-ups in India are expected to grow to 12,000 by 2020.



RANA KAPOOR
Founder MD & CEO -
Yes Bank

For the first time in India's history, we are witnessing a wave of new age entrepreneurs who are using 'innovation oriented models' to redefine the contours of global businesses. India, the youngest startup nation, has now overtaken Israel and China to emerge as the third largest start-up ecosystem, providing direct employment to around 85,000 people and attracting US\$ 7.3 billion in 2015.

With around three-four startups born every day, the tech start-ups in India are expected to grow to 12,000 by 2020, boosting the growth engine. Globally, Indians have already demonstrated their innovation and entrepreneurial skills. In the Silicon Valley, they account for 6 per cent of the population, and 15 per cent of the start-ups are by them. In the US, Indians are dominating the immigrant entrepreneurship scene with 32.4 per cent of all immigrant-founded startups being founded by Indians.

Traditionally, we have witnessed an estimated 40 per cent of research talent immigrating overseas in search for better opportunities, as a result, on a Global Innovation Index (GI) 2015, India ranks a lowly 81 out of 143 countries, far behind China which ranked 29th. However, as the landscape of Indian economy shifts away from the traditional economy towards being an innovation-led economy, wherein 800 million young Indians below the age of 35 would be the driving force and the 402 million internet-user base would be an enabler, we would soon see a new entrepreneurial phase emerging in the country.

This new 'entrepreneurial' phase which is characterised by DICE—Design, Innovation and Creativity led Entrepreneurship—emphasises that educational institutions are the best place to ignite the entrepreneurial spirit.

Firstly, the paradigm of 'the innovation district' is providing entrepreneurs and startups an ecosystem designed to spur economic development. With over 80 official innovation districts globally, including Silicon Valley, Boston, USA and Barcelona, Spain, the concept is changing the landscape of innovation. In India, similar endeavours like Indian School of Design & Innovation (ISDI) and Lower Parel Innovation District (LPID) are providing building blocks using the disciplines of design and innovation to play a significant role in addressing issues of economic development and social improvement.

Secondly, as a significant proportion of innovation-based startups arise at the educational institution level, it is essential that universities reorganise and foster entrepreneurship in all degrees.

Thirdly, it is paramount that an industry-academia interface is established at the educational institution level itself to harness and catapult these innovative ideas into successful entrepreneurial ventures. Apart from the recent announcements, the passage of 'Universities for Research and Innovation Bill (2012)' would enable private bodies both domestic and foreign institutions to set up 'innovation universities'.

Fourthly, it is essential to promote the culture of entrepreneurship in society, by incorporating entrepreneurial culture in all academic phases and imbibing the spirit of right to explore and right to fail.

The new age entrepreneurs have made a thumping start, revolutionising the global economy and spurring a new era of sustainable development. This new wave has also seen emergence of women entrepreneurs with female founders and co-founders in start-up ecosystem increasing from 6 per cent in 2014 to around 9 per cent in 2015.

With the right mix of these innovative ideas, access to risk capital and large customer base, India is all set to emerge as the next start-up hub with the potential to fuel not only the national, but also global aspirations of the 21st century. **E**

From **STUDENT** to Management Trainee: The **MICROSOFT WAY**

Collaboration and the ability to seamlessly work across boundaries make others successful.



ROHIT THAKUR
Head - Human Resources
Microsoft India

Today, we are at an exciting juncture where the rapidly-evolving landscape of technology and entrepreneurial mindset powered by the youth, is paving the way for newer roles and skill-sets to meet the transformational needs of businesses. As millennials enter the workforce, the one key thing they must leverage is the advantage of being early adopters and risk-takers. This is an asset. If channelled in the right direction, it can help young students scale great heights in their professional journey and become future leaders. This is why Microsoft believes in providing the future ‘game-changers’ an avenue to grow, develop and thrive.

When the right set of people come together in an enriching organisational culture, great things can happen. This is a fundamental belief for us at Microsoft. We pride ourselves on being the hub of truly world-class talent immersed in a culture of innovation that we call the ‘growth mindset’.

