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Director, IMT Ghaziabad

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Principal, IHM Srinagar

*Education must evolve with students*

**Hitankshi Thukral**
Vice President of Marketing & Admissions at Bennett University

INSIDE
**IIRF-2025**
**BEST B-SCHOOLS**

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Founding Director, IIM Jammu

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# MBA
## A LIFELONG INVESTMENT

What's currently happening in the world's top B-school market could very well be termed ironical. And for the uninitiated, it could be somewhat baffling.

Some of the world's best MBA institutions are facing job market downturns. But applications from candidates — especially from India — to these business schools are on the rise.

According to a recent Wall Street Journal report, 23% of 2024 Harvard MBAs are still jobless three months after leaving campus. Comparing this figure with the previous years — 20% in 2023 and 10% in 2022 — might provide a sense of the current state of the US economy.

While the Harvard figures show that the share of 2024 MBAs still looking for a job months after graduation has more than doubled compared to 2022, it has more than tripled at some other elite institutes, including University of Chicago's Booth School and Northwestern University's Kellog School.

For the record, all these three US universities are known as part of the Magnificent 7 (M7), the other four being Stanford University, Columbia University, University of Massachusetts, and Wharton School.

"Finding a job in the USA is tough currently, with a pullback in consulting and technology hiring. However, we are also seeing top business schools report a 15-40% surge in applications," Rajdeep Chimni, chief mentor at Admissions Gateway, tells The Economic Times.

Explaining this phenomenon, he says, fears of a recession "typically result in higher applications as candidates have a three-year horizon to matriculation and are not deterred by the current market."

Sooner or later, a Harvard MBA will get a job, says Chimni, only the time taken to repay the educational loan may go up if they settle for less than an ideal job.

"Aspirants always look at the long-term returns from these schools, so the interest level for these schools will never deplete," says Rajiv Ganjoo of ApplyBuds. And that's because the return of investment (RoI) from these top business schools "is great and will continue to give great returns."

ReachIvy.com's Vibha Kagzi reasons further: "It's not like they have no jobs; they are just holding out for their dream one. The data examined after nine months (of graduation) may present a different picture."

"An MBA is not just about monetizing in a year or two, it's a long-term play. The economy turns around, jobs come back. People also monetize in terms of the network. All it takes is one right conversation to flip things back in your favor," she says. "That's why we are seeing the cream of talent applying to these institutes even this year."

That said, every other person I knew in my student days was heading for an MBA. I had no such aspiration, nor could I understand why. But now, my 43-year-old wife, a fashion design lecturer, is six months into her MBA degree.

"It will get me a chance to get into a management position, which, apart from the much better salary, gets me a chance to do my PhD. And then, the world is my playground with a plethora of opportunities," she tells me.

Downturn or no downturn, job or no job, money or no money… an MBA is a lifelong investment, as is any other degree. Learning never goes waste.

So, just go for it.

**Rohit Wadhwaney**
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# CONTENTS



12
COVER STORY
**Commitment to Nation and Society is the True Essence of Education and Leadership**
**Prof. B.S. Sahay**
Founding Director,
IIM Jammu



34
**VMRF Creating leaders who inspire and drive change**
**Dr. AS Ganesan**
Chancellor, Vinayaka Mission's Research Foundation (VMRF)



24
**One of our key focus areas is to instill an orientation towards "learning to learn"**
**Dr. Atish Chattopadhyay**
Director, IMT Ghaziabad

CONTENTS




38

**Hospitality industry struggling with talent management, labor shortage**

**Nirmata Kumari**
Principal, IHM Srinagar



42

**Education must evolve with students**

**Hitankshi Thukral**
Vice President of Marketing & Admissions at Bennett University



48

**Equipping students with the tools to innovate, we prepare them to contribute meaningfully to the global economy**

**Dr. Purvi Pujari**
Associate Dean and Professor, DY Patil University's Vijay Patil School of Management (VPSM)



64

**Health education a must in all schools across India**

**Dr. Rahul Mehra**
Founder & Chairman
Tarang Health Alliance and India's National Representative for the UNESCO Chair for Global Health & Education



76

**Not just academically excellent, we nurture socially responsible leaders**

**Shallu Jindal**
Chancellor,
Raigarh's OP Jindal University



68

**It's about how you teach, not what you teach**

**Rahul Dasgupta**
A visionary philanthropist, entrepreneur, and investor



60

**Time to adapt Embed GenAI in all courses, not just marketing, to prepare future managers**

**Subhajyoti Ray**
Director, Jaipuria Institute of Management, Noida

54

**Bridging Theory and Practice How Multidisciplinary Learning and Industry Collaboration Shape Future-Ready Management Graduates**

**Dr SV Ramana Rao**
Director, Secundrabad's Siva Sivani Institute of Management (SSIM)





84

**Leading by example crucial in shaping character of future managers**

**Dr Pramod Kumar**
Founder & President of ISB&M Group of Institutes

90

**Management education should equip students with technical skills, emotional intelligence, and resilience for impactful leadership**

**Dr. Prasoon M. Tripathi**
Director of IMS Ghaziabad





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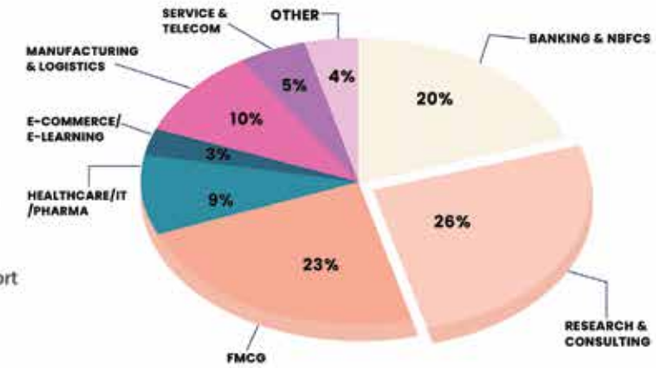
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# NURTURING LEADERS SINCE 1990

## HIGHLIGHTS

- Research Intensive Ecosystem
- Placement Powerhouse
- Transformative Learning Experience
- Industry Led Certification Program from leading Corporate like - GT, KPMG, MAFOI, Board Infinity.
- Dual Specialization ( Equal Weightage )
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# COMMITMENT TO NATION AND SOCIETY

## IS THE TRUE ESSENCE OF EDUCATION AND LEADERSHIP

**PROF. B.S. SAHAY**
Founding Director, IIM Jammu

**Professor B.S. Sahay** is an educator, researcher, transformational leader, and institutional leader known for setting high standards to create world-class institutions with a global outlook and national focus. He is currently the founding director of IIM Jammu. Before this role, Professor Sahay was the director of three prestigious national-level institutes: IIM Raipur, MDI Gurgaon, and IMT Ghaziabad.

COVER **INTERVIEW**



IIM JAMMU
सा विद्या या विमुक्तये

***Indian Institutes of Management (IIMs)*** *have long been recognized as the apex institutions for management education in India, shaping the country's future leaders. Among the newer IIMs, IIM Jammu stands out as an institution committed to excellence, innovation, and the integration of technology in management education.*

*As a young IIM, it has rapidly made its mark, not just through its academic offerings, but also with its unique approach to leadership, sustainability, and inclusivity.*

*Under the visionary leadership of* ***Prof. B.S. Sahay,*** *the founding director, IIM Jammu has embarked on a path of continuous evolution, embracing new methodologies and programs that cater to the changing dynamics of business and society.*

*Prof. Sahay has a unique distinction of founding two IIMs (IIM Jammu and IIM Raipur) from scratch, besides being the Former Director of MDI Gurgaon and IMT Ghaziabad.*

*In this feature, Education Post's Prabhav Anand converses with Prof. Sahay about the incredible journey of IIM Jammu. Prof. Sahay reflects on his leadership philosophy and how he has steered the institution towards becoming a hub for cutting-edge research and management education.*

*He talks about the importance of staying ahead of technological trends and adapting the curriculum to meet the demands of the modern world. From the integration of Artificial Intelligence and digital resources into classrooms to the establishment of hybrid learning environments, Prof. Sahay's leadership has ensured that IIM Jammu continues to provide an education that is both relevant and future ready.*

*The interview also delves into the culture of inclusivity and sustainability at IIM Jammu, where students are encouraged to think not only about their professional growth but also about their responsibility towards society and the nation.*

*Prof. Sahay shares his thoughts on the role of education in fostering these values, making IIM Jammu an exemplary model for other institutions.*

*This in-depth conversation with Prof. B.S. Sahay provides valuable insights into the transformative journey of IIM Jammu, showcasing how visionary leadership and a commitment to innovation are paving the way for the institution's bright future.*

**Q You have led several top institutions and played an important role in shaping management education in India. And now as a founder director of IIM Jammu, what is your vision for the future of management education in the country, especially in the context of rapidly evolving global business dynamics?**

Thank you for having me. Let me begin by saying that the landscape of management education is evolving rapidly, and these changes are undoubtedly positive. If you look at recent QS rankings, you'll notice that around 12 Indian business schools are now featured on the list. This wasn't the case earlier. In almost every global ranking including FT Ranking today, you will find at least five or six Indian business schools making their mark.

Previously, Indian business schools were somewhat hesitant about participating in international rankings or pursuing global accreditations. However, over the last few years, this mindset has shifted significantly. The Government of India has been proactive in encouraging institutions, including IITs, and IIMs, business schools, universities, to engage in global rankings and seek international accreditation.

With the introduction of NEP 2020, the entire ecosystem of higher education has witnessed remarkable progress. NEP 2020 is a game changer. Moving forward, I believe we will see even more Indian business schools securing prominent positions in global rankings and earning prestigious international accreditations. Additionally, several international universities are likely to establish campuses in India, either independently or through collaborations with existing institutions. This will further strengthen India's position as a global hub for management and higher education.

COVER INTERVIEW




**Q So, you are renowned for your transformational leadership at various institutions. Could you share some of the core principles or strategies that have guided your approach to transforming educational institutes into centers of excellence?**

Institutions are fundamentally built around two critical pillars: the quality of students and the quality of faculty members. Infrastructure can be created by anyone, but attracting and retaining top-tier faculty and students is the real challenge. If you have exceptional faculty, they will naturally attract high-caliber students, creating a virtuous cycle of excellence.

India has numerous management institutes, but only a few are known for delivering quality education and producing impactful research. To achieve and sustain such high standards, long-term planning is essential. Educational excellence cannot be accomplished with short-term goals. If you plan for the short term, you will only achieve short-term results. True institutional growth requires a vision extending 10, 15, or even 20 years into the future.

When I reflect on my experiences at IIM Raipur, MDI Gurugram, IMT Ghaziabad and now IIM Jammu, one consistent focus has been ensuring the recruitment of high-quality faculty members. While each institution had its unique challenges, we succeeded in building a robust faculty base through persistent efforts. Once you have competent faculty members, attracting talented students becomes much easier.

The second critical aspect is shifting the focus from mere job placements to delivering quality education. If a student's fundamentals are solid, if they receive practical exposure, and if they can apply theoretical concepts effectively, the industry




will naturally seek them out. After all, companies are looking for capable graduates, just as students are looking for good companies — it's a two-way street.

I have always maintained that we are not in the business of placements; we are in the business of imparting world-class education. If we deliver high-quality education based on strong ethical principles, our students will excel, whether they join leading companies or start their own ventures. Developing ethical leaders is crucial because organizations today value integrity and responsible leadership.

Moreover, research must be at the heart of any institution striving for global recognition. It should address societal, regional, and national challenges while being acknowledged internationally. That's why, wherever I have worked, I have prioritized research. While an MBA program provides visibility, institutional credibility comes from impactful research.

To ensure research excellence, we've established a system that begins with faculty recruitment. Applicants must have a proven record of publishing in high-quality journals. We have identified specific journal categories where our faculty and future hires are encouraged to publish. This policy helps maintain a strong research culture within the institution.

Lastly, the right attitude — among both faculty members and students — is paramount. Knowledge and skills can be developed, but a positive and proactive attitude is essential for personal and institutional success. This mindset has been central to our journey toward transforming educational institutions into centers of excellence.

**Q You've established innovation and incubation centers at IIM Raipur and MDI Gurugram. How do you envision the role of these centers in fostering entrepreneurship and innovation among students and faculty?**

At IIM Jammu, including our off campus in Srinagar, fostering entrepreneurship and innovation has always been central to our mission. In fact, our vision statement explicitly mentions developing and nurturing leaders and entrepreneurs. This commitment reflects our belief in creating job creators, not just job seekers.

