

# Management Education & Institutes Management Guru Speaks

Compiled By  
**Aradhana Changkakoti**  
GHRDC

Management Education is going through a paradigm shift. There are a variety of factors and issues which need to be addressed and discussed. Having visited hundreds of B-Schools across the country and having interacted with Vice-Chancellors, Directors, Deans, Faculties and Students, many pertinent questions and concerns emerged.

In the context of current Management Education scenario, a few eminent Management Gurus were requested to provide their insights and perspective on the following questions for a better understanding of the Management Education:

1. In the context of the changes happening in Management Education in current scenario, what kind of steps should be taken in the coming years by the Management Institutes in India?

**XLRI, Jamshedpur,  
Jharkhand**

**Fr E Abraham SJ, Director**



While proficiency in management-centric subjects is an important aspect, it is equally important that the students have a strong grounding in ethics and responsible behaviour. With workplace and the marketplace becoming increasingly complex and competitive, often managers might be

tempted to compromise ethical standards or violate the law especially if they think they can get away with it. Management Institutions have a responsibility towards sensitizing future managers of the ramifications of improper actions at the workplace, industry and society as a whole.

**T. A. Pai Management Institute (TAPMI),  
Manipal, Karnataka**

**Dr. R. C. Natarajan, Director**



Management Education in India is going through the throes of change. All business schools in the country now need to be comprehensive in their outlook, with their curriculum and delivery reflecting the reality that we live in a global world. Free online education

through Massive Open Online Courses (MOOCs) is a potential threat to the traditional brick and mortar, face-to-face, full-time education. We need to make our present education system more flexible, interactive, experiential and value-adding. One-way knowledge-transfer is vigorously challenged by the current generation, technology and times.

**Jaipuria Institute of Management, Noida, UP**

**Dr. Rajiv R. Thakur, Director**

First and foremost, Institutes should develop a foresight for the future developments and scenarios in the context of what way would the economy, society and business move globally, regionally and nationally. A lot of new sectors and businesses would emerge requiring new skill-sets; existing sectors would expand their scope in locations and activities which again would need different skills. Learning from the mistakes of the past, Institutes need to understand what exactly the needs of the industry are, and the same skill-sets should be integrated with the learning outcomes of the programme curriculum and courses. Even today, when the industry is undergoing a shakeout phase, Institutes which have been able to add value, command the trust of aspiring students.



**Jagan Institute of Management Studies,  
Rohini, Delhi**

**Dr. J K Goyal, Director**

As we know, in recent years, many B-Schools in the private sector are facing closure due to poor student enrolment. This is partly because of the fact that the governance of most of these B-Schools is mainly in the hands of the promoters. This is not a very healthy situation. These B-Schools require academic and professional administrators, who should be given plenty of freedom in their working.



If there is any single sure mantra for success of an educational institution, it is its capacity to attract and retain excellent

teachers and researchers. The promoters routinely complain of shortage of competent faculty, particularly at the middle level and above. But facts speak otherwise. Most of the small-time promoters assign very low priority to faculty. Had the private sector as a whole made concerted effort in this direction during the past two decades, it would have built a strong faculty base parallel to its state-funded counterpart. Most of these institutions rely on fresh recruits (available at low salary) and retired personnel from traditional university system. The AICTE and the UGC have also contributed to this trend by increasing the retirement age to 70 years instead of 65. The private sector cannot poach talent from the public sector unless it makes its career advancement scheme much more lucrative than the one proposed by the UGC. Nothing prohibits the private promoter to devise and advertise a long-term performance-based reward system.

**Symbiosis Institute of International Business (SIIB), Pune, Maharashtra**

**Dr. Pratima Sheorey, Director**



Management science and education in India by and large remained focussed on selected domain areas based on existing curriculum models that included streams like sales and marketing, corporate finance, human resources, organisational behaviour, supply chain management, etc. Management Education and curricula also need to shift towards integrating Indian industry into global business practices with increased global trade operations and creating a pool of talent to make Indian businesses more competitive with their global counterparts. Curriculum should also be re-designed towards changing global opportunities, like micro finance, trade barriers in exports, environmental issues like climate change and sustainability, recent financial crisis, etc.

We should encourage entrepreneurship and service, extend the frontiers of knowledge in management through cutting-edge research, propagate, assimilate and develop contemporary innovative management practices and systems to contribute to social capitalism in India.

**Xavier Institute of Management, Bhubaneswar, Odisha**

**Fr. Paul Fernandes, S.J., Director**



We should seek to understand the incoming students. They are first scholarly students, management, and executive and leadership aspirants next. Opportunities for them to meet their aspirations for quality of life, and quality higher education, and their aspiration for quality first jobs and to be leaders in their chosen fields are to be made possible by the

Management Institutes. We should instil in students a sense of purpose in life, a sense of willingness to contribute to society and to care for creation. Not only being a professional is important, today it is more important to be an authentic whole person.

**K. J. Somaiya Institute of Management Studies and Research, Mumbai, Maharashtra**

**Dr. Satish Ailawadi, Director**

Today's students look beyond theory-based sessions in the classroom. These informed students demand quality and inclusive learning. Hence, it is imperative to amalgamate academy and industry influence. Rigorous industry interaction through concurrent projects and summer projects will definitely benefit students and provide networking opportunities. Above all, the contents of the programmes have to be aligned to the realistic industry scenario setting a platform for experiential learning.