To ensure that this remains intact, there are some key attributes that we look for in a student hire that not only set them up for success in the first step of their career as campus hires, but also paves the way for their long-term growth and advancement. These attributes run across our hiring process as we select diverse individuals across varied roles.

The first of these attributes is how well does our organisational culture resonate with the new hires. We believe in an organisational culture that reinforces the value of growth mindset which we define as having a ‘learner mindset’ rather than a ‘knower mindset’. Accordingly, in a new hire, we look for an eagerness to learn continuously, ability to take smart risks, learn from setbacks, and challenge the status quo. This is particularly important, because we have a philosophy of hiring for tomorrow, not just for what we see in a candidate today, but also assessing their potential to drive the business transformation in the future.

Microsoft is a company that is defined by a passion for technology. We regard this as a deeply-valued asset in all our employees and look for those who are passionate about technology. Our employees realise technology’s potential to empower each person and organisation on this planet to achieve more. For us, that is what differentiates the exceptional from the competent.

Having said that, empowering individuals and organisations through technology is not possible without strong technical and analytical skills. Students, therefore, must be equipped with these so they can hit the ground running when they join us and are able to assimilate the strong learning curve that each campus hire at Microsoft experiences as they come onboard.

Lastly, but most importantly, I firmly believe that collaboration and the ability to seamlessly work across boundaries, make others successful and leverage others’ great work is a key to the ‘work as one’ culture we aspire for at Microsoft. Hence, for us, a new hire must have the ability to work in teams, be receptive to feedback and continuously learn and grow.

We believe firmly in hiring for the right attitude and the right values and then training for the right skills. Complementing this philosophy is our culture that gives campus hires every opportunity to realise their full potential. I believe, this can lay a strong foundation for today’s youth to become future leaders. **F**

THE AIRTEL Way Of Making Employees FEEL VALUED

Our vision is to enrich the lives of our customers and our obsession is to 'Win Customers for Life'.



SRIKANTH
Global CHRO - Airtel

At Airtel, we keep customers at the heart of everything we do. Our vision is to enrich the lives of our customers and our obsession is to 'Win Customers for Life'. Today, Airtel has more than 340 million customers. How does a company serve such a large customer base? How does it keep earning the trust of its customers?

The answer is simple. At Airtel, we drive a culture of performance excellence by giving our employees complete clarity on their goals. We call it 'I know what I need to do'. If you are one among Airtel's 23,000 employees across India and Africa, this is what you would experience:

"I see the Company GPS"

Every year, we outline the top strategic actions that are required to win customers for life. This is commonly referred to as the Airtel GPS and has a balanced set of measures across multiple perspectives such as customers, markets, capabilities and people. Simple KPIs underpin every strategic GPS action, and these help the employee internalise the actions and commit to outcomes at the company level.

"I understand my business unit GPS"

Every business unit within Airtel outlines its own GPS actions every year. This brings strategy one step closer to the employee. What we now have is a committed employee, impatient to be part of the action. It is a great starting point for individual action planning.

"I understand the key deliverables expected of me"

Line managers and HR folks then work together with every employee in KRA setting—employees are expected to set only four KRAs, three of which are operational and one is strategic. The four KRAs typically represent the top deliverables expected from the employee.

For each of the KRAs, objective metrics are defined with unambiguous measurements. Where the metrics are purely qualitative, these are mentioned upfront.

"I see the connection between my job profile and my KRAs"

At Airtel, job profiles are written for every role, centred around the expected KRAs and the skills required for the job. We follow the discipline of structuring jobs and roles around our obsession of winning customers for life.

"I know the behaviour and functional expertise expected of me even as I go about delivering my KRAs"

Our performance assessment process looks at both 'what' was achieved i.e. the KRAs and also 'how' it was achieved i.e. the leadership behaviours used to accomplish the KRAs. Employees are expected to demonstrate five leadership behaviours, also referred to as our leadership competencies, which are linked to our vision of enriching the lives of customers.