As the Hon'ble Prime Minister has often emphasized, India has witnessed remarkable growth in the number of unicorns over the past decade, with more than 117 unicorns today. Please note that no government, anywhere in the world, can provide jobs to everyone. Therefore, encouraging students to become entrepreneurs is not just important — it's essential.

During our time, securing loans for a startup was extremely challenging. It was almost a distant dream, requiring heavy collateral and complex procedures. In the last 10 years, the scenario has changed drastically. If you have a great idea, funding is readily available from banks, public sector institutions, angel investors, and venture capitalists — often without the need for collateral.

At IIM Jammu, we actively encourage our students to register their companies while pursuing their studies. From day one, they can work on building their ventures while simultaneously gaining knowledge through our academic programs. We provide every possible support, including mentorship, infrastructure, and financial guidance.

Our new, state-of-the-art campus has a dedicated space of our 40,000 sq.ft earmarked for innovation, entrepreneurship Centre. We want to create an environment where students can pursue their entrepreneurial dreams without any limitations. Some students may prefer jobs due to personal or financial reasons, while others may choose to gain industry experience before launching their startups. We respect all career paths but ensure that the entrepreneurial spirit is nurtured in everyone.

Starting a company means going beyond self-sustenance — it means creating jobs, supporting families, and contributing to the nation's economic growth. An entrepreneur can begin with a small team of two or three people, but over time, that business can scale into a significant enterprise impacting hundreds and even thousands of lives.

We are closely working with the Centre and U.T of Govt of Jammu and Kashmir, we have collaborated with Ministry of Skill Development and Entrepreneurship, the Ministry of MSME, and the UT Government. Recently, Govt. of Jammu and Kashmir launched a scheme called Yuva. Yuva Udyami Vikas Abhiyan, the scheme was conceived and developed jointly by IIM Jammu and Department of Skill Development, Govt. of Jammu and Kashmir. Together, we have developed a comprehensive entrepreneurship support scheme with a budget of over □1,830 crores. The goal is to create more than 1.25 lakh entrepreneurs in the next five years, generating employment for over 4.5 lakh people.

Our approach goes beyond just offering classroom teaching or conducting seminars and conferences. We are fully committed to ensuring that every student who expresses entrepreneurial intent receives comprehensive support, from ideation to execution. This is a journey driven by commitment, dedication, and the vision of building a robust entrepreneurial ecosystem in the country.

**Q How important is having job experience for entrepreneurship? Is it necessary?**

Not at all. I firmly believe that having a groundbreaking idea is far more important than prior job experience. Many of the world's top companies were founded when their creators were still students. What truly matters is having a certain level of passion and determination — a mindset that says, "We want to do this, and we will make it happen."

Entrepreneurial thinking is essential regardless of your role — whether you're running your own business or working in a company. It's a mindset that drives innovation, problem-solving, and resilience.

However, starting a venture does require self-determination and desire and some degree of risk. At IIMs, we encourage students to embrace this journey. We provide them with two years of support, allowing them to experiment and build their ventures.

While the probability of failure is low with the right support and determination, we recognize that entrepreneurship comes with uncertainties. In such cases, we ensure that students have another opportunity to pursue their career goals. This safety net enables them to innovate fearlessly while knowing they have institutional backing if needed.

**Q Balancing a global outlook with a national focus is crucial for institutions today. How do you manage to integrate global best practices while addressing the specific needs and aspirations of the Indian context?**

Let me clarify that good and bad institutions exist all over the world. Assuming that all institutions in the Western or European world are superior is not correct. Similarly, India has its share of both outstanding and underperforming institutions.

Historically, India may have underestimated its potential in higher education, with growing recognition and support, Indian institutions have steadily risen in global rankings such as the QS, FT, Times rankings. In the coming years, you will see more Indian Institutions gaining global prominence.

One major shift is the increasing pursuit of international accreditations by Indian institutions. For example, at IIM Jammu, we are working toward achieving all three top international accreditations, ensuring that our programs align with global standards.

Learning is a two-way process. We actively learn from peer institutions, both within India and abroad, adopting best practices that suit our context. Similarly, international institutions can learn from us, especially in areas where Indian institutions excel.

The key is mutual collaboration, not just emulating global practices but adapting them to meet India's specific educational and socio-economic needs. This approach ensures a well-rounded perspective while nurturing future-ready leaders grounded in local realities.

**Q From my research on IIM Jammu, I've found that the library is one of the key attractions for students and researchers. Can you please share how it is unique? I'm particularly interested in its blend of extensive digital resources and cutting-edge technology, which has revolutionized academic research and learning on campus. How are these features benefiting the students?**

At IIM Jammu, we have built a state-of-the-art, high-tech library that is much more than just a repository of books. NALANDA - The Library serves as a cornerstone of our academic environment, reflecting our commitment to excellence in knowledge and innovation. We take immense pride in its unique offerings and its pivotal role in fostering academic and intellectual growth.

One of the standout features of NALANDA - The Library is its extensive collection of digital resources. We provide seamless access to over 11,500+ premier e-journals through platforms such as Elsevier ScienceDirect, Sage HSS, Taylor & Francis, Springer, EBSCO, ABI-INFORM, Emerald eJournals, and many others, alongside 2.37 lakh eBooks. Additionally, the library offers access to rich databases, including company, industry, and socio-economic databases like Bloomberg Terminal, EMIS University, Statista, CRISIL Research, ACE Equity, and CMIE-Prowess.

This vast digital repository ensures that our students and researchers can access the latest information and research materials across a wide range of disciplines. It plays a critical role in supporting their academic pursuits, enabling them to stay updated on current developments and trends in their respective fields.

To enhance the user experience, NALANDA - The Library is fully computerized and incorporates cutting-edge RFID technology, which streamlines the borrowing and returning process, making it quick and efficient. The OPAC touch panel provides an intuitive interface for catalog searches, allowing users to easily find and access resources. Furthermore, the RFID self-check and book-drop systems ensure secure and efficient management of our collection, providing a seamless and user-friendly experience.

NALANDA- The Library also offers specialized learning spaces tailored to meet diverse study needs. For instance, our Bloomberg Finance Lab, equipped with 12 terminals, provides real-time financial data and analytics, an invaluable resource for business and finance students. Similarly, our discussion rooms, featuring interactive 4K display screens, foster collaborative learning and are ideal for group projects and discussions. These spaces are designed to support both individual and group learning, encouraging intellectual growth and innovation.

The benefits of these features are manifold. Our extensive digital resources place a wealth of information at students' fingertips, supporting their coursework and research projects. The integration of advanced technology and specialized learning spaces provides practical tools and environments that enrich their learning experience. Additionally, our user-centric services, such as remote access to electronic resources, research assistance, and personalized information updates, ensure that students can access the information they need, anytime and anywhere.

NALANDA - The Library is unique in its blend of extensive digital resources and cutting-edge technology. These features not only enhance the educational experience but also equip our students with the tools and knowledge needed to excel in their academic and professional endeavors. We remain committed to continuously evolving and improving the library to meet the diverse needs of our academic community.

**Q AI technology, these are the most important things that are required for, uh, this generation of, uh, education. So, it is transforming the education sector rapidly. So how do you see the role of technology in enhancing the quality of management education and making it more accessible to everyone?**

Technology plays a pivotal role in transforming management education, making it both effective and accessible. At IIM Jammu, we have heavily invested in creating a technology-driven learning ecosystem, starting with our state-of-the-art library. It is equipped with cutting-edge digital resources and advanced tools designed to support in-depth research and collaborative learning.

When we launched our library, its features and infrastructure garnered significant attention. A short LinkedIn video about the library received nearly 200,000 views and attracted overwhelming positive feedback from across the country and abroad. This response reaffirmed that we have built a learning space that is not just functional but also ahead of its time.

Our commitment extends beyond infrastructure. We have hybrid classrooms with smart technology that facilitates seamless online and offline learning. However, simply having the infrastructure isn't enough. We continuously align our curriculum with emerging technologies to ensure relevance and effectiveness.

Our faculty members are proactive in adopting innovative teaching methods, integrating AI-powered tools, and regularly updating the syllabus to reflect the latest industry trends. This ensures that our students receive a modern, tech-enabled education that prepares them for the dynamic business environment.

We are also open to collaborating with peer institutions, offering our expertise and guidance in developing similar high-tech learning spaces. Technology isn't just an add-on; it's an essential component of our academic framework — something we believe is indispensable in today's education landscape.

**Q Sustainability and inclusivity are becoming central themes in education and business. How do you incorporate these principles into the curriculum and culture of the institutions you lead?**

At IIM Jammu, sustainability and inclusivity are integral to our institutional culture and academic framework. We established the Centre for Diversity and Inclusion in 2020, inaugurated

by then Hon'ble President of India, Shri Ram Nath Kovind Ji, to promote equal opportunities and support underrepresented communities. This center actively conducts various programs aimed at fostering an inclusive environment.

Additionally, we collaborate with the Ministry of MSME to run several initiatives focused on empowering marginalized groups such as Scheduled Castes and Scheduled Tribes through our BAP Business Accelerator program. We've also set up the Centre for Small Business Development, addressing the often-overlooked segment of small businesses. This center has already trained over 600-700 aspiring and existing entrepreneurs, offering essential skills and resources.

Understanding the critical role of sustainability, we've embedded an Entrepreneurship course as a compulsory subject in our MBA program, ensuring that students learn about sustainable business practices. Moreover, in partnership with the Government of J&K, NITI Aayog, and the Department of Architecture, we established the Centre for Innovation and Transformation in Governance (CITaG). This policy hub works on governance reforms and sustainable policy-making initiatives.

Beyond academic programs, sustainability is embedded into our campus infrastructure. We've built a sustainable campus with eco-friendly features that reflect our commitment to environmental stewardship. We believe that creating such a learning ecosystem inspires students to adopt sustainable and inclusive practices in their professional journeys.

In addition, *'Ānandam:* The Center for Happiness' at IIM Jammu aims at facilitating this transformation through systematic interventions, practices, and research at the Indian Institute of Management Jammu. The transformation essential for attaining the ultimate happiness occurs at various levels of human existence. It also expands the circle of consciousness, resulting in self-transcendence, compassion, a sense of inclusion, and responsibility towards others.

**Q As an educator and mentor, what qualities do you believe are essential for the next generation of business leaders, and how can institutions cultivate these qualities in their students?**

Be honest to yourself. If you're not honest with yourself, how can you be honest with others? You must be dedicated, committed, and respectful toward elders. Love your nation. Nation First. If you can't love your nation, whatever you achieve is meaningless. Everything else is a waste if there's no love for the nation.

The first thing is to feel a commitment to the nation. Along with that, serve the country and society. That's the essence of education and leadership. If you don't have the commitment to serve, you are in the wrong profession, especially in education.

This message is for all educators and aspiring leaders: education is service, it's commitment. It's about contributing to society, not just building a career.

We are working in one of the largest economies in the world. People call India the third-largest economy — it's not just hope, it's the reality. But if you don't believe in yourself, how can you bring change? Self-belief is critical. You can't inspire others if you don't have faith in your own abilities.