**Symbiosis Institute of Management Studies, Pune, Maharashtra**

**Brig. Rajiv Divekar (Retd.), Director**

Managing business has become more skill-based, knowledge-driven, specialised & technologically advanced and internationally networked with an attitude and sensitivity to manage and integrate these dimensions for an optimum outcome. Management education will have to facilitate the process of disseminating the above to prepare student managers to head the tasks as soon as they enter the world of doing business after graduation. Visionaries and leaders to foresee the future trends and changes with planned strategies would be in demand to drive the steering of business development and management.



**Xavier Institute of Management & Entrepreneurship, Bangalore, Karnataka**

**Prof. J. Philip, President**

Some of the important steps are: greater industry-institute interaction, so also active partnership with B-Schools around the globe. Team teaching with managers from well-managed industry groups, attract industry-experienced faculty, strengthen the global orientation in the curriculum and greater drive for applied research.



There is a high reliance on text books in Management education in our country. This should shift to application-

oriented learning and research-based projects undertaken by students as part of education.

**National Institute of Industrial Engineering (NITIE), Mumbai, Maharashtra**

**Prof. (Ms.) Karuna Jain, Director**



In the past few years, times have changed drastically. And in a globalised economy, no country is insulated from such rude shocks. So when the times are tough and things are not looking bright, it is probably the best strategy to go back to basics and reform things at the grass-roots level. This is one

of the key reasons why education system and primarily the Management education system need to be looked at closely and transformed for the next generation. Most of the skill-sets expected by the industry about five years back—like leadership skills, soft skills, analytical approach and many more have become a norm these days. In a highly competitive world today, the industry or rather the nation expects lot more from these young managers. This calls for a great deal of change in the Management Education process, and some of the factors that can be looked at are:

**High Standards of Business Ethics:**

Be it the Sub-Prime crisis or the Eurozone issue, the reasons somewhere down the line boil down to ethics and fair business practices.

**Focus on Excellence in Processes:**

As the market pie shrinks, profits will not come by growth alone. Businesses have already realised this and are now continuously working to improve the existing processes in order to bring down the costs without compromising on the quality. Management education needs to focus more on Supply Chain Management and Business Process Re-engineering as the next big thing.

**Global Collaboration:**

Globalisation is here to stay. As a young manager one should be aware of such anomalies as different countries, different cultures, different processes, and even different cuisines; and should be capable enough to excel amidst such changes. There is a very good opportunity for Indian B-Schools to tie up with Global Institutes and such an exposure can be improved through Student Exchange Programmes, International Summer Projects, Guest Lectures from International Faculties, and even International Industry tours, exchanging course material, faculty exchange programmes, and even leveraging technology.

**Encouragement for Entrepreneurs:**

It has become an unfortunate notion that B-Schools offer the students a quicker access to their career goals and high paying jobs with their ever-increasing focus only on placements. Though, this is true to a large extent, it is

extremely important to remember that one of the key roles of a B-School is to produce entrepreneurs—who on the back of their enthusiasm, innovative ideas and learning from these institutes create Apples and Microsofts of the future. And Management Education can play an integral role in this by offering the students encouragement and support (monetarily or otherwise). After all, the Indian economy, no matter how globalised it becomes, still largely runs on the success of such SMEs.

**Indian Institute of Foreign Trade, Qutab Institutional Area, New Delhi**

**Dr. Surajit Mitra, Director**



Keeping in view the dynamic of economy and business environment, we have undertaken an elaborate exercise on curriculum review, this year. Eminent experts were invited and inputs were also taken from the recruiters. Such feedbacks help us in reflecting the current economic scenario in our curriculum review. There are four unique aspects of our degree programmes. Firstly, participants are exposed to all the functional areas of Management like marketing, finance, HR, operations, etc. Secondly, exposure to international nuance in each functional area is also a compulsory element in our degree programmes and subjects like international marketing, international finance, cross-cultural issues in Management, international business logistics, etc., are taught as compulsory courses. Thirdly, participants go through courses like international business strategy, developing the business plan for the international markets. Finally, elective courses are both in functional and sectoral areas, for example courses like agro-commodity trading, energy trading, etc.

**Prin L. N. Welingkar Institute of Management Development and Research, Mumbai, Maharashtra**

**Dr. Uday Salunkhe, Group Director**



Management Education has changed over the years with emerging unarticulated needs and realities, which need a new approach both in terms of thought and action. Similarly we need extensive efforts and focus on the sectors that have been sidelined so far or have not received the apt thrust like rural management, health, if possible sectors of renewable energy, power, town-planning, infrastructure development, and similar areas should be explored. Besides developing the core competencies, the managerial talent should be laced with ethics, contributor's spirit to the society and should know the three Ps ...people, planet and profits all have to move ahead, together. Globalisation is good, but the designed business solutions should have local relevance.

WeSchool therefore strongly believes in integrating the philosophy of Leadership and Innovation with a design-thinking approach into Management Education. Also, there should be a lot of focus on creating entrepreneurs for creating wealth, jobs and driving the economy.

**Regional College of Management (Autonomous), Bhubaneswar, Odisha**

**Dr. Prabir Pal, Director**



*“The world is being shaken by emerging challenges, but B-Schools are still fixated on their past disciplines. The world is being transformed by the digital revolution, but B-School disciplines are virtually unchanged. The world is cross-functional, but B-Schools are dominated by disciplinary boundaries. The world is global, but most B-Schools are domestic. The world demands well-rounded leaders, but B-Schools are narrowly focussed. The world demands creative leaders, but B-Schools are producing masters of analysis. The world is wired, but B-School education is still working off-line. The world needs continuous learning, but B-Schools deliver it in discrete units. The world needs innovative knowledge creators, but B-Schools are nurturing more of the same.”*

Often the education provided in B-Schools is seen as highly academic with limited value in practice. It is driven by academic agendas rather than real-life issues. Recruiters and employers want more emphasis on practical issues and skill.