"I know how my performance will be measured"

Given the sharp clarity around KRAs, the metrics for measurement and the connection with the job profiles, the employee is now well-informed about how his/her performance will be measured. Finally, the elegance of our approach is encapsulated in one powerful form of expression: every employee is expected to narrate his/her exciting story of business contribution, professional growth and personal growth. Thus, our unique way of involving employees in goal setting and action planning has been instrumental in focusing enormous organisational energy on our strategic goal of 'Winning Customers for Life'. **■**

INDIAN B-Schools in the GLOBAL ERA

Both XLRI and XIMB have earned a high reputation and have been consistently ranked in India among the top business schools.



FR. PAUL FERNANDES SJ
Director -
Vice-Chancellor of Xavier
University Bhubaneswar
(XUB) and Director of Xavier
Institute of Management
Bhubaneswar (XIMB)

The forces of globalisation are felt in all walks of life and business education is no exception. Mentoring by world-class management schools like Harvard Business School and Sloan School in the 1960s provided a solid foundation for management education in India. Management professors like Howard Baumgartel, Warren Haynes, John Dearden, Warren Bennis, Shiv Gupta and others from the US provided leadership in developing serious management programmes at IIM, Ahmedabad and IIM, Calcutta.

Prior to 1962, in the field of management education, XLRI was the first institute set up in 1949 with Jesuit initiative by Fr. Quinn Enright, SJ and later joined by Fr. Bill Tome, SJ and Fr. EH McGrath, SJ, in Jamshedpur to offer programmes on industrial relation and labour. Subsequently it started a two-year full-time management programme. In 1987, Xavier Institute of Management (XIMB), which is now a unit of Xavier University Bhubaneswar (XUB), was set up and a two-year postgraduate programme in Business Management was started. XUB is a state university with two campuses, and six different schools, offering postgraduate and doctoral programmes through six faculty groups. Both XLRI and XIMB have earned a high reputation and have been consistently ranked in India among the top business schools. Besides, these institutes are known for their commitment to social causes and social transformations.

As India's economic importance is being increasingly felt and it has the highest number of B-schools, they are expected to prepare leaders who can effectively manage the

complexities of international business.

Except FMS, Jammalal Bajaj Institute, and IISWBM, no university-sponsored management programme has really made a mark in the field of management education. With the setting up of AICTE in 1987, and freedom granted under the system, the number of institutes have grown to more than 4,500, which is more than the number of schools in Europe and the US! However, only about thirty institutes have delivered outstanding performance. Some institutes such as IMT, Gaziabad and S P Jain Institute, Mumbai, also have opened centres abroad to tap regional students aspiring for management education.

In 1997, a major development took place with the establishment of ISB at Hyderabad at the initiative from McKinsey consultants with support from Wharton and Kellogg Schools. In the global era, Indian B-schools are in the process of evolving and learning from their national and global peers. There are innovations in several areas such as student exchange, faculty exchange, establishment of global centres, etc.

Globalisation of B-school education from a student's perspective is a one-way path where students from developing countries are moving in large numbers to developed countries. Globalisation in its true sense should also pave the way for student movement from developed to developing countries.

For this to happen, Indian B-schools should offer something unique which will give the international students an advantage whereby they will be attracted. The schools would require faculty of international standing with capacity to connect with peers in other countries.

Restrictive rules and regulations for Indian institutions to go to foreign countries and set up campuses, the government's excessive control on matters relating to fees and emphasis on quantitative parameters and not on quality have also been some of the obstacles. The enactment of the Education Providers Bill, 2013, along with its quick implementation to build trust with foreign investors will bring management education of global standard to India. Similarly, Indian B-schools should be in a position to open off-country centres, so that a 'level playing field' is created for both Indian and foreign students. ■

WHY RESEARCH MATTERS?

Management is the art and science of getting things done through people and resources.