**Q With a distinguished career spanning several decades, what have been some of your most significant learnings and personal growth experiences? How have they influenced your approach to leadership and education?**

If you think about personal growth, you won't be able to work. If you think about personal growth, you won't be able to do anything. So, there must be something like, listen, I've been working as a director for the past 20 years. And remember one thing: if you think about personal growth, you won't be able to do anything. So, keep your personal growth to yourself and think about the country and the government. Think, dream — then you can't think big. If you can't think big, you can't do it. EP





**Dr. Atish Chattopadhyay**
Director, IMT Ghaziabad

# ONE OF OUR KEY FOCUS AREAS IS TO INSTILL AN ORIENTATION TOWARDS "LEARNING TO LEARN"

**Dr. Atish Chattopadhyay**
Director, IMT Ghaziabad

*As **Dr. Atish Chattopadhyay** takes charge as the Director of Institute of Management Technology (IMT), Ghaziabad, his leadership vision is centered on enhancing the institution's impact both in the industry and society. In this exclusive interview with Education Post, Dr. Chattopadhyay outlines his strategic focus on ensuring that IMT Ghaziabad's programs evolve to meet the dynamic demands of today's business landscape. He emphasizes the importance of an industry-aligned curriculum that not only focuses on academic rigor but also equips students with the competencies required for the emerging roles in Industry 4.0.*

*With a deep belief in experiential learning, Dr. Chattopadhyay discusses the integration of hands-on methodologies, such as live projects, internships, and capstone initiatives, to bridge the gap between theory and practice. Furthermore, he highlights IMT Ghaziabad's commitment to sustainability and social responsibility, areas in which the institute has been a pioneer, offering accredited courses that go beyond mere academic fulfillment to create real-world impact.*

*Under his leadership, IMT Ghaziabad aims to continue strengthening its global recognition through international collaborations, dual-degree programs, and faculty-student exchange initiatives. Dr. Chattopadhyay's long-term vision is to create a legacy of graduates who not only excel in their careers but also contribute positively to society, focusing on areas like social entrepreneurship and sustainability.*

*This engaging conversation with Dr. Chattopadhyay was conducted by Education Post's Prabhav Anand, whose keen insights on management education bring out the nuances of Dr. Chattopadhyay's transformative vision.*

IN DEPTH **INTERVIEW**





**Q IMT Ghaziabad has always been known for its industry-aligned curriculum. Given your extensive experience in curating courses that cater to the needs of Industry 4.0, how do you plan to update and evolve IMT Ghaziabad's programs?**

At IMT Ghaziabad, we have a strong alumni base, and we continuously update our curriculum as part of our standard process. Moving forward, we will focus on three key aspects to ensure our programs remain relevant and aligned with industry needs.

First, we will identify the roles that our students aspire to enter in their careers. Second, we will analyze emerging roles that are shaping the future of various industries. Third, we will examine the roles in which our students are currently being placed.

Once we have a clear understanding of these roles, we will determine the competencies required to excel in them. This includes knowledge, skills, and the right attitude necessary for success. Based on these insights—gathered from both industry leaders and our alumni network—we will realign our curriculum, course offerings, and teaching methodologies.

Our goal is to transition towards a curriculum that is role-driven rather than purely course-driven. By doing so, we will ensure that our students develop the necessary competencies to thrive in their desired career paths. This approach will make our programs more dynamic and industry-relevant, equipping our graduates to meet the evolving demands of the professional world. For our learners, we want that their aspirations meet opportunities, and their strengths are aligned to career goals.

**Q What new courses or specializations do you think need to be introduced to ensure students are future-ready in an era of AI, automation, and rapid technological advancements?**

Since I have recently joined, I would not want to comment on specific courses just yet. However, one thing is very clear—we will integrate the application of Artificial Intelligence (AI) across all functional areas where our students specialize. This means exploring how AI is applied in marketing, finance, human resource management, and other domains to ensure our graduates are equipped with the necessary skills for the evolving job market.

Beyond AI, two other critical focus areas will be digital transformation and sustainability. Organizations today must navigate both technological advancements and sustainable business practices to remain competitive. Therefore, we will emphasize how businesses can gear up for digital transformation while aligning with sustainable development goals.

Overall, the three key themes—AI applications, digital transformation, and sustainability—will be embedded across all our offerings, ensuring our students are well-prepared for the future.



**Q You have been an advocate for the globalization of Indian business education, having previously worked on international partnerships. How do you plan to position IMT Ghaziabad on the global stage? Are there specific foreign collaborations, dual-degree programs, or faculty and student exchange initiatives that you plan to implement to enhance the institute's international reach?**

IMT Ghaziabad already has a strong foundation in international collaborations. For instance, our PhD scholars participate in programs with international partner institutions, and we have a well-established student exchange program. Currently, around 40 students from IMT Ghaziabad go abroad for exchange programs, while a similar number of international students come to our campus.

Moving forward, our focus will be on deepening these collaborations to enhance both career opportunities for our students and faculty development. Currently, we have 54 international partnerships, and we aim to strengthen them with a strategic approach. Our goal is to facilitate global career opportunities for our graduates and attract more international students to IMT Ghaziabad.

Additionally, we will work on introducing international scholars-in-residence programs, further expanding opportunities for knowledge exchange. These initiatives will not only help our students become future-ready but also create pathways for scholarships and other collaborative opportunities. Many of our doctoral scholars already receive scholarships from foreign institutions, and we will continue to build on these opportunities to enhance our global footprint.





**Q Business education today is moving towards experiential learning, where students learn through real-world applications rather than traditional lectures. How do you plan to integrate hands-on, experiential methodologies into IMT Ghaziabad's pedagogy? Will there be more live projects, industry simulations, or global immersions to bridge the gap between academia and industry?**

At IMT Ghaziabad, experiential learning is already an integral part of our curriculum. We have a strong focus on real-world exposure through multiple initiatives. For instance, design thinking and sustainability are embedded into the curriculum to provide students with hands-on learning experiences. Additionally, we have a robust 10 to 12-week-long summer internship program, where students gain practical industry exposure.

Beyond internships, we emphasize live projects, where students actively collaborate with companies on real business challenges. These capstone projects ensure that students apply their learning in a practical setting. Moreover, we conduct simulation and we have specialized labs, including Bloomberg terminals that offer students hands-on experience with industry-grade tools and technologies.

Our philosophy is that business education, much like medical education, requires a "learn by doing" approach. Students must engage with real-world scenarios to truly understand business concepts. Our methodology encourages discovery through action rather than passive learning in a traditional classroom setting. By continuously strengthening these experiential learning pedagogies, we ensure that our graduates are well-equipped to bridge the gap between academia and industry.



**Q With the growing emphasis on sustainability, business schools are expected to train leaders who are not only profit-driven but also socially responsible. How do you plan to embed sustainability, environmental consciousness, and ESG (Environmental, Social, and Governance) principles into IMT Ghaziabad's curriculum? Will there be specific courses, projects, or initiatives focusing on responsible business practices?**

IMT Ghaziabad has been a pioneer in integrating sustainability and social responsibility into business education. Our flagship program on sustainability and social responsibility was featured in the AACSB's (Association to Advance Collegiate Schools of Business) 'Innovations That Inspire' list, which is a testament to our commitment to responsible business practices. Additionally, we have been recognized as a PRME (Principles for Responsible Management Education) Champion, further strengthening our global position in this space.

Unlike many institutions where sustainability is merely a checkbox requirement, at IMT Ghaziabad, it is a fully credited course. Students are required to engage with local communities over the weekends, applying their knowledge to real-world sustainability challenges. This hands-on approach ensures that sustainability is not just theoretical but deeply embedded in their learning experience.

We also bring in some of the most renowned experts from the field to interact with our students. Thought leaders like Anshu Jain, Geeta Dharmarajan, and Sonam Wangchuk have all engaged with our students, providing invaluable insights into sustainability and social responsibility.

Furthermore, our faculty members are globally recognized for their contributions to this domain including Chevening and Fulbright scholarships for their research and work in sustainability. Some have even published in leading journals like *Nature*, reinforcing our strong academic foundation in this area.

At IMT Ghaziabad, sustainability is not just an add-on but a core pillar of our curriculum. We

continue to build on this strength to develop responsible leaders who can drive meaningful change in the business world.

**Q Technology is revolutionizing education, with AI-driven learning platforms, digital classrooms, and hybrid models of education becoming the norm. What technological advancements do you plan to introduce at IMT Ghaziabad? How do you see digital transformation impacting both teaching methodologies and administrative processes at the institute?**

Technology is an ever-evolving phenomenon—it has progressed from typewriters to computers, from mainframe systems to PCs, from laptops to cloud-based applications. This transformation is continuous, and institutions must seamlessly integrate it into their culture rather than treat it as a one-time upgrade.

At IMT Ghaziabad, technology is deeply embedded in our identity—it is part of our name itself. We have always been ahead of the curve in adopting digital innovations. For instance, we implemented an ERP system across all institutional functions nearly seven to eight years ago, ensuring efficiency in administrative processes. Our labs and learning environments have also been continuously upgraded to keep pace with technological advancements.

**Looking ahead, the focus is on embedding AI applications into various aspects of our operations. This transformation is a threefold process:**

1. **Faculty Development –** Ensuring that our faculty members are well-versed in emerging technologies so they can integrate them effectively into teaching and research.
2. **Student Learning –** Equipping students with the necessary technological competencies to make them future-ready.
3. **Administrative Efficiency –** Training our staff to use advanced digital tools to streamline processes and enhance institutional effectiveness.

At IMT Ghaziabad, digital transformation is not just about adopting new tools—it is about fostering a technology-driven culture that enhances learning, teaching, and operations.

**Q The gap between academia and industry is often cited as a challenge in management education. How do you plan to strengthen IMT Ghaziabad's ties with the corporate sector? Will there be more industry mentorship programs, corporate residencies, or collaborations that ensure students are exposed to real-world business challenges during their academic journey?**



IMT Ghaziabad has a strong and highly engaged alumni network that plays a crucial role in bridging the gap between academia and industry. Just this morning, an alumnus visited the campus, interacted with students, and later met me. Our alumni association is very active, and their willingness to contribute is a Big Plus.

Their involvement significantly impacts students by facilitating industry-relevant projects, offering mentorship, and sharing valuable industry insights through guest lectures. While industry experts regularly engage with our students, the role of our alumni is particularly vital. They help students understand industry expectations, career pathways, and the skills needed to succeed in a dynamic business environment.

Moving forward, I am confident that our alumni will play an even bigger role in guiding and mentoring students. Their contributions will ensure that our graduates are well-prepared for the industry and not caught off guard when they step into the corporate world.

**Q You have observed and worked with foreign universities, giving you deep insights into best practices in global management education. What are some of the key strategies that Indian business schools can adopt from foreign institutions? How do you plan to bring these practices to IMT Ghaziabad to elevate its global standing?**

See, if you look at it, India currently has 14 institutions ranked among the top 100 globally, including IMT Ghaziabad. Being featured in the FT100 (Financial Times) ranking is a testament to the fact that we already adhere to globally accepted best practices in management education. However, to further strengthen our global standing, there are key strategies we need to focus on.

One of the most important aspects is providing our faculty with exposure to international best practices. Our faculty members regularly visit global universities to stay updated with the latest trends in management education. Similarly, student exchange programs play a crucial role, allowing our students to experience different academic and business environments worldwide. Additionally, we invite faculty from renowned international institutions to IMT Ghaziabad, creating a rich exchange of ideas and perspectives.

Beyond these initiatives, we are also working on developing pathway programs and co-curated courses in collaboration with our foreign partners. By March, we expect to finalize one or two major agreements that will significantly enhance our global engagement. Such collaborations ensure that both IMT and its international partners benefit—while they gain insights into the Indian business landscape, we gain a broader understanding of global management practices. Working together in this manner allows for meaningful knowledge exchange and helps elevate IMT Ghaziabad's position in global management education.

**Q A management graduate today is not just expected to be academically sound but also a well-rounded professional with strong leadership, ethical values, and social responsibility. Beyond academics, what new initiatives or programs do you plan to introduce at IMT Ghaziabad to ensure holistic student development? Will there be a greater focus on leadership training, ethics, and social impact projects?**

Holistic student development has always been a core focus at IMT Ghaziabad, and we continue to strengthen our approach in this direction. Our curriculum already integrates key aspects of leadership, social responsibility, and innovation through various courses such as sustainability and social responsibility, critical thinking, design thinking, and emerging technologies. Additionally, we emphasize entrepreneurial thinking and new venture creation, ensuring that our students develop an innovative and problem-solving mindset.

However, beyond these structured courses, what truly prepares our students for the future is their ability to become lifelong learners. The business landscape is constantly evolving, and the most successful professionals are those who can continuously learn and adapt. Therefore, one of our key focus areas is to instill an orientation towards "learning to learn."

To achieve this, we integrate reflective learning, extensive reading exercises (both pre-read and post-read discussions), and collaborative group exercises. These

methodologies encourage students to think critically and develop a habit of continuous self-improvement. Additionally, our numerous student-driven clubs and forums provide experiential learning opportunities that go beyond classroom instruction, making education at IMT more dynamic and holistic.

IMT Ghaziabad has always been known for producing graduates who are not only academically strong but also professionally smart, agile, and ethically responsible. We will continue to build on this legacy, ensuring that our students are well-prepared to lead in an ever-changing business world.