B-Schools should focus on new aspects emerging out of globalisation such as cultural diversity. Communication and Presentation skills, negotiation skill, team work should also be given prime importance.

Especially in emergent environments, the ability to frame a problem is the most important first step. However, today, students are always given the problem to solve instead of having to identify it. Therefore, identifying problems in ambiguous environment should be incorporated in each domain. Employers want future leaders who are introspective and reflective. The Management students should be imparted training on introspection, reflection and self-awareness.

**Symbiosis Centre for Management & Human Resource Development, Pune, Maharashtra**

**Dr. Pratima Sheorey, Officiating Director**



With the advent of ICT and social media, knowledge acquisition has become transparent and easy. Management Institutes can no longer afford to be mere disseminators of knowledge but they have to create knowledge. Curriculum updating and development should be a continuous process in the present dynamic world.

**NIILM Centre for Management Studies, Greater Noida, Uttar Pradesh**

**Dr. Krishna Raina, Director**

In a world undergoing rapid changes, there is a need for a new vision and paradigm of Management Education which should be student-focussed, industry-connected and society-oriented. Quality in Management Education is multidimensional and it should embrace changes in courses and curriculum design, research and scholarships, faculty development, new pedagogical and didactic approaches, infrastructural facilities and service to the community.



**FORE School of Management, New Delhi**

**Dr. Jitendra K. Das, Director**

The scenario in the corporate world is fiercely competitive, uncertain and ambiguous in many ways. In order to respond to globalisation and expand vertically, the management institutes are touching the global boundaries by offering many postgraduate programmes with different specialisations. A range of courses, including one or two-year programmes, weekend courses, executive programmes and distance learning, are indications of the horizontal expansions.



**IBS Business School, Mumbai, Maharashtra**

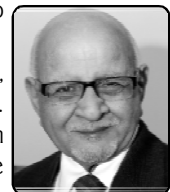
**Dr. Y. K. Bhushan, Director**

The current scenario in India has two dimensions:

i) The VUCA environment (volatility, uncertainty, complexity and ambiguity). Management Schools have to realign themselves to organisation scenario where managers have to be ready to take independent decisions of an unstructured nature coping with the uncertainty in the environment.

ii) The present generation (call it GEN-NOW) is fundamentally different from the earlier generations which learnt through methodologies demanding dependence on the teacher as the sole purveyor of knowledge.

In the present scenario, the paradigm of teaching-learning has to be shifted in favour of participant-centered, inclusive, innovative and technology-aided teaching methods. This would make the teachers ‘INTRAPRENEUR’ of sorts apart from being facilitators. At my own School, IBS Business School, Mumbai, teachers have arrived at the broad strategy in line with what has been stated about. The management schools will be able to meet the needs of industry and





grow only if they follow this strategy and keep involving teaching-learning processes in the impatient Wiki generation.

2. Have there been any innovations in your teaching pedagogy? What are some of the interesting tools that are used on a regular basis in your Institute? In addition, how is faculty encouraged to undertake research and bring innovation to the students and classroom?

**XLRI, Jamshedpur,  
Jharkhand**

Fr E Abraham SJ, Director

XLRI was perhaps India's first Management school to make courses in Ethics and Sustainability mandatory for all students. However, Ethics and Sustainability are not limited to classrooms but also practised through:

- Village exposure visits and Adventure programme
- Adoption of villages so that students have a continual engagement with rural communities
- Community support work for underserved sections of society (Joy of Giving, Vastra Daan, Anna Daan, etc.)
- Sector-based studies (e.g. Sports, Marketing)
- Students helping the underprivileged students to prepare for exams like XAT, CAT, etc.
- Seminars : Conference on Social Entrepreneurship, Inclusive Finance Workshop
- Students undertaking short internships in NGOs, etc.

**T.A. Pai Management Institute (TAPMI),  
Manipal, Karnataka**

Dr. R. C. Natarajan, Director

T. A. Pai employs case discussions, role plays, real time market based simulations, business plan competitions, in class exercises, interactive cases, meetings with industry leaders, assignments, field projects and presentations. The most interesting tools used are real-time competitive simulations conducted differently across different functional areas. These simulations expose students to scenarios that are close to real life, and thus prepare them better for the first step in their career. Faculty is encouraged to undertake research with a substantial incentive for proposing projects. A performance management system that lays emphasis on research outputs and an encouraging climate for student-faculty collaborative research ensure that research is a part of the academic ambience at TAPMI. Incentivising research work, both monetarily and with support facilities such as enabling to attend trainings, workshops and conferences, has created encouraging research culture at TAPMI.

**Jaipuria Institute of Management, Noida,  
Uttar Pradesh**

Dr. Rajiv R. Thakur, Director

Understanding the importance of group learning, we have instituted study groups wherein students engage in pre-reads in groups and are encouraged to actively participate in discussions, analysis, presentation, field work, etc. Mentorship by faculty and industry experts is another significant initiative which has enabled industry-centred learning and also focussed on holistic transformation of students. Simulation games, learning through club activities and other co-curricular activities, engaging with projects in rural areas are other successful experiments. Learning through theatre, movies and other outbound learning opportunities are provided to students which they enjoy with fun and the learning is found to be quite effective.