DR RANJAN BANERJEE
Dean - S.P. Jain Institute of Management & Research

Organisations are central to the way modern society gets things done. Be it your newspaper, food, neighbourhood retail store, electricity bill, or housing society, your life is touched by many organisations daily. On most occasions, we assume that organisations will do what we expect from them. When they fail, the functioning of modern society gets affected. Management is the art and science of getting things done through people and resources. Effective management is thus critical to societal functioning.

Yet, ages after professional management education came into being, we do not have specific and unambiguous answers to the issues that managers face on a day-to-day basis: How do we motivate teams? How do we deal with the disruptive changes that technology brings in the world of work? How do we prevent yesterday's success from blinding us to tomorrow's failures? How do we systematically improve the quality of decision making in organisations? How do we motivate people who are not directly a part of our formal organisation? How do we plan careers when people have multiple, varied careers over a lifetime?

Answers to these questions should be the domain of research. We should sift through the evidence, construct questions of real world relevance, and use rigorous

methodologies (based both on secondary research and innovative, real world experiments) to answer these questions. This quality of research, rigorous research which seeks to inform and influence practice, is the futuristic role of the modern business school. Answers to these questions are unlikely to be found by practitioners; too much of what the practitioner does is short-term and crisis oriented, and the time to step back and examine these issues is simply not there.

Business schools in India have a long way to go to bridge this gap. The first step in influencing practice is to understand it, and too many of our academics have never stepped onto a shop floor, or made a sales call. Proactive outreach and dialogue and corporate partnership seem too much of a stretch. With the exception of a few top universities, incentives in academic research around the world are geared to recognising technical sophistication over real world application. The consequence is often mediocre, incremental work with the veneer of technical sophistication. The issue is compounded by the fact that even our best institutes do not offer anywhere near the quality of research training that we see in the West.

The mind of a good researcher is first characterised by intellectual curiosity. If, in our B-schools, we create a group of researchers who understand both practice and theory, and share a desire to answer real-world questions, the training and networks can follow. We need to start with creating a dedicated group which is passionate about research. This requires a culture where we openly critique each other's work, make industry interaction a regular practice and not a showcase event, and derive pleasure from gaining insight into the issues that matter.

There is no dearth of contexts, or data, or opportunities. Ambition and curiosity are the key requirements. We need to create a culture; we need to make research 'cool'. This is a long and difficult journey, but we have the talent. The role of B-school is to champion the process, and give research and leadership its rightful place. It all begins with having the courage to ask good, insightful questions. **■**

CHALLENGES faced to raise the quality of HIGHER EDUCATION

More than 60 per cent of our institutions and colleges lack decent infrastructure.



JAIDEEP BANERJEE
Head of Operations –
Unitedworld Group of Institutions

India's swift integration with the global economy has led to the demand for qualified manpower with perspectives to fill the gap of changing economic scenario and sustaining global competition.

Our higher education should be able to create talent that can understand and tackle the dynamic social and economic needs of the country. It requires high professional standards among graduates who have the requisite skill-sets to match up to the desired global competence. However, there are challenges in terms of curriculum, pedagogy, and faculty as well as in research. Most of the higher education institutions follow a curriculum and pedagogy that is either outdated or not in sync with global technological advancements. The pedagogy gets impacted on account of severe shortage of well-trained faculty. It is unfortunate to note that in the past two decades there has been a lack of focus on the quality of research activities across institutions since most of the research and partnerships are limited only to the top institutions of the country.

Research has never been our priority since high teaching loads impacts the quality of research. Our higher education system is not flexible and it has become extremely difficult to retain talent in academics and do research work in institutions. Academia-Industry partnerships is also largely limited only to the leading institutions of the country. More than 60 per cent of

our institutions and colleges lack decent infrastructure and quality educators to create professionals to squarely face the global competition. Public spending on higher education is around 1.4 per cent of our GDP and has remained dormant since 2008. India has its higher education sector regulated and private players are having a tough time since no structured evaluation framework to celebrate merit is in place.