**Q It seems that many graduates today are turning towards this field, and institutions are providing substantial support to help them achieve their goals. How does your institution plan to facilitate entrepreneurship incubation for students during this process?**

At IMT Ghaziabad, we have a strong foundation for entrepreneurship, with our entrepreneurship cell already in place, having successfully produced many entrepreneurs. We are committed to strengthening this ecosystem to further support our students in turning their entrepreneurial ideas into viable businesses.

We provide students with access to a robust network of mentors, which includes seasoned entrepreneurs, industry experts, and investors. This mentorship is crucial as students navigate the challenges of launching and growing their businesses. Additionally, we ensure that students are well-connected to a broader entrepreneurial ecosystem, offering them access to resources, funding opportunities, and strategic partnerships.

One of the key aspects we focus on is de-risking the entrepreneurial journey for our students. To achieve this, we offer deferred placements, which gives students the opportunity to focus on their ventures without the immediate pressure of securing a job. This allows them to dedicate their time and energy to their entrepreneurial pursuits.

Moreover, we strive to create an environment that encourages students to experiment and try out their ideas without the fear of failure. Entrepreneurship is about learning through trial and error, and we aim to instill a mindset of resilience and innovation. By combining mentorship, access to resources, and a supportive environment, we are helping our students become successful entrepreneurs.

**Q As you take charge of IMT Ghaziabad, what is your long-term vision for the institute? Where do you see IMT Ghaziabad in the next five to ten years in terms of rankings, global recognition, and academic excellence? What key milestones do you hope to achieve during your tenure as director?**

My focus, as I take charge, is on creating a lasting impact rather than merely aiming for rankings. The ultimate goal is for our graduates to make meaningful contributions to the industry—both as practitioners and as entrepreneurs. They will have a strong presence in areas like social entrepreneurship, the corporate sector, and NGOs, where their work will positively influence society.

As an institution, IMT Ghaziabad's faculty will also play a pivotal role in contributing to select Sustainable Development Goals (SDGs), particularly in areas like education, gender equality, and environmental sustainability. These are the key areas where we aim to drive social impact. We are probably the only top B-school in India to provide a 25% tuition fee waiver to all female students enrolled in our programs.

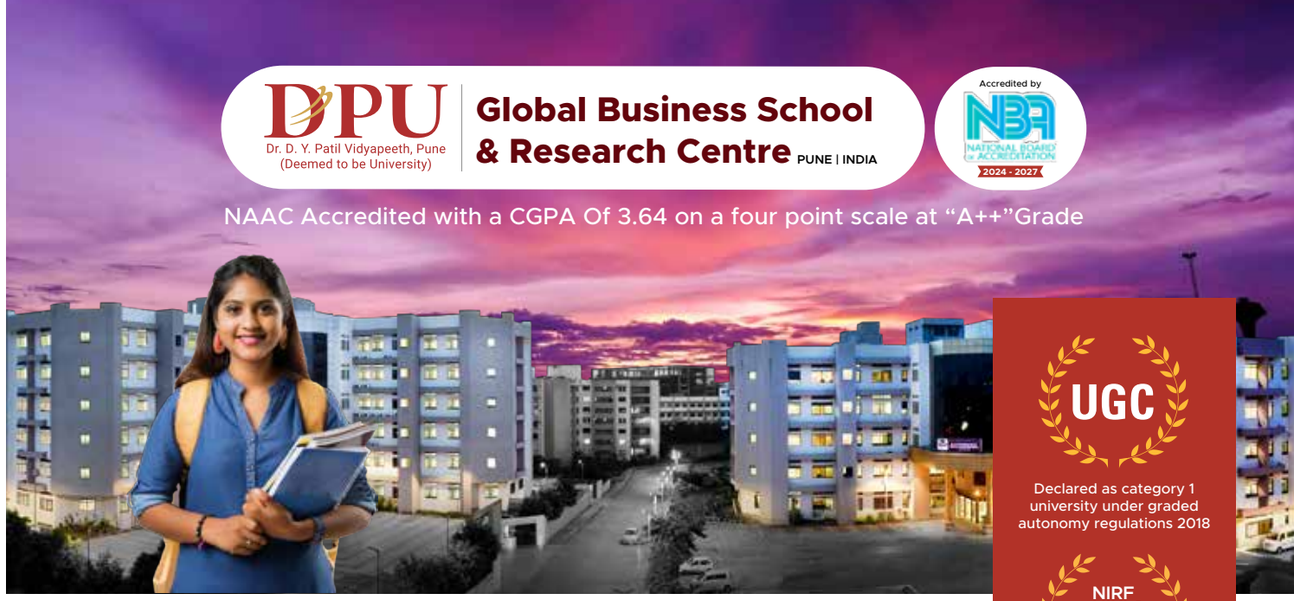
Given that technology is at the core of our identity, our faculty will focus on applying emerging technologies to real-world problems, especially in the sustainability space. This integration of technology and sustainability will continue to shape our academic offerings and research initiatives.

Globally, IMT Ghaziabad will strengthen its reputation, building collaborations with top international schools to enhance the career outcomes of our students. By leveraging these partnerships, we will bring global expertise to the Indian context, offering our graduates a more diverse set of opportunities.We are already recognized internationally, with notable rankings like the Financial Times (FT). However, as we continue to grow, our global standing will rise.

The key focus areas during my tenure will be enhancing the success of our students, improving the profile of our faculty, and elevating the impact our alumni have on the broader community. Achieving these milestones will naturally lead to greater recognition and stronger rankings.

Ultimately, the impact our graduates and faculty make in the larger society and industry will define our success. The rankings will follow as a natural outcome of this impactful work. EP




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# VMRF CREATING LEADERS WHO INSPIRE AND DRIVE CHANGE



**Dr. AS Ganesan**
Chancellor,
Vinayaka Mission's Research Foundation (VMRF)

**Dr. AS Ganesan,** Chancellor of Vinayaka Mission's Research Foundation (VMRF), talks about the evolving purpose of management education, emphasizing the importance of moving beyond profit maximization to focus on ethical leadership, sustainability, and societal well-being. "Entrepreneurship isn't just about starting businesses; it's about seeing opportunities where others see obstacles," he tells Education Post's **Prabhav Anand**.

### Q In your view, what should be the main purpose of management education in today's world, especially as businesses face unprecedented challenges and changes?

Management education today must transcend the traditional focus on profit maximization to embrace the broader goal of societal well-being. At VMRF, we see its purpose as more than just preparing individuals for business complexities; it's about cultivating leaders who champion ethical practices, sustainability, and inclusivity.

Our approach combines analytical rigor with human-centered leadership.





By embedding real-world challenges into our curriculum and leveraging strong industry partnerships, we create graduates who are ready to innovate, lead, and contribute meaningfully to society.

### Q Isn't that what the world needs now–leaders who can inspire and drive change?

With the establishment of the Ganesan Incubation and Entrepreneurship Centre, you've fostered a startup ecosystem within VMRF. What advice would you offer to academic leaders looking to promote innovation and entrepreneurship within their own institutions?

The Ganesan Incubation and Entrepreneurship Center exemplifies our belief that education must spark innovation. If I were to offer advice to academic leaders, it would be this:

First, foster a culture of curiosity—encourage students to question the status quo. Second, establish robust mentorship networks involving alumni, industry experts, and faculty who can guide budding entrepreneurs. And finally, integrate experiential learning through hackathons, start-up accelerators, and live projects.

At VMRF, we've seen these steps transform potential into impactful innovations. The satisfaction of seeing students thrive as entrepreneurs—it's incomparable.

### Q As someone with experience in healthcare and education, how do you see these two fields intersecting in management training? Are there unique lessons that healthcare can offer management students?

Healthcare is an extraordinary field—it demands precision, empathy, and resilience. These qualities, I believe, offer valuable lessons for management students. At VMRF, we bridge the two disciplines through interdisciplinary courses, collaborative projects, and cutting-edge initiatives like our Centre for AI in Medicine.

For instance, the Centre for AI in Medicine equips students with the skills to leverage data-driven insights for improved decision-making in healthcare management.

Our students have worked on projects optimizing resource allocation in hospital settings, blending management theories with AI-driven healthcare realities. It's about learning to lead with both heart and mind, integrating innovation with compassion—a combination that every great manager needs.

### Q Entrepreneurship is a significant focus in education today. In your opinion, how should management programs foster an entrepreneurial mindset among students?

Entrepreneurship isn't just about starting businesses; it's about seeing opportunities where others see obstacles. At VMRF, we instill this mindset by encouraging students to tackle real-world challenges head-on.

Through our incubators, live projects, and industry collaborations, we expose students to ambiguity and complexity early. This prepares them to make impactful decisions in dynamic environments. And the joy of watching them grow into innovators.

That's why we do what we do.

### Q Sustainability has become a core concern for businesses globally. How can management education instill a sense of responsibility for sustainable practices in students?

Sustainability—it's no longer a choice; it's a responsibility. Management education must instill a sense of accountability not just to profits but also to people and the planet. At VMRF, we've embedded sustainability into our curriculum through research projects, case studies, and campus initiatives.

Take our green campus projects, for example—they're living labs for our students. By equipping them with the tools to make ethical, sustainable decisions, we're shaping leaders who can drive meaningful change.

Isn't that the kind of future we all hope for?



**Q In a time when remote work is becoming increasingly common, what role should management education play in preparing students to lead and collaborate in virtual environments?**

Remote work has changed the game, hasn't it? Leadership and collaboration now require adaptability, communication, and technological fluency. At VMRF, we prepare students for this through hybrid learning models, digital tools, and virtual simulations.

But more than the tech, it's the human element that matters—building trust, staying engaged, and fostering inclusivity.

By blending technical skills with emotional intelligence, we ensure our graduates are ready to lead in a digitally connected world.

**Q Research is a growing focus in many academic fields. How can management education institutions balance academic research with practical industry knowledge to benefit students?**

Academic research and industry knowledge—often seen as two sides of a coin, but I see them as two sides of the same story. At VMRF, we actively bridge this gap by fostering collaborations between academia and industry.

Our students tackle real-world problems through research projects informed by industry needs. Take our partnerships in healthcare, technology, and sustainability—they provide invaluable insights. This approach ensures our graduates are not just academically proficient but also ready to innovate and lead.

**Q What would you say are the most impactful experiences or lessons that shaped your approach to leadership, and what advice would you give aspiring leaders?**

Leadership, for me, is a journey—one of self-awareness, adaptability, and staying true to one's values. If I've learnt anything, it's the importance of empathy. Whether in healthcare or education, understanding people's needs and challenges has been my guiding principle.

To aspiring leaders, I'd say: stay curious, embrace failures as lessons, and always keep the greater good in mind.

At VMRF, we aim to instill these principles in our students—leaders who are not just capable but compassionate too.

After all, isn't that what truly makes a difference? EP




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# HOSPITALITY INDUSTRY STRUGGLING WITH TALENT MANAGEMENT, LABOR SHORTAGE

**Nirmata Kumari**
Principal, IHM Srinagar

Ranked among the top Institutions in India, Institute of Hotel Management (IHM) Srinagar has contributed significantly in equipping students with the necessary knowledge, technical skills, and professional demeanor to excel in the hospitality industry over the past four decades.

Established in 1982, the institute has been providing comprehensive training in areas including front office operations, food and beverage service, housekeeping, and management to produce skilled manpower for hotels and related sectors while fostering a strong service ethic and customer-centric approach.

**Nirmata Kumari,** IHM Srinagar's Principal, shared her vision for revolutionizing the academic and practical education while underscoring the need to guiding students aspiring for higher education in the field hospitality and others wanting to pursue research activities in the concerned fields in an interview with Education Post's **Amin Masoodi**.

Kumari, a 1987 pass out of the same institute who took over as Principal in-charge in May 2024 before serving as administrative officer, emphasized the need to produce skilled and knowledgeable manpower to the industry which is functionally employable in the field of tourism and hospitality, and allied sectors.

"We are developing a comprehensive library and resource center, providing students with access to industry publications, research databases, and online resources." Kumari said adding, "IHM Srinagar has achieved high internship and job placement rates for graduates, with many students securing positions in top hospitality companies in recent years."





### Q What are the most significant challenges faced by the hospitality industry today, and how does IHM overcome these or incorporate these into the curriculum?

Climate change, energy consumption, waste management, and sustainable practices are posing challenges. Also, digital transformation and technology has been a major challenge. Changing consumer behavior and expectations have posed a challenge and more significantly, the industry is struggling with talent management and labor shortages.

However, to address these challenges, IHM Srinagar, like other top institutions, has integrated sustainable practices, environmental management, and energy efficiency into courses. Also, digital literacy, experiential learning, talent management and leadership along with case studies and real-world applications have played a vital role to prepare students to navigate the complex and evolving hospitality industry.

### Q How does the institute deal with industry trends and developments to stay updated?

We collaborate with hotel chains to provide students with internship and job opportunities, as well as to stay updated on industry trends.

Also, we participate in industry events, conferences, and trade shows to stay well-informed about the latest developments to ensure that no placement opportunity is missed for the pass-outs of our institute.

Notably, IHM Srinagar recently participated in the 46th session of the UNESCO World Heritage Committee (WHC) in New Delhi, India. The session was a significant step towards global cooperation and the protection of World Heritage properties. Over 2,000 delegates from more than 150 countries participated in the meeting.

Apart from this, we ensure to introduce updated curriculum, and faculty development from time to time. Alumni and industry connections all over the country also help us to stay up to date.

We also strive to integrate technology into the curriculum, such as hospitality software and property management systems.

### Q Tell us about the institute's placement process, and how do you prepare students for the same?

IHM Srinagar invites companies to deliver pre-placement lectures to students providing an overview of the company, job roles, and selection process.

Prominent companies like IHCL, Marriott, The Leela Hotels & Resorts, Oberoi Hotels, Radisson, Bikanerwala, Lemon Tree, Hyatt, Wyndham Hotels, Lalit group etc. conduct interviews, either on-campus or off-campus, depending on the company's preference.

Companies extend job offers to selected students, which is communicated to the respective students by the placement office.

The institute helps students to get ready for the interviews by assisting them in resume building, interview preparation, aptitude training, and soft skills development. We also provide career counseling and mandatory internship assistance to our students to gain practical experience in classified hotels across the country.

We leverage the college's alumni network to identify potential partners. Our students and staff attend industry events, conferences, and trade shows to connect with potential partners.

Reputed hotel chains, restaurants and allied companies also connect with us for internships and job placements. Notably, IHM Srinagar has recently signed an MoU with Lalit Suri Academy and Radisson Hotels for student and faculty development.

### Q What strategies does the institute adapt to increase student enrolment and retention?

IHM Srinagar has developed a strong online presence to showcase the activities and facilities to woo students opt our different courses. We also comply with the existing scholarship program. We have enhanced campus facilities and infrastructure over a period of time, bringing it at par with best institutions in the country and to provide quality education to the students.

Additionally, we provide students with access to counseling, mentorship, and tutoring services to support their academic success and shape their future.

Students are provided with opportunities for hands-

on learning. Also, we conduct feedback and assessment at regular intervals and address their concerns, if any.

### Q Can you outline your plan for developing and maintaining industry partnerships?

Guest lectures by industry experts is an integral part of our academic activity as it provides students with valuable real-world insights, practical knowledge, and a deeper understanding of industry trends, bridging the gap between theoretical learning and practical application, which can significantly enhance career preparedness by offering networking opportunities, career guidance, and exposure to current challenges and solutions within the field.

Moreover, experts share first hand experiences and case studies, illustrating how theoretical concepts are applied in real-world business scenarios. More significantly, industry professionals provide valuable insights into career paths, potential job opportunities, and necessary skills for success within the industry.

Apart from this, we lay equal focus on experiential learning that involves students in direct experiences and reflection to help them learn, develop skills, and clarify values. We also facilitate students to gain hands-on experience through various experiments, internships, and field exercises.

The institute organizes mentorship programs, and also offers mental health support to students. We organize programs to ensure the students meet industry standards and accreditation requirements.

### Q What message would you like to give to aspirants seeking admissions in different courses taught at IHM Srinagar?

I welcome aspiring management course students to the Institute of Hotel Management, Srinagar.

We invite passionate aspirants to join our premier hospitality education institute. For their information, I would like to mention that our programs and courses include the BSc in Hospitality and Hotel Administration and 18-month diplomas in various trades are designed to equip the students with necessary skills, knowledge, and attitude required to succeed in the hospitality industry.

We are committed to provide a holistic education that combines theoretical foundations with practical




training. Our experienced and highly qualified faculty, state-of-the-art infrastructure, and strong industry connections ensure a comprehensive education package that prepares students for a successful hospitality career ahead of them.

I urge them to join our community of hospitality professionals and transform their passion into a rewarding career. Admissions are currently open for various courses and I aspirants to visit our website for all required information.

We look forward to welcoming new batch of students at IHM Srinagar for a personalized career guidance session.

### Q What are the milestone achievements of IHM Srinagar and your vision for the institute going into the new year?

I think IHM Srinagar being recognized as a reputed and one of the top institutions in India is itself a milestone achievement. The institute has achieved high internship and job placement rates for graduates, with many students securing positions in top notch hospitality companies.

You may be aware that IHM Srinagar is ranked among the top hotel management colleges in the country offering Degree, Diploma & PG courses in the field of Hospitality.

The institute has established partnerships with leading hotel chains, restaurants, and hospitality companies to provide students with internship and job opportunities.

Also, we have been implementing systems, applications, products in data processing (SAP) — a software to manage business operations and customer relations — in letter and spirit for the benefit of students and faculty. EP



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**Hitankshi Thukral**
Vice President of Marketing & Admissions at Bennett University

# EDUCATION MUST EVOLVE WITH STUDENTS

**Hitankshi Thukral,** Vice President of Marketing & Admissions at Bennett University, talks about key strategies for standing out in a competitive educational landscape, the importance of experiential learning, and the role of robust alumni networks in building a strong university brand.

With over two decades of work in higher education, Thukral sheds light on how her experience has shaped a student-centric approach, blending innovation and adaptability to meet the dynamic needs of modern learners.

She further reflects on the challenges of balancing domestic and international outreach and how Bennett University has embraced digital transformation to engage with Gen Z. This interview with Education Post's **Prabhav Anand** captures her vision of creating a holistic and future-ready educational environment aligned with the principles of the National Education Policy 2020, emphasizing inclusivity, innovation, and excellence.





### Q How has your approach to marketing and admissions evolved over the years? What key lessons have shaped your leadership style?

My approach to marketing and admissions has evolved with the changing needs of students and the educational landscape. Starting in teaching, I developed a deep understanding of the student experience, shaping my strategies to be more student-centric and empathetic.

As I moved into leadership, I focused on innovation and data-driven insights to develop campaigns that resonate with today's tech-savvy generation. By leveraging market trends and student feedback, I've created strategies aligned with their expectations.

Key lessons shaping my leadership include adaptability, collaboration, and a commitment to continuous learning. I empower teams to bring bold, innovative ideas, fostering a creative culture that drives transformation and enhances student success.

### Q Higher education marketing is incredibly competitive. What strategies do you find most effective in differentiating institutions in such a saturated market?

In today's competitive higher education landscape, differentiation is crucial. A transformative educational experience that blends innovative curriculum with a dynamic campus culture is key. It's not just about imparting knowledge but developing critical skills to prepare students for a rapidly evolving world.

At Bennett University, we align with NEP 2020's vision by focusing on interdisciplinary learning, skill development, and a holistic approach. Strong industry partnerships, such as with global leaders like Georgia Tech, provide students with invaluable internships and real-world exposure. Our experiential learning programs, which include real-world challenges, internships, and collaborative projects, are essential for student growth.

Additionally, fostering a vibrant campus community through extracurriculars, sports, and leadership programs helps develop well-rounded professionals. By staying ahead of industry trends and embracing innovation, institutions can prepare students for future demands while upholding values of excellence and inclusivity.

### Q As someone responsible for both domestic and international outreach, how do you balance the distinct needs of these markets, and what challenges do you face in expanding globally?

Balancing the needs of both domestic and international markets requires a strategic approach that takes into account the varied aspirations and expectations of students. My goal is to craft an outreach strategy that is flexible enough to adapt to different cultural and educational environments, while staying true to Bennett University's core values of innovation, quality, and global standards.

One of the biggest challenges in expanding globally is navigating the logistical and regulatory hurdles that come with different regions. At the same time, it's crucial to tailor our messaging so it resonates with the unique needs of students around the world. These challenges, however, also present valuable opportunities to innovate, enhance our offerings, and build deeper connections with students across borders. By remaining agile and forward-thinking, I am committed to delivering an educational experience that speaks to a diverse global audience, all while championing new ideas and thought leadership in the field.

### Q The pandemic brought unprecedented challenges to higher education. How did you adapt your admissions and marketing strategies to cope with the crisis, and what long-term changes have emerged as a result?

COVID-19 forced us to rethink our approach to life and work. The higher education sector faced significant challenges, and we had to adapt quickly. As the world shifted to online interactions, we adopted digital-first strategies to maintain strong engagement with prospective students. Virtual campus tours, online



counselling sessions, and webinars became our key tools to stay connected and keep students informed.

The crisis also pushed us to innovate our admissions processes. We introduced a more flexible and streamlined application system to accommodate students' varied circumstances, reflecting the need for adaptability.

Looking ahead, the pandemic has accelerated our digital transformation. Virtual events, online counselling, and flexible admissions are now core parts of our strategy. These changes have helped us stay connected and aligned with the principles of NEP 2020, focusing on flexibility, inclusivity, and personalized communication. These elements will continue to guide our approach in the future.

**Q Gen Z students have distinct expectations when it comes to choosing a university. How have you adapted your strategies to engage with this generation more effectively?**

I've observed that Gen Z students value authenticity, real connections, and meaningful experiences. To engage with this generation, it's important to be transparent and genuine in our communication. We've empowered our current students to share their own stories and experiences, enabling us to connect in a more relatable way.

To cater to Gen Z's online decision-making process, I've focused on enhancing our digital presence with engaging virtual tours, social media updates, and detailed content on campus life and academic programs. Furthermore, recognizing their entrepreneurial spirit, I've championed innovation-driven programs that offer hands-on learning and industry partnerships.

By aligning with their values, I've developed an approach that positions Bennett University as a place where Gen Z can thrive, innovate, and make an impact.

**Q You have emphasized the importance of alumni networks. In your view, how do strong alumni relations contribute to a university's brand, and what steps have you taken to strengthen these networks?**

With my experience in the educational sector, I have seen firsthand how a strong alumni network is essential in enhancing a university's brand. Alumni are the true ambassadors of an institution, sharing their success stories and insights into how their time at the university shaped their careers. A robust alumni network not only amplifies the university's reputation but also creates invaluable mentorship opportunities, facilitates industry connections, and boosts credibility.

At Bennett University, we've made it a priority to strengthen alumni relations through targeted engagement programs and networking events. Our Bennett Alumni Association (BAA) plays a key



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role in this, serving as a formal platform that fosters interaction, collaboration, and contribution from our graduates. The BAA connects alumni with professional development resources, volunteer opportunities, and a range of initiatives that keep them connected with the university and with each other. Whether reconnecting with peers, advancing careers, or mentoring future leaders, BAA ensures that our alumni remain an integral part of the Bennett community.

**Q As a leader managing diverse teams, how do you foster collaboration and innovation within your teams, especially when navigating different departments like admissions, marketing, and outreach?**

My approach to fostering collaboration and innovation centers around open communication and cross-functional synergy. With experience in teaching, strategy, and leadership, I understand the importance of uniting departments towards common goals.

I empower teams by valuing their unique perspectives and encourage cross-departmental brainstorming sessions to drive innovation. By ensuring alignment across teams, I help create cohesive, goal-driven strategies.

I prioritize an inclusive environment where every voice is heard, which fuels creativity and problem-solving. By empowering teams to take ownership, I cultivate responsibility and accountability, ultimately driving both operational excellence and meaningful change in education.

**Q With higher education rapidly changing, where do you see the future of marketing and admissions heading in the next decade, especially in terms of trends like digitalization and personalized learning?**

The future of higher education marketing is shaped by digitalization, personalized learning, and AI. Traditional strategies are no longer enough, and institutions must adopt tech-driven approaches to engage today's tech-savvy students.

In the next decade, AI will help us understand student preferences, enabling personalized marketing and tailored content across digital platforms. Personalized learning will focus on customizing educational experiences to students' strengths and career goals, with flexible learning paths to match their aspirations.

At Bennett University, we are aligning with NEP 2020, promoting interdisciplinary learning and skills development. Our marketing efforts aim to create a personalized educational journey, empowering students to thrive in a rapidly changing world.

**Q With such a dynamic and demanding role, what motivates you to continue pushing the boundaries in higher education marketing? Can you share a challenge that significantly shaped your perspective?**

The opportunity and passion to drive meaningful change in education is what motivates me to keep pushing boundaries. Education plays a pivotal role in shaping lives and careers, and as the VP of Admissions and Marketing at Bennett University, I am driven by the chance to innovate and make a lasting impact on students and the education system itself.

One challenge that significantly shaped my perspective was navigating the early stages of implementing new educational programs in a rapidly changing environment. At the time, there was uncertainty around adopting new models, and convincing stakeholders to embrace these changes was tough. However, this experience reinforced the importance of adaptability, forward-thinking, and student-centric strategies. It taught me that true innovation requires the courage to take risks and the persistence to overcome obstacles, ultimately leading to positive outcomes for students and institutions.

This challenge also highlighted the need to continuously adapt to the shifting expectations of both students and the industry. The fast-paced nature of the education sector requires constant innovation, and this fuels my drive to rethink and reinvent how we engage with students, offering them a transformative educational journey.





# EQUIPPING STUDENTS WITH THE TOOLS TO INNOVATE, WE PREPARE THEM TO **CONTRIBUTE MEANINGFULLY TO THE GLOBAL ECONOMY**



**Dr. Purvi Pujari,** Associate Dean and Professor
Vijay Patil School of Management (VPSM), DY Patil Deemed to be University, Navi Mumbai

**Dr. Purvi Pujari,** Associate Dean and Professor at Vijay Patil School of Management (VPSM), DY Patil Deemed to be University, Navi Mumbai, shares her comprehensive vision for advancing management education with Education Post's **Prabhav Anand**. Dr. Pujari, a distinguished academician with over 26 years of teaching experience and a doctorate in Economics, highlights the critical integration of global business trends, technological advancements, and sustainability within the curriculum. Emphasizing the importance of industry partnerships and ethical leadership, she outlines VPSM's initiatives to bridge the academia-industry gap and prepare students for the evolving challenges of Industry 4.0.





**Q As the Dean of the Vijay Patil School of Management, you hold a pivotal role in shaping the direction of one of Mumbai's leading management institutions. Can you share with us your vision for the school and the key priorities you've set to drive its growth and excellence in management education?**

Vijay Patil School of Management (VPSM) is poised to be a leading management institution, not only in India but also at the global education level. As Dean, I align my vision and priorities with DY Patil University's legacy of providing world-class education and infrastructure to Indian learners. My key priorities include developing a robust curriculum that integrates global business trends, enhancing research acumen, creating meaningful industry partnerships, and ensuring a student-centric approach to education. We aim to nurture leaders who are not only skilled but also ethically grounded and socially responsible. I expect my students to have a well-rounded personality that includes academic, leadership, team-building, and co-curricular skills.

**Q How do you envision the evolution of management education in the next decade, especially with the rapid advancements in technology and the growing demand for sustainable business practices?**

The next decade will see management education transform significantly due to technological advancements and the rising importance of sustainability. Schools will need to focus on interdisciplinary learning, integrating fields like data science, sustainability, and analytics into management programs. The demand for leaders who can combine technological acumen with a strong ethical framework will grow. VPSM is committed to staying ahead of these trends by continuously revising our curriculum to align with these evolving needs.

We have recently initiated programs that cater to rapidly evolving disciplines such as Data Analytics, Aviation Transport Analytics, Maritime Transportation Analytics, Healthcare, Pharma, and Sports Management, to name a few. We expect our students to be industry-ready for these upcoming career opportunities in the corporate world.

Our students take part in sustainability efforts like beach cleanups, plantation activities, and ideathons at the University D-Cal, a climate action lab led by Ms. Rajlaksmi Patil. VPSM also received an international award for Outstanding Institute in Sustainable Practices from six foreign universities as a result of such efforts.



## With the advent of Industry 4.0, what changes do you believe are crucial for management schools to implement in their curriculum to better prepare students for emerging challenges?

Industry 4.0 demands a curriculum that prepares students for a dynamic, tech-driven world. Key changes include an emphasis on digital literacy, data analytics, artificial intelligence, and machine learning, alongside traditional management principles. At VPSM, we have already incorporated modules on emerging technologies, leadership in digital transformation, and design thinking to ensure that our students are equipped to thrive in this dynamic environment. We are one of the very few institutes in India that offer Harvard courses as a core, credit-based subject. All of our students are required to take these Harvard Business School courses and case studies as an integral part of their syllabus. Subjects such as artificial intelligence, machine learning, and sustainability are embedded in our curriculum to ensure up-to-date learning.

## The gap between academia and industry needs constant bridging. What initiatives is the Vijay Patil School of Management taking to ensure that students are industry-ready from day one?

At VPSM, we focus on experiential learning through industry internships, live projects, and collaborations with leading corporates. We host regular guest lectures by industry experts and conduct case study and business plan competitions. Our advisory board includes prominent industry leaders who guide us in designing a curriculum that meets current and future industry requirements, ensuring our students are job-ready from day one. Events like the Leadership Conclave, Research Conference, VisionCon, and Founders Forge are ways VPSM connects with leaders in the corporate world to mentor our students. These events provide excellent opportunities for our students to volunteer, network, and have direct connections with startups and business leaders. To top it off, we offer credit-based subjects for professional competency and soft skills, as well as domain-based corporate training in every semester.

## In today's business landscape, data analytics plays a significant role in decision-making. How is the curriculum at your school integrating data analytics and AI-driven tools into management education?

In today's business world, decision-making is increasingly data-driven. At VPSM, we have integrated courses on data analytics, AI tools, and business intelligence into our curriculum. Students gain hands-on experience with tools like Python, R, Tableau, and Power BI. Through real-world projects and case studies, they learn to analyze complex datasets and derive actionable insights, preparing them for roles in a data-centric economy. Both our BBA and MBA programs have these subjects as core courses and we also offer advanced aspects of these as electives. The programs at VPSM like MBA in Strategic Marketing and AI as well as MBA in Artificial Intelligence and Machine Learning are essentially ingrained with leading technologies, for learners who wish to dive deep into these domains.

## Leadership skills and ethical decision-making are vital in today's global business environment. How does the institution foster these qualities in students, and how do you think they will shape the future of business leadership?

Leadership development and ethical decision-making are central to our pedagogy. We offer courses on business ethics, corporate social responsibility, and strategic leadership. Additionally, we engage students in workshops, case-solving exercises, business simulations, and team-based projects created by Harvard and other leading universities from across the world that emphasize collaboration, empathy, and strategic thinking. By inculcating these qualities, we aim to shape leaders who can face complex global challenges with integrity. Our students also head and participate in team events at their own and other universities across India to ensure honing of these skills. We are proud to have a world-class DY Patil stadium which allows them to volunteer as well as manage events like Cricket tournaments, Concerts and other international sports and cultural events like IPL, Coldplay concert etc.

## The pandemic has brought a shift toward hybrid learning. In your opinion, what is the role of hybrid or online learning models in shaping the future of management education?

Hybrid learning is not just a response to the pandemic but a forward-looking model for education. It combines the flexibility of online learning with the engagement of in-person interactions. It allows learners to get expertise from all across the globe on their fingertips at their convenience. As I mentioned earlier, learners at VPSM have certification courses, case studies and Business simulations from Harvard Online Courses, Case Studies, Harvard Manage Mentor and other online resources embedded in their core curriculum.

## With increasing globalization, what opportunities does your institution offer for students to gain international exposure, and how do you see this benefiting them in their careers?

Globalization demands that students understand diverse markets and cross culture nuances. VPSM offers exchange programs, international internships, and collaborations with global universities to provide students with international exposure. These experiences broaden their perspectives, enhance their adaptability, and prepare them for careers in a globalized economy. In addition to that, our students and faculty are from



all parts of the world so VPSM itself is a global community. Our BBA and MBA students also go on Industrial Visits to Academic Institutes and Industries in Europe, UK and UAE like Cesar Ritz College (Switzerland), Audi Museum (Germany), Mogan Motor Company, Bank of England Museum, Makeverity Incubation Centre (London), Oxford and Cambridge University (UK) and Sterling perfumes and Romana Waters (Dubai).

**Q How is the Vijay Patil School of Management encouraging entrepreneurial mindsets and fostering innovation among students, especially in a rapidly changing global economy?**

We foster an entrepreneurial mindset through our dedicated innovation lab, startup incubator, and entrepreneurship courses. Students are encouraged to develop and pitch their business ideas, with support from industry mentors and seed funding opportunities. By equipping students with the tools to innovate, we prepare them to contribute meaningfully to the global economy. The Institute Innovation Council (IIC) regularly holds Business Plan competition and Ideathons to encourage innovative thinking. Our event Founders' Forge brings Start-ups from all across the country to interact and judge our students' initiatives and business models.

**Q Faculty members are central to shaping the future of management education. What kind of professional development initiatives does your school offer to ensure that professors remain at the forefront of current trends and challenges in management education?**

Our faculty members are the backbone of VPSM's success. We prioritize their development through regular training programs, Case Study workshops, research funding, and international collaborations. Faculty members are encouraged to participate in global conferences, publish in reputed journals, and engage with industry through consulting projects. These initiatives ensure they remain at the forefront of trends and challenges in management education. Research related FDPs, Workshops are a regular feature at VPSM and we regularly host International Research Conferences and Panel discussions in collaboration with leading Universities from all across the globe to ensure sharing of research ideas and innovative pedagogies. We recently hosted Panel discussions where academicians and corporate leaders discussed their best practices and had discussions with our faculty members. EP



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**Dr SV Ramana Rao**
Director, Siva Sivani Institute of Management (SSIM), Secundrabad

# BRIDGING THEORY AND PRACTICE

## HOW MULTIDISCIPLINARY LEARNING AND INDUSTRY COLLABORATION SHAPE FUTURE-READY MANAGEMENT GRADUATES

**Dr SV Ramana Rao,** Director of Siva Sivani Institute of Management (SSIM, Secundrabad, shares his refreshing take on the importance of balancing theory with real-world application, leveraging AI for learning, and building strong industry collaborations to create meaningful opportunities for students in an engaging conversation with Education Post's **Prabhav Anand**.





**With your extensive experience in both academia and industry, could you share the inspiration behind your transition from a career in marketing to a dedicated journey in management education?**

After completing my postgraduate degree in management, I initially pursued a career in the marketing field. However, after gaining a few years of experience, I realized that I could make a more significant impact by transitioning into academics. This shift allowed me to bring my industry experience into the classroom, making sessions more lively, interactive, and engaging. I found great satisfaction in sharing real-world experiences and the challenges I encountered by connecting them to the concepts being taught.

My primary motivation for entering academia was to bridge the gap between theory and practice. Additionally, the joy of sharing knowledge and experiences with students has kept me committed to this field for a long time. I strongly believe that practitioners who transition into academics can provide better insights and do justice to their roles as faculty members by effectively blending theoretical frameworks with practical applications.

**How do you perceive the intersection of finance and management education, and how has it evolved over the past two decades?**

Over the past two decades, there have been significant changes in finance and management education. Management education is holistic, with finance being a crucial domain alongside marketing, human resources, and information technology. For any organization to function effectively, expertise in all these areas is essential. The integration of these domains drives organizations to progress from one level to the next.

As a faculty member specializing in finance and as a director, I have observed numerous changes in the business domain. It's essential for academia to keep pace with industry developments and bring those insights into the classroom. By staying updated, we ensure our students are equipped with knowledge and skills that align with current industry practices.

One of the most critical transformations in the industry has been the rapid advancement of technology. Technology has become an enabler across all functional areas—finance, marketing, human resources, and more. Routine activities once performed manually are now largely automated. Even educational institutions like ours leverage technology to simplify operations and enhance efficiency.

Specifically in finance, technology has led to the emergence of various subdomains. For instance, the BIF (Banking, Insurance, and Financial Services) sector is expected to contribute significantly to the Indian economy. The changes in the banking sector, in particular, are remarkable. Today, we no longer need to visit a bank for transactions. Technology has made banking services accessible from anywhere—everything is at your fingertips, provided you have a mobile device. This level of technological penetration is mirrored across other areas as well, reshaping how we approach both business and education.

**In your opinion, how does technology, particularly tools like simulation software and fintech platforms, contribute to modernizing the pedagogy of finance and investment management?**

The rapid advancements in technology, especially in finance and banking, have significantly influenced how we approach education in these fields. At our institute, we strive to bring these industry changes and practices into the classroom through carefully designed courses. For example, we offer fintech as a course to equip our students with essential knowledge and practical exposure to this domain. This not only enhances their understanding but also improves their employability by preparing them to meet industry expectations effectively.

As a management institute, it is our responsibility to stay vigilant about industry trends and integrate them into our curriculum. To ensure our students are industry-ready, we follow a systematic process. We conduct Board of Studies meetings where proposed curriculum changes are reviewed. These boards include members with significant industry experience, who provide valuable suggestions on whether to proceed with a proposal or adapt it to better align with industry needs.

This iterative and collaborative approach allows us to keep our curriculum relevant and dynamic. By aligning our programs with current industry practices, we ensure our students are well-prepared and positioned for successful placements. This process has proven highly effective in bridging the gap between academia and the evolving demands of the financial sector.

**With Industry 4.0 revolutionizing the corporate landscape, what specific competencies and skill sets should management students develop to remain competitive in their careers?**

The first and foremost quality that students must possess is domain expertise—the foundational knowledge in their field. Secondly, they must learn how to effectively apply this knowledge, which involves acquiring the necessary skills. For instance, emerging technologies like ChatGPT, generative AI, and prompt engineering are being widely used in various industries. To prepare our students, we've incorporated these topics into our curriculum, ensuring they gain the IT skills needed to excel across functional areas. These skills have become indispensable regardless of the domain.

Another crucial factor is attitude. In today's world, where routine tasks are largely automated or supported by IT systems, having the right attitude is critical for standing out
and thriving in the industry. At our institute, we place significant emphasis on helping students cultivate a positive and adaptable attitude.

Additionally, habits play a vital role in determining success in the corporate world. We've observed that the habits of Gen Z, shaped by their unique ecosystem, sometimes become obstacles to their growth. If students fail to manage detrimental habits, it could hinder their progress. Therefore, along with knowledge and skills, we stress the importance of fostering constructive habits that support their professional development.

Finally, many students today tend to focus only on the present without considering the future. This mindset needs to change. Developing a forward-thinking approach, combined with the right knowledge, skills, attitude, and habits, is essential for students to not only survive but also thrive and prosper in their careers.

**Management education is often criticized for being overly theoretical and lacking in practical application. How do you ensure that your students gain practical and real-world knowledge, especially in complex subjects like financial derivatives?**

That's a very valid concern, but I believe this perception stems from how education is delivered. The idea that management education is too theoretical is often a myth. There is a strong relevance between theory and practice, and the way it is taught makes all the difference.

For instance, if an institution merely teaches for the sake of completing a syllabus without focusing on skill development, then the gap between theory and practice becomes evident. However, institutions that emphasize skill-building alongside conceptual understanding eliminate this divide.

Take the subject of financial derivatives as an example. At Siva Sivani Institute of Management, we don't limit the teaching to classroom concepts. We've established a finance lab where students engage in dummy trading. They learn how trading works, what stocks are part of the F&O segment, and how to trade effectively.

Additionally, we employ simulations to provide hands-on experience, not just in finance but across all functional areas. We have partnered with a vendor to access simulation tools, allowing students to gain real-world experience in various domains. Faculty members use these tools to ensure students are not just learning theory but also applying it.

Another key initiative we've implemented is the extensive use of case studies. Every faculty member integrates a minimum of five cases into their subjects, sourced from reliable educational resources, to help students understand practical scenarios.

We also bridge the gap by inviting industry practitioners to share their expertise directly with our students. This exposure helps students understand how concepts are applied in the real world.

Through these measures—finance labs, simulations, case studies, and guest lectures—we ensure that our students are well-versed in both theory and practice. If this model is adopted universally, the gap between theoretical and practical learning in management education would no longer be a concern.

**The University Grants Ccommission (UGC) recently introduced the concept of "Professor of Practice." What are your thoughts on this initiative? Do you see it as an effective way to enhance practical learning in educational institutions?**

I strongly support the "Professor of Practice" initiative by the UGC. This model addresses a long-standing challenge faced by educational institutions—integrating industry expertise into academia. Previously, there were rigid guidelines requiring a PhD for faculty positions, which made it difficult to bring experienced industry professionals into the classroom.




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The "Professor of Practice" model provides a channel for seasoned industry professionals, even without a PhD, to join academia. Their inclusion allows institutions to benefit from their rich, practical experience. These individuals bring a wealth of real-world knowledge and skills, which can be directly passed on to students. This approach bridges the gap between theoretical knowledge and practical application, a critical need in today's fast-evolving industries.

At Siva Sivani Institute of Management, we've successfully adopted this model. For example, we have faculty from the banking sector teaching courses in our BFS program. These professionals provide invaluable insights into how banks operate, decision-making processes, and the implications of those decisions. Their first-hand knowledge enriches the learning experience and equips students with skills and perspectives that are highly relevant in the industry.

This initiative is particularly beneficial in fields like banking, marketing, and general management, where practical exposure is as important as theoretical understanding. By involving practitioners, we ensure that students not only learn the concepts but also understand their real-world applications.

In my opinion, the "Professor of Practice" model is a significant step forward in aligning academic programs with industry needs, making students better prepared for the professional challenges ahead.

## What differences do you observe between global management education and the management education provided in India? What steps can be taken to elevate Indian education to an international level?

There are notable differences between global management education and what we currently offer in India, primarily due to variations in ecosystems. Internationally, especially in Western countries, students often follow a work-study model, balancing academics with professional experience. This approach not only enhances learning but also ensures students are industry-ready. In India, however, we haven't fully embraced this model yet, and there is room to evolve in this direction.

In terms of curriculum and content, the differences are not substantial. Globally and in India, the core management concepts remain the same. The primary distinction lies in the context and the way the education is delivered. To bridge this gap and provide international exposure, Indian institutions have adopted initiatives like global immersion programs and student exchange programs.

At Siva Sivani Institute of Management, we have successfully implemented global immersion programs where students spend a week or more in a foreign country. During this time, they are exposed to the culture, business systems, methodologies, and industry practices of that region. This hands-on experience equips them with a global perspective and prepares them for managing international operations effectively.

Additionally, student exchange programs allow our students to experience education in both Indian and international universities. By studying partly in India and partly abroad, students gain a holistic understanding of global and local practices, blending the best of both worlds.

**To further elevate Indian management education to a global level, we need to focus on:**

- **Encouraging Work-Study Models:** Creating opportunities for students to gain work experience alongside their studies.
- **Enhancing Global Collaborations:** Increasing partnerships with international institutions to offer joint programs and dual degrees.
- **Fostering Innovation in Pedagogy:** Leveraging technology and experiential learning tools to align with global teaching methodologies.
- **Adapting Curriculum to Global Standards:** While retaining local relevance, integrating case studies, simulations, and content that reflect global business practices.

With these steps, Indian management education can not only match but potentially surpass international standards, producing graduates who excel on a global stage.

## What are your thoughts on the role of AI tools like ChatGPT in education? How can students leverage these tools effectively, especially in startups or other ventures?

We have reached a point where AI tools, such as ChatGPT, have become an integral part of our daily lives. Their potential to assist and enhance various activities is undeniable. However, students must be sensitized to how and to what extent they can rely on AI-generated content. Overdependence on such tools can diminish critical skills like creativity, analytical thinking, and originality.

The key lies in educating students about the responsible use of AI. They should learn to validate the information generated by AI tools, assess its accuracy,




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and decide its applicability for their tasks. AI should be treated as a supplement to their efforts, not a substitute for their intellect and creativity. This balance ensures that students can harness AI effectively without compromising their development.

**For startups or entrepreneurial ventures, tools like ChatGPT can provide significant advantages. For example:**

**Idea Generation:** Students can use AI to brainstorm ideas or identify market trends, giving them a competitive edge.

**Content Creation:** From drafting business proposals to marketing content, AI can save time and effort while maintaining high quality.

**Automation:** AI tools can streamline repetitive tasks, enabling entrepreneurs to focus on innovation and strategy.

However, students must avoid becoming overly reliant on AI to the extent that it stifles their ability to think independently. Educational institutions should play a crucial role in addressing this "missing link" by incorporating training programs on AI literacy and ethical use.

In essence, AI tools like ChatGPT can be immensely beneficial when used for productive purposes. They should be treated as enablers of efficiency rather than as crutches that lead to complacency. If students strike this balance, AI can be a powerful ally in achieving their academic and entrepreneurial goals.

## Q Internships and placements are vital for management students. How does your institution collaborate with the industry to create meaningful opportunities that align with evolving job market trends?

For any management institution, maintaining a strong and active collaboration with the industry is essential. At SSIM, we have established a robust framework to nurture these relationships, which has enabled us to host over 100 companies annually for placements and internships. This level of engagement ensures that our students have access to a wide range of opportunities that prepare them for dynamic professional roles in today's competitive job market.

A key element of our approach is our dedicated industry engagement team, which works tirelessly to maintain regular communication with corporate professionals and decision-makers. This ongoing dialogue allows us to stay updated on industry requirements and trends, ensuring that our programs remain relevant and impactful. In addition, we organize various campus events that include active participation from industry representatives. For instance, term-end viva sessions are held with industry leaders serving alongside faculty members on evaluation panels. These sessions not only provide valuable insights to students but also help us strengthen ties with the corporate sector.

We also place significant emphasis on hosting leadership talks, practitioner sessions, and panel discussions, where industry experts share their knowledge and experiences. These events create a dynamic learning environment, exposing students to real-world scenarios and preparing them to tackle challenges in their professional careers. Moreover, we frequently organize domain-specific activities where industry practitioners provide in-depth knowledge on specialized topics like finance, marketing, and operations.

Additionally, our collaborations extend to live projects, case studies, and industrial visits, which allow students to experience the practical application of their classroom learning. These engagements are instrumental in bridging the gap between theoretical knowledge and its implementation in the workplace.

Through these efforts, we not only foster strong relationships with the industry but also ensure that our students are equipped with the skills and insights required to excel in their careers. Our ability to adapt to evolving market trends and maintain meaningful industry partnerships culminates in successful placements and impactful internship opportunities, setting our students on a path to long-term success.

## Q Is there any change or policy you would like to see implemented in the education system for its betterment?

The NEP 2020 already provides a robust framework for transforming educational institutions. It moves beyond merely imparting knowledge to emphasize skill development and fosters a multidisciplinary approach. This policy allows a management graduate, for instance, to explore areas like technology, law, or other disciplines, broadening their learning horizons and making them more versatile professionals.

The NEP's vision of integrating various fields of study and providing students with diverse learning opportunities is a significant step towards improving the education system. However, the real challenge lies in the implementation of this policy. It will take time for institutions to fully adopt the guidelines and bring about the desired changes. The focus now should be on ensuring that these reforms are implemented effectively so that the benefits envisioned by the NEP can be realized across all institutions. EP



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# TIME TO ADAPT

## EMBED GENAI IN ALL COURSES, NOT JUST MARKETING, **TO PREPARE FUTURE MANAGERS**



**Subhajyoti Ray**
Director
Jaipuria Institute of Management, Noida

**Subhajyoti Ray**, Director of Jaipuria Institute of Management, Noida, draws from his vast experience at premier management institutions to stress that critical skills like adaptability and resilience, while at the same time addressing trends such as generative AI and sustainability, are key to shaping future-ready business education. Excerpts from an interview with Education Post's **Prabhav Anand**.





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**Q As someone with an academic background from institutions like the Indian Statistical Institute and IIM Ahmedabad, how has your journey shaped your approach to leading a business school, especially in a world driven by data and analytics?**

Every leadership requires decision making and that cannot happen without the knowledge of the issue and the ability to process varied information and synchronize them. My education experience and previous work experience has enabled to be look at issues holistically and use tools and techniques as required in any given situation.

**Q Given your experience with the Reserve Bank of India, how do you believe the intersection of regulatory frameworks and management education can better prepare future business leaders?**

There has very positive change in the regulatory framework overall. The response times of regulatory, openness to accommodate variety and specific concerns of institutions have all see a positive change. So, there is very healthy ecosystem that maturing in the higher education space in our country. Perhaps acknowledging that management education is inherently multidisciplinary and therefore closer to NEP framework than one might think will help especially standalone institutions to move towards degree granting status/universities.

**Q In your leadership at Jaipuria Institute of Management, how do you ensure that the curriculum stays relevant amidst the rapid technological advancements, especially with fields like data analytics, AI, and machine learning now being key components?**

There are a few things that are done on a regular basis. The academic area advisory boards comprising of industry professionals support us on a regular basis by providing insights on the changing realities of business. These insights feed into the curriculum revision process. For the shorter-term adjustments, we provide important and relevant certifications to students. Also every course in our curriculum has a mandatory corporate session that allows students connect theory to practice.

**Q You've championed innovative programs such as 'Marketing with Artificial Intelligence for Non-Coders.' How do you see the role of AI in transforming marketing education and the role of managers who may not have a technical background?**

Having appreciation for technology and begin open to possibilities, welcoming disruption are more important traits to have today. Managers need to acquire the knowledge of how to use the various tools in most productive way, irrespective of the domain of their work. So education must also adapt, elements of GenAI will be embedded in all courses and not just marketing.

**Q With the rise of experiential learning, particularly courses like design thinking and business simulation at Jaipuria, how do you strike the balance between theoretical knowledge and practical skills? How important is this balance in creating job-ready graduates?**

Having mandatory guest session in all courses, live projects for students, internships and mentoring are important aspects of our attempts to striking the balance between theory and practice.

**Q Online MBA and PGDM programs have gained immense popularity in recent years, especially post-pandemic. What challenges and opportunities do you see in online management education, and how has Jaipuria adapted to these changes?**



The new generation of learners welcome online learning and there is a large unaddressed student population who are looking for high quality programs to fulfill their career aspirations. We launched our online PGDM in Jan 2023. With the right kind of technology investments, faculty training, the scope for online programs is immense.

**Q With business education constantly evolving, what do you believe are the most critical skill sets that management graduates must possess today to thrive in a global economy? Are we adequately addressing these in current curriculums?**

- Classical People Skills remain important
- Negotiation
- Communication
- Persuasion
- Networking among others
- Ability to handle disruption
- Resilience
- Adaptability

Yes, every school has their own way to deal with the imparting of these skills. We have individual development plans and courses for this.

**Q Having worked extensively with data analysis and warehousing, do you believe that the current crop of management graduates is prepared to handle the data-centric nature of businesses today? What gaps do you see in the way data education is approached?**

The gap is not as much the ability to handle the data as today very user-friendly tools are available. The challenge to acquire the ability to ask questions of the data.

**Q Looking ahead, what do you see as the biggest disruptors in management education over the next decade? How is Jaipuria Institute of Management positioning itself to stay ahead of these trends and remain a top-tier institution?**

Drive for sustainability and Gen AI are likely to be the biggest disruptions in the near future. They will have lasting impact on the curriculum and skills than business graduates will be expected to have. EP



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# HEALTH EDUCATION A MUST IN ALL SCHOOLS ACROSS INDIA

**Dr. Rahul Mehra**
Founder & Chairman
Tarang Health Alliance and India's National Representative for the UNESCO Chair for Global Health & Education

With an extraordinary career spanning over three decades, **Dr. Rahul Mehra**, Founder & Chairman of Tarang Health Alliance and India's National Representative for the UNESCO Chair for Global Health & Education, has consistently pushed the boundaries of healthcare innovation. His groundbreaking work includes the development of life-saving implantable cardiac devices like defibrillators and loop recorders, which have redefined global cardiac care.

Armed with a PhD in Biomedical Engineering from New York University and a storied tenure at Medtronic, where he earned 70 patents and published over 100 research papers, Dr. Mehra transitioned from a top-tier researcher to a public health advocate. He founded the Indian Health Alliance and later Tarang Health Alliance to promote preventive healthcare and health literacy in India. His research-driven approach aims to make health education a core component of the school curriculum.

In this interview with Education Post's Prabhav Anand, he discusses how his engineering background fuels his mission to build a healthier, better-informed future and how technology, education, and policy must converge to reshape global healthcare.

**You began your career in biomedical engineering and made groundbreaking contributions to cardiac health at Medtronic, including implantable defibrillators. Could you share a pivotal moment in your career that shaped your research philosophy?**

When I was a young scientist at Medtronic, I would ask why certain features existed in our devices and why they were designed in a particular manner. The answer from other scientists was that there was historic precedence to these features, and we should not change them.

I decided that I would not stop questioning until someone could explain a clear rationale for these features. Since then, my research philosophy has been based on asking the right questions and not giving up till I can get a satisfactory answer.





TARANG Health Alliance

**Your work has bridged academic research and practical solutions in healthcare. How did your transition from a scientist to an Assistant Professor and later an innovator in Medtronic influence your problem-solving approach?**

I was a researcher and an academic early in my career. These disciplines were synergistic. Both required cognitive skills. However, I was not satisfied with just publishing academic manuscripts. I had always been a tinkerer and an experimenter.

As a young boy, I remember experimenting with chemicals, electricity and building a model hovercraft. I wanted to turn ideas into products. This opportunity came at Medtronic. There I developed features and new products that would help people.

**You have 70 patents and over 100 research papers. Among them, which innovation do you feel has had the most profound impact on public health, and why?**

The first was an implantable recording device called Reveal or "loop recorder." My team and I developed the concept and the algorithms to make it functional. This device diagnoses problems of heart rhythm and why some patients faint.

Since this was a diagnostic device, initially I received a lot of opposition from my colleagues. Medtronic had never made an implantable device that did not treat a clinical problem. This was a shift in the thinking
of the company. Over the years, the
company has sold over two million of
these devices.

The second contribution was developing features for implantable defibrillators so that they could be made much more efficient and smaller. Implantable defibrillators revive patients from sudden cardiac death. Initially, these devices were very large, and many patients did not like them implanted in their chest.

Making them efficient and smaller increased the widespread application of these devices for prevention of sudden cardiac death. Medtronic has also sold millions of these devices worldwide.

**I've seen in your research as highlighted in the Global Burden of Disease (GBD) Study 2021, systematically analyzed 288 causes of death across 204 countries from 1990 to 2021. Your study intriguingly notes that 53 causes of death have become geographically concentrated since 1990, a rise from 44. Among these, neonatal disorders stand out as heavily localized issues. In your view, is this concentration a result of systemic healthcare failures, or are there deeper socio-economic factors at play?**

It is a systemic healthcare failure with greater impact on lower socio-economic section of the society.

**There are two factors responsible for this:**

a) A significant proportion of this socio-economic section is not literate and even if they are literate, they lack health education. Increasing literacy and providing health education in schools is the long-term solution to this issue. Healthy lifestyle habits relating to physical, mental and social health should be taught in all schools. Health education should focus not only on imparting health knowledge but also on improving health behavior.

b) They need high quality healthcare facilities close to their residence. Most government hospitals do not provide quality healthcare. The government needs to increase expenditure and provide high quality healthcare facilities. Successful interventions can be found within India. Kerala has addressed these issues over the long term.

**Despite global reductions in life expectancy during the pandemic, Southeast Asia saw a minimal decline of 0.4 years, compared to**

**3.6 years in Latin America. What specific public health strategies, cultural factors, or systemic preparedness measures do you think insulated Southeast Asia? Could these approaches serve as a model for other regions, particularly in building resilience against future pandemics?**

The primary reason for the large reduction in life expectancy in Latin America was the demographics of the population. A much higher proportion of the Latin American population is older, whereas India has a very young population. Adults that are older tend to have more comorbidities than younger adults.

Comorbidities such as hypertension, heart disease, diabetes, kidney disease; were a significant risk factor for death during Covid 19. Resilience against future pandemics can be built by teaching children and adults about good hygienic practices as well as preventing comorbidities by leading a healthy lifestyle.

**As India's National Representative for the UNESCO Chair for Global Health & Education, how do you align your work with UNESCO's mission to promote health equity and education globally, especially in under-resourced communities?**

The mission of UNESCO's Chair for Global Health & Education, is to promote health across the globe by educating communities on how to prevent diseases and injuries. Its members produce and share knowledge. This is completely aligned with the goal of our NGO (Tarang Health Alliance) to implement and advocate for health education in all schools across India.

**Your contributions to atrial fibrillation treatment devices were revolutionary. How do you see the field of cardiac health evolving in the next decade, and where do you envision your research playing a role?**

The field of cardiac health is evolving with better diagnosis and treatment. Early diagnosis will occur increasingly with external and implanted devices. Early diagnosis will provide an opportunity for people to change their lifestyle habits before it is too late. Cardiac treatment will slowly shift to non-pharmacologic therapies because presently available drugs have significant side effects.

**As someone who has lived and worked in both India and the USA, how do you think the healthcare systems of these two nations can learn from each other?**

Both systems are partially broken because the focus is primarily on treating diseases and injuries; not on preventing them. We need to educate the population on how to prevent diseases and provide appropriate incentives. This should happen in schools and at worksites. In USA, most schools provide health education through certified teachers and many worksites have wellness programs.

The economic necessity to prevent diseases is much greater in India as many people go into bankruptcy after undergoing a serious illness. Although Ayushman Bharat provides a basic insurance coverage, quite often it is not enough to cover serious illness.

**The COVID-19 pandemic reshaped global health priorities. Based on your experience, what systemic changes do you believe are necessary to make health education and preventive healthcare more resilient in the face of such challenges?**

We need several systemic changes. Firstly, health education should be taught at every grade level and in every school. As children's brains are still developing, they are more likely to adopt healthy lifestyle habits. This should be the key component of a comprehensive school health program in every school. To implement this, we need to develop a cadre of trained and certified health educators for schools.

Secondly, preventative healthcare should be part of every physician and nurse's training in their college. Thirdly, to incentivize the population to know their health metrics and act early, the government should provide free health checkups to everyone once a year. This should be part the Central or State budget. Finally, health insurance companies should reduce their premiums for individuals who have healthy biometrics. This will incentivize and motivate people to be healthy because they could save money on their health premiums. EP




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*"Creating Successful Leaders and Entrepreneurs"*

***Rahul Dasgupta,*** *a visionary entrepreneur, investor, and philanthropist, shares his journey of upholding and advancing his family's legacy through Globsyn Business School. Under his leadership, Globsyn has evolved into a renowned institution that emphasizes experiential learning and holistic development while staying grounded in values.*

*Dasgupta delves into the future of education, the challenges of digital transformation, and the unique differentiators of Globsyn Business School, articulating how pedagogy, experiential learning, and ethical frameworks create a sustainable, impactful education system.*

*In a candid conversation with Education Post's PrabhavAnand, Dasgupta offers his thoughts on reimagining traditional education to cater to the dynamic needs of today's youth while staying true to the Globsyn legacy.*



# IT'S ABOUT **HOW YOU TEACH,** NOT WHAT YOU TEACH

**Rahul Dasgupta**
A visionary philanthropist, entrepreneur, and investor





globsyn business school
AMBITION OF THE YOUNG

**Q How do you balance maintaining your family legacy, such as your educational institution, with your vision of transforming education in India? What drives you to innovate in a sector steeped in tradition?**

I feel that in any family business, the underlying values form its foundation, while the business itself evolves with time. Education is no different. When I think about the shifts in how students learn, how educators engage, and how institutions govern themselves, it's clear that these elements continuously evolve. However, the principles of creating a sustainable, value-driven education system remain timeless.

At Globsyn, we've always prioritized technology as an enabler, dating back to our inception over two decades ago. While the tools have advanced significantly, our intent – to empower students with competitive and relevant skills – has remained unchanged. The challenge lies in integrating these values into a framework that adapts to change.

For me, the drive to innovate stems from the goal of inspiring a mindset shift among young learners. I am driven by the urge to motivate youngsters to embrace lifelong learning, innovation, and responsibility. By doing so, we can make a real impact on families, communities, and society at large.

**Q What were the key challenges in implementing digital transformation at Globsyn Business School, and how do you envision technology shaping the future of postgraduate education globally?**

Based on my experience, the greatest challenge in driving digital transformation is navigating change. Change often demands unlearning and relearning, which can be uncomfortable