**Jagan Institute of Management Studies,  
Rohini, Delhi**

Dr. J K Goyal, Director

We have devised the following innovative techniques in our teaching pedagogy:

1. Contemporary Curriculum
  - Business Environment Presentations
  - Managerial Personality Development (MPD)
  - Contemporary Issues in Marketing / Retailing
  - Sectoral Specialisation
  - Book Review Presentations
  - Leading Through Knowledge
2. Emphasis on Industry / Academia Interaction
  - Five students' club—Marketing – Finance – HR – IT – IB contributes towards inviting corporate for guest lectures, workshops, seminars and conferences.
  - Corporate Checkmate—a quarterly lecture series organised once in every three months on contemporary management issues
3. Latest Teaching Methodology
  - Self-study Material
  - More emphasis on case studies and live projects
  - Management games and role-plays.
4. Provision of e-learning
  - JIMS has a provision for e-learning with excellent infrastructure and software.
  - Computerised database software for 9,000 listed companies, which helps students in research projects.

We have a well-developed performance-based incentive scheme in which decent monetary rewards are given on organising an event, paper publication and presentation, book publication or chapter publication, student feedback, etc.

**Symbiosis Institute of International Business (SIIB), Pune, Maharashtra**

**Dr. Pratima Sheorey, Director**

In issue-based courses which have practical relevance, teaching methods have often been modelled around the use of short films and videos which have captured a case situation in a brief and succinct manner. The film is often the means of a participant-centered learning process whereby it helps to not only associate with key attributes of a particular course and its contents, but also helps in retaining knowledge of the subject for a longer duration. Our teaching is a balance between the delivery of information, or the demonstration of a procedure, and opportunities for students to apply that information to hands-on practice, exercise, case-studies, role plays, etc.

Our faculty members are active and regular participants in national and international conferences and symposia. They contribute to national and international journals. Faculty members are encouraged to attend FDPs and MDPs organised by SIU and other organisations from time to time. This helps them bring innovation in their teaching skills in the classroom.

**International Management Institute, Qutab Institutional Area, New Delhi**

**Dr. Pritam Singh, Director-General**



Innovations in teaching pedagogy in IMI are a continuous process. There are two dimensions to this. One level of innovation that has been brought about is directed at better awareness of the behaviour of individual, groups and organisation as three discrete yet intermeshed actors. Outbound-based experiential learning activities and in-class simulation have been some of the pedagogic breakthrough in this regard. At another level, innovations in pedagogy are directed towards getting the industry inside the classroom so that the students are able to comprehend the intricacies of organisational processes and practices. Guest lectures by industry thought leaders and workshops by practice masters are conducted at regular intervals. Indeed the faculty is encouraged to involve facilitators from the corporate for classroom teaching. In order to keep students abreast of the topical decision problems encountered by the corporate organisations, live projects is a way of life in IMI. Indeed in the PGDM-HRM programme, "Corporate Immersion" requires students to spend two days in a corporate organisation so that they get incubated into corporate life.

Another significant innovation is using classic films by maestros like Shyam Benegal, Satyajit Ray, Bimal Roy, Govind Nihalani, etc., to understand the dilemmas and drama of

human life situated and interwoven in the web of society, politics, religion and philosophy. Usage of theatre and skits to teach leadership and managerial effectiveness has been prompted by this need to make students appreciate the concept of roles and role-taking in the drama of life. A movie club has been established to ensure that this is an institutionalised process.

Finally, students are provided global exposure through the mechanism of International Week. This week is organised anytime between the third week of December and first week of January. During the week, faculties from all over the world are invited to offer courses to the students.

**Xavier Institute of Management, Bhubaneswar, Odisha**

**Fr. Paul Fernandes, S.J., Director,**

**Teaching Pedagogy:**

Pedagogy employed by faculty use a variety of teaching methods including cases, e-learning and role plays in addition to conventional lectures. Recently, the Institute has introduced an innovative pedagogy "Storytelling" in order to create local narratives for Sustainable Student Centric Teaching.

Faculty members also undertake individual initiatives towards innovation in teaching for facilitating the learning process. The school supports such initiative by providing support to faculty who would like to redesign a paper altogether or start a new paper or teach jointly with an expert from industry.

**How Faculty is encouraged to undertake research to bring innovation to the students and classroom:**

Every year, several faculty members utilise the faculty development grant for attending workshops, participating in research training seminars or improving knowledge on practices in industry.

The present activities to increase intellectual contribution of the faculty comprise encouragement to offer research training seminars, encouraging faculty exchange, lucrative incentive for publication, sabbatical for advance research, book writing, etc. Besides, the Institute has a "Working Paper Series" to test out the intellectual work in the pre-publication stage.

The school supports and encourages faculty in maintaining and advancing their intellectual capital which contributes to bringing innovation to the students and classroom through the following specific measures:

- a) Every intellectual contribution by way of peer-reviewed publication is incentivised. The institute has adopted a 6-tier classification of publications.
- b) Seed money grant for the start-up phase of a new project up to Rs. 1 lakh.
- c) Full financial support for attending Faculty Development Programmes.

- d) The school provides every faculty a grant every two years to attend conferences (national or international) for disseminating research findings.
- e) Access to online research publications and Bloomberg
- f) Research Training Seminars through which comments and suggestions can be received from other faculty members.
- g) Faculty members who have not completed their Ph.D., but have registered for such Ph.D. are given paid leave up to six months for completing their Ph.D.

Besides, faculty is also eligible to take study leave and sabbatical leave for advanced studies.

**K. J. Somaiya Institute of Management Studies and Research, Mumbai, Maharashtra**

**Dr. Satish Ailawadi, Director**

In conjunction with the Traditional teaching methods like classroom sessions, the Institute gives tremendous weightage to case-based teaching, stimulation and field visits. Additionally, an incubation centre has been created to support students in experiential learning.

Faculty is encouraged to undertake research to add value to the classroom lecturers and seminars. Overall, the teaching workload of each faculty is very little as compared to what is prescribed by AICTE, providing adequate time for faculty to pursue research work. There is also a Research grant of Rs.1 lakh per academic year made available to faculty aiding them to publish their research papers in reputed Indian and International Journals.

Alongside, the Institute sponsors Faculty Development Programmes for skill enhancement workshops.

**Symbiosis Institute of Management Studies, Pune, Maharashtra**

**Brig. Rajiv Divekar (Retd.), Director**

Yes. The latest addition in pedagogy is using Skype services for lecture dissemination with a tie-up with international universities. Students studying abroad for a month/ semester give them a broader perspective of learning. Building sensitivity and Emotional Quotient through regular interaction with social organisations help them in learning and rooted to the ground on the realities of life and business. Dissertation as a pedagogical tool helps them undertake research and encourage them to do original work, review papers and market research. Case-based learning; lectures, etc., are routinely taken up by the faculty members.

Faculty members are continuously encouraged to undertake research, publish papers, present papers in conferences, attend faculty development programmes (FDP) on research and other topics, guide students on dissertation, company studies, undertake consultancy, management development programmes (MDP), company projects, peer

learning and interaction with national and international faculty members, etc. This is linked to their performance, increments and promotions along with the quality of their feedback from the student's community and companies, etc.

**Xavier Institute of Management & Entrepreneurship, Bangalore, Karnataka**

**Prof. J. Philip, President**

In the last year, six new courses have been introduced based on market requirements and competency development of our students. These are:

1. Marketing Metrics
2. Business Analytics
3. Strategic Operations Management
4. International Perspectives in HR
5. Strategic HR
6. Leadership in Action

The students at XIME have to necessarily do two projects during their stay—first in winter of the first year and second in the summer. In the winter project, called socially useful and productive activity (SUPA), each student has to necessarily work with an NGO of repute and apply the knowledge gathered in the Institute in the operations of the NGO. This is a unique programme by which our students get sensitised to the challenges facing the NGO sector.

**Learning Circles:** From this year, we have introduced a special mentoring system in the Institute for the first-year students in their first term. The students are divided into groups of 15 and assigned to very senior professors for mentoring. And these groups are called Learning Circles. Each 'Learning Circle' meets once every week for 2 hours to share ideas on personal development not connected to their curriculum.

**Exposure to Foreign Faculty:** To supplement teaching of regular courses by our own faculty and to enrich and diversify the regular courses through special lectures or modules, we are having dedicated lectures by foreign academics for our students. More foreign faculty visits in this context are currently being explored.

Faculties are regularly engaged in undertaking field research, the results of which are ploughed back to the classrooms. Faculties have special incentives for authoring research papers.

**National Institute of Industrial Engineering (NITIE), Mumbai, Maharashtra**

**Prof. (Ms.) Karuna Jain, Director**

Alongside the traditional teaching methods, such as classroom lectures and seminars, NITIE has committed itself to case-based and student-centered learning approach. Of late, there has been greater emphasis on field visits and practical learning in B-School pedagogy.

Some of the innovative teaching methods adopted by NITIE and its pedagogy are:

- Case Study-based approach
- Field Learning like market visits
- Field Immersion Projects
- Mentorship Programmes
- Team Projects
- Simulation & Labs
- Global Immersions
- New Industry-focussed Electives
- Video-based Learning
- Leveraging Technology

An example of one such initiative is the Entrepreneurship Development course. During the course, the students were encouraged to share their experiences through blogs and videos posted on YouTube. The students were graded based on the uniqueness of their business idea, the registration of the businesses, the initiatives undertaken by the company to build the company name and also on the revenue generated or lost by the start-up.

Innovations in course curriculum also include extremely industry-focussed electives such as Business Process Re-engineering, Digital Marketing, Capital Markets, Retail Management, and many more.

Each and every faculty member in NITIE is a doctorate, and hence recognises the importance of continuous research in various fields of business. The faculty members work regularly on Consultancy projects with major organisations, and share their learning with the students. Regular Management Development Programmes (MDPs) are organised and conducted by faculty members. The faculty members also undergo regular training to develop their competencies and also exchange teaching methodologies with their counterparts.

Apart from these, in order to create a global mindset, the faculty members present their research papers in various national and international conferences as well as foreign universities.

**Indian Institute of Foreign Trade, Qutab Institutional Area, New Delhi**

**Dr. Surajit Mitra, Director**

Apart from using case method on research, students are encouraged to participate in business simulations. In addition, there are full courses taught by faculty from the industry. For example, a course on IT Project Consultancy Management is taught by Cognizant Technologies, a course on Marketing Research is taught by Indian Market Research Bureau, etc. In such courses the focus is to giving the students a highly practical input.

One of the unique features of IIFT is Research. IIFT has three specialised centres with dedicated faculty to carry out research. Centre for WTO Studies, Centre for International Trade in

Technology and Centre for Small and Medium Enterprises are the three major centres carrying out research in the emerging areas. In addition, IIFT's Research Division is primarily engaged in Trade Policy Research. The proof of the quality of the intellectual capital is in the publications brought out by IIFT faculty.

**Prin L.N. Welingkar Institute of Management Development and Research, Mumbai, Maharashtra**

**Dr. Uday Salunkhe, Group Director**

Our pedagogical approaches are guided by frames such as AAA (Acquisition, Application, and Assimilation), the GCL framework and the Assurance of Learning (AOL) framework.

A blend of case-studies, scenario planning, simulations, role-plays, audio-visual material and experiential learning methods are used in addition to the conventional classroom lecture method. Teaching through theatre, literature, poems, films, and book reviews have been a popular medium to connect with students to teach several management and leadership principles which makes learning more experiential and deeper impacting. Theatre and literature have also been integrated that helps our students to not just learn from the unique pedagogy but they are also guided to delve on the dilemmas in stories that involve ethics, change management, adversity management, etc.

Apart from the above, yoga sessions, treks, expeditions and outbound programmes are regularly organised and in addition to experts from business and corporate world, experts from various walks of life are invited to interact with students.

**Faculty Research:**

The School offers its faculty the freedom to work on emerging/future trends, exposure to new developments nationally and internationally, opportunities for research as well as undertake consultancy projects. Funding primarily for databases, conferences and refresher courses/ faculty development / exchange programmes in top foreign universities is also an important factor. Having a well-developed research centre for fostering research culture among faculty and students along with Mumbai's first innovation Lab has been initiated where faculty and students get together to create business models for the future.

**Regional College of Management (Autonomous), Bhubaneswar, Odisha**

**Dr. Prabir Pal, Director**

B-Schools should focus on fostering innovation by putting curiosity, critical thinking, deep understanding, the rules and tools of inquiry, and creative brainstorming. Our faculty members use many new interesting tools of teaching. They follow:

**Project-Based Learning (PBL)** that include developing a focussed question, using well-crafted performance assessments, allowing for multiple solutions, enlisting



community resources, and choosing/engaging meaningful themes for projects. **Concept-based instruction** is a part of the teaching method that overcomes the fact-based and uses the right blend between open-ended inquiry and direct instruction. We use case study, incident method, role playing and sensitivity training as tools to deliver concepts. The faculty members use **teamwork** for course delivery. Interesting, thought-provoking **brainstorming** tools are used for thinking through problems, sharing insights, finding solutions, encouraging divergent solutions and stimulating for creativity and innovation. **Game storming** is used as a tool that includes playful games and visual exercises for course delivery. We also use **rubrics** as a mode of course delivery and student evaluation. **Rewarding** innovation and creativity in the classroom is used as a breakthrough tool to anchor learning and stimulate deeper thinking and understanding.

To improve the research culture, the school has started research cell along with Research Committee actively working to coordinate research in frontier areas of societal benefit. We encourage faculty members to write research papers, books, case studies and undertake major and minor research projects of AICTE, UGC, ICSSR and other funding agencies.

**Symbiosis Centre for Management and Human Resource Development, Pune, Maharashtra**

**Dr. Pratima Sheorey, Officiating Director**

We have understood the potentiality of social media in education. The faculty teams have undertaken a project on “Enhanced Customer Insights and HR Analytics” using integrated analysis of psychometric and Social Media data, students are also involved in the project. We are using the social media experience in the classrooms.

As mentioned earlier, students are being encouraged to develop case-studies as part of the learning process. Each student compulsorily would be required to carry out an empirical research spread over the 3rd and the 4th semesters of the MBA curriculum.

Our faculties are regularly publishing research papers in highly-indexed international journals besides presenting papers, chairing sessions and being discussants in international conferences.

**NIILM Centre for Management Studies, Greater Noida, Uttar Pradesh**

**Dr. Krishna Raina, Director**

Our faculty members optimally use a number of instructional methods such as simulation games, role plays, case discussions, real-life industrial projects, etc., to provide the students with an outstanding learning experience, which

will help them through their life. Guest lectures by senior executives, industrial visits, workshops and project works also form part of teaching-learning programme.

Every year, 15-20 students are selected who are sent to Europe for a cultural immersion programme. Eminent professors and academicians from well-known foreign universities are regularly invited to speak and interact with our students.

It also focuses on India's heritage and special sessions are held on yoga and lectures on spiritual values in collaboration with well-known spiritual organisations like Art of Living, and Brahma Kumaris.

**Faculty Research:**

NIILM-CMS right from its inception has been encouraging its faculty to undertake research studies, both basic and applied. They have published several research papers in well-known journals both in India and abroad. In addition, they have also presented research papers in several workshops, seminars and conferences.

NIILM Academic Research Forum (NARF) is an internal faculty association which gives support to the faculty and boosts their research activities by arranging interactive discussion seminars and consortiums. The forum also invites senior professors and researchers from several well-known research organisations and institutions of higher learning. NIILM-CMS conducts every year National Faculty Development programme in the area of Research and Education, which attracts participation of the faculties from other B-Schools across the country.

**FORE School of Management, Qutab Institutional Area, New Delhi**

**Dr. Jitendra K. Das, Director**

Very recently an ERP system has also been implemented to bring in internal efficiency. This ensures that students are job-ready and get best offers. Various tie-ups with the premier institutes abroad offer better perspectives and opportunities for a better understanding of the global environment. The International Immersion Programme at FORE is a unique opportunity to all the students who study for a week at an International University and get a first-hand exposure.

FORE has an academic partnership with six International Institutes/Universities in South East Asia, Europe and the North America and also takes the lead in hosting conferences providing a forum for scholars from different fields and backgrounds. FORE has the distinction of consistently holding its Faculty Development Programmes at international locations. After Thailand, Dubai and China, FORE School of Management held its fourth overseas FDP, at Kuala Lumpur, Malaysia in October, 2012.

**IBS Business School, Mumbai,  
Maharashtra**

**Dr. Y. K. Bhushan, Director**

Among the several innovations, use of learner developed short novels and pictures using lines for the students to depict a situation in the case in a dynamic manner. Another method worth mentioning is the use of the campaign among the various sections of our PGPM programme to build and propagate their respective brands and compete with each other. A similar exercise is the organisation of a market where products innovatively designed by the students compete among various sections with specially prepared paper currency. A third example is the use of net for a technique 'DOTMOCRACY' which is meant to ascertain the consensus among the participants on live organisational issues. In addition simulation, experiential exercises and management games specially developed by the faculty or adapted from the existing ones are almost regular innovations tried out in the class. The faculty now use a net-driven learning platform called 'MOODLE' in the class where every student has his own laptop and/or iPad for downloading material like books and exercises including assignments.

As far as research is concerned, there are regular research reviews on a quarterly basis to bring the faculty together to share the papers and projects undertaken by them. In fact, the evaluation pattern for the faculty has a special weightage for the research undertaken and the quality of teaching reflected in the feedback gathered from the annual students on a regular basis. The alumni body of the school has instituted the "Best Faculty" Awards for Excellence in Teaching and Research, and Institution Building of Rs. 1 lakh and Rs. 30,000.

3. What is the form of industry-institute dialogue that you undertake to bring relevance to the curriculum imparted in your institute?

**XLRI, Jamshedpur, Jharkhand**

**Fr. E. Abraham SJ, Director**

Multiple approaches are undertaken both formally and informally to get feedback from industry representatives on relevance of curriculum. These include the following:

- Interaction with Industry representatives in the Board
- Faculty interaction with executives from industry either one-on-one or as a group
- Alumni feedback during homecoming and alumni get-togethers in various cities across the world
- Interaction with industry professionals who visit campus for Guest lectures or seminars

**T. A. Pai Management Institute (TAPMI),  
Manipal, Karnataka**

**Dr. R. C. Natarajan, Director**

Industry representation in the student admission is the first step. Certain courses are entirely delivered by industry experts. A part of the course is handled by industry experts including TAPMI's alumni. "BrandScan", a unique market research fair, gives an opportunity to students to interact with industry for real-life market research. Customised executive education programmes that faculty members conduct are additional opportunities for greater industry-institute interaction.

**Jaipuria Institute of Management, Noida,  
Uttar Pradesh**

**Dr. Rajiv R. Thakur, Director**

Faculty members of all four Jaipuria campuses attended a joint Development programme which focussed on update of curriculum, and course outlines of subjects under different academic areas. Industry experts and alumni are engaged in teaching and updating the skills as per industry requirements. Lot of exchange takes place with international experts as well. The newly-founded Centre for MDP and Consultancy is another platform where lot of industry- institute dialogues takes place which is beneficial for students.

**Jagan Institute of Management Studies,  
Rohini, Delhi**

**Dr. J K Goyal, Director**

We periodically organise industry-academia interaction entitled *Samanvay* in which the broad agenda items are following:

- What has been your overall assessment of the performance of young MBA/PGDM graduates recruited in your organisation?
- How much time/effort do you spend to provide them in-house training? Can this be reduced, if we take a part of this effort?
- Is there a scope for some kind of exchange programme wherein working executives and teachers switch jobs temporarily for a few days / weeks?
- Is your organisation interested in instituting a fellowship programme / Chair specifically dealing in academic research as a part of your CSR agenda?

Based on the industry input, we accordingly revise our curriculum and case studies.

**Symbiosis Institute of International Business (SIIB), Pune, Maharashtra**

**Dr. Pratima Sheorey, Director**

The formation of a Technical Expert Group (TEG) has greatly helped to strengthen the MBA Energy and Environment Programme from the point of developing and introducing new ideas and current industry relevant curriculum. The TEG comprises ten industry professionals at senior management level having expertise on core energy and environment industry.

Apart from this, the Institute also has conducted focussed workshops with Industry professionals to help design and develop student relevant curriculum.

**Xavier Institute of Management, Bhubaneswar, Odisha**

**Fr. Paul Fernandes, S.J., Director**

The curriculum of XIMB undergoes periodic revision to reflect the changing dynamics in the industry and ensure that graduates of the Institute remain employable. A key component of stakeholder involvement in curriculum matters is the immersion courses. Consultancy is another mode of intensive interaction with corporate houses whereby the corporate houses seek the consultancy services from the Institute. Sometimes, CEOs are invited to deliver a series of six lectures over a period of three days. These are intensive lectures related to specific domains of knowledge and are highly beneficial to students. At the Institute, students have academic area association which organises business conclaves once or twice in a year.

**K. J. Somaiya Institute of Management Studies and Research, Mumbai, Maharashtra**

**Dr. Satish Ailawadi, Director**

K.J. Somaiya Institute of Management Studies & Research has created an Industry-Academia connect through various initiatives, such as:

- Formation of *Subject Board* for all the programmes offered by the Institute. The members of the board are constituent from different areas like Marketing, Human Resource, Operations, IT and Finance. Each area is represented by an Industry representative and these along with Academic professionals discuss the curricula. Based on the inputs, decisions on course modifications or launch of new subjects/ courses are made.
- Some of the specialised subjects are structured around an internal faculty anchor with an external industry specialist.
- Institute also hosts Guest lecturers every week, and also conducts a Round Table Conference every year wherein eminent industry personalities interact with faculty and students in a forum.

**Symbiosis Institute of Management Studies, Pune, Maharashtra**

**Brig. Rajiv Divekar (Retd.), Director**

Members of the industry are part of the internal Board of Studies (BoS) along with our full-time and visiting faculty members which too are part of industry. Guest lecturers offer valuable inputs which are inducted in the course curriculum. Our faculty members reach out to the industry during summer company project visiting schedule and seek feedback on the course contents.

**Xavier Institute of Management & Entrepreneurship, Bangalore, Karnataka**

**Prof. J. Philip, President**

While the curriculum is updated on a continuous basis, XIME organises biennial workshops involving academia, industry leaders, alumni and student-focussed workshops to review the curriculum.

The academic efforts are overseen by a high-level academic council which has membership from academia, industry and alumni.

The college organises regularly weekly special talks by industry leaders called the 'Distinguished Speaker Series'.

**National Institute of Industrial Engineering (NITIE), Mumbai, Maharashtra**

**Prof. (Ms.) Karuna Jain, Director**

Since its inception the focus of the Institute has been "Udyog Pragati". It has always been proactive in gauging the changing organisational needs and catering to those changes by aligning the course structure to the industrial needs.

The Industry-Institute Engagement is an amalgamation of initiatives taken round the year. The Institute regularly revises its curriculum and continuously adds new electives/ industry to its programmes after great deal of research and feedback. Beyond this, NITIE engages with the industry by conducting various student activities such as **Prerana** (B-School festival), **Lakshya** (NITIE's annual international corporate festival), **B-Gyan** (Industry Interaction Sessions), **Samiksha** (Panel Discussions with Industry stalwarts), and **Marksfete** (annual marketing event). **Consulting Workshop/Case-Study** event is organised. A mandatory summer internship project of 8 weeks' duration and a Field Immersion Project are part of curriculum.

Apart from these, NITIE students participate enthusiastically in nationwide case-study competitions.

All the initiatives and events organised are student-driven. Organising for the sponsorships is one of the most challenging tasks along with taking it to the next level every year. The amount of learning the students garner from organising as well as participating in these events is immense.

**Indian Institute of Foreign Trade, Qutab Institutional Area, New Delhi**

**Dr. Surajit Mitra, Director**

A large number of courses are taught by the alumni, who bring in the industry experience and practical applications to the classroom. In the Alumni Executive Council Meetings, such issues are discussed, proposals invited and finalised. This approach helps in a thorough understanding on International Business Management and help them to formulate and implement International Business Strategies.

Also, IIFT is collaborating with more than 30 leading universities in Europe, America and Asia for student and faculty-exchange programmes.

**Prin L.N. Welingkar Institute of Management Development and Research, Mumbai, Maharashtra**

**Dr. Uday Salunkhe, Group Director**

Apart from corporate leaders, WeSchool invites entrepreneurs, NGOs, spiritually awakened people, theatre personalities, mountaineers and adventurers, people at the bottom of the pyramid to interact with our students as their ideas, experiences, knowledge and exemplary qualities pass on to them and it works wonders for their overall growth. The 'Speak for Smiles' series was one of the many events that gave our students a golden opportunity to learn from various known stalwarts of the industry.

WeSchool has a focussed approach to nurture students as Global citizen managers and our AAA approach is a step in that direction. AAA is an acronym for Acquisition, Application and Assimilation of knowledge.

**Regional College of Management (Autonomous), Bhubaneswar, Odisha**

**Dr. Prabir Pal, Director**

The school maintains strong relationship with corporate houses for creating opportunities for its graduates to pursue their professional career in corporate world. Besides, this collaboration creates immense scope for undertaking Summer Internship Project (SIP) and dissertation work by students; offering customised executive education to corporate clients; designing industry-focussed curriculum; developing live case studies; inviting senior resource persons from industry; and identifying need-based corporate research projects, etc.

The school also undertakes Executive/Management Development Programmes (MDPs) for junior, middle and senior executives of corporate houses.

**Symbiosis Centre for Management and Human Resource Development, Pune, Maharashtra**

**Dr. Pratima Sheorey, Officiating Director**

I. Views of Industry Experts are taken regularly in curriculum development. During months of April and

May, all our faculty visit various companies where summer interns are working, to understand the industry expectations and take their views on the curriculum. This exercise also helps us in understanding the competencies that industry look for in the prospective employees.

- II. Industry experts are also invited to share courses and impart knowledge through guest lectures. Besides, there are active participation from the Industry in various events of the Institutes like Neev, Marketing Symposium, Annual Finance Summit, Six-Sigma Award and Astuce.
- III. Our faculty undertake MDPs in various leading corporate firms.

**NIILM Centre for Management Studies, Greater Noida, Uttar Pradesh**

**Dr. Krishna Raina, Director**

The Institute has a Corporate Relations division which arranges frequent seminars, round-table discussions, Saturday debate clubs, etc., which bring industry inputs and interaction closer to the classroom. Industry representatives are members of our Academic Council and Executive Board and this greatly helps to draw from the experiences of experienced executives. Industry visits, organisation of regional and national seminar on contemporary issues which are organised by Management Science Society which is our student body again play a pivotal role in strengthening our dialogue with industry on a continuous basis.

**IBS Business School, Mumbai, Maharashtra**

**Dr. Y. K. Bhushan, Director**

To get current flavour into the teaching, the faculty members have active interaction with industry, especially in connection with the student internship programmes and the research and consultancy handled by them. The contact of faculty with the industry is fairly intense and leads to the development of collaborative papers with the students who do their internship with a range of organisations in the megapolis of Mumbai and even outside at other locations.

Observational visits by the faculty to industry are encouraged and so are short projects by the students and faculty. To maintain contact with the industry, several guest faculty apart from the visiting faculty are invited to the campus from various organisations to gather material for the classroom and even case leads.

The corporate relation department constantly promotes contact with the industry on which faculty also draw.