The rise in the income level of the middle class has led to the growth and proliferation of private players in the education sector. The difference is even starker in the higher education sector with India recording a Gross Enrollment Ratio (GER) of 18 per cent which is way below the global average of 27 per cent. While steps are being taken to address the demand-supply gap, there exist major challenges in addressing the issues of low quality of teaching, infrastructure and funds for research and innovation and uneven access to opportunity. Issues of flexible learning are partially being addressed by the technology changes leading to further changes in the structure of an institution. Employability issue is being addressed by bringing in a change in the modules to include clear and operational learning outcomes and work skills.

Presently, there are more than 13 regulators in the higher education sector with each regulatory body functioning in isolation. They were created at different periods by different ministries and this has led to confusion, inefficiency, corruption and wrong practices in higher education.

In a developing economy such as ours, only 10 per cent college students and around 27 per cent of MBAs from postgraduate institutions are employable. It is a very low figure as over 22 lakh graduate from higher-education institutions across the country every year.

With globalisation, there is an international market for Indian companies and it is supported by faster flow of information and technology leading to reverse brain drain. However, globalisation has to be used to our advantage since outsourcing of jobs from developed countries to India shall create immense job opportunities for our educated youngsters. **E**

The **FUTURE** of **MANAGEMENT** Education

Good management brings great benefits to society and the world at large.



ADITYA BERLIA
Co-Founder & Pro-Chancellor
Apeejay Styra University
Member-Management Board,
Apeejay Styra & Svrn Group

Never before has there been so much interest, supply and demand in management education, and perhaps never has there been such a big impact of good management on so many people's lives. Management education in public perception has over time moved from the sole pursuit of the capitalist to its true nature—the professional organisation of people and resources to address any challenge. We see this in a number of instances. Several non-profit organisations seek competent professionals, governments employ people with MBAs, and people vote for politicians who are seen as good managers. It is an established fact that good management brings great benefits to society and the world at large.

The definition of good management has also caused a bit of self-reflection—you clearly do not need a professionally-accredited education to be called a manager, or in fact, to be a good manager. The big assumption in management education is that a professional management education, in whatever form, leads to better management and creates better managers. However, ask any recruiter and you will discover that formal management education hasn't been able to produce individuals well-suited or even well-trained for management roles.

A large part of this devaluation has come from an incredible number of management schools and faculties passing themselves off as fit to teach the subject with paper-based qualifications and copied curricula. But a lot of it is also deeply linked to how management education has fundamentally evolved and is a reflection of its failure to adequately reform to meet its goals.

This leads to the question—Would a person be better suited for management if he had worked in a two-year internship rotation in a good company instead of attending a good two-year MBA programme? And an even more daunting question: What is the value of a three-year Bachelors of Administration programme? Does a one-year study in Europe really give an individual 'mastery' over business management? Or would it have been better to have paid that large fee to a great company to employ you instead?

Unfortunately, this drive for evolution has not been system-wide, and even the best institutes (with rare exceptions) seem to be simply stumbling along. The best often focus on brand naming, network creations, and spending time to get internships and jobs rather than transforming their students through the education process.

There needs to be profound changes in the management education and in the structure of the institutions that seek to impart it. The requirement is urgent as the system is collectively eroding the goodwill and branding it took so long to create. A proper set of reforms would require a comprehensive book at least, or, in modern times, a multiple episode-series of ten-minute videos.

Unfortunately, any fundamental change for even the most nimble institutions can take an aching long time. The most important task, however, for the institutions is to quickly and firmly find and define their place in the changing world.

While most institutions endeavour to teach innovation in their classrooms, they are extremely frightened to innovate themselves beyond the margins. Many of these bold innovations might fail, and take down with them decent institutions—but there will be overall benefit. The ones that succeed in redefining themselves, will have created paths forward, earn themselves a place in history, and perhaps create a rather splendid future for management education.

Personally, the more the definition of management education moves towards practised philosophy, the better managers we will create—but each to their own. Time, however, is not our friend. Given the plethora of problems societies and the world at large face—we are in need of great managers. ■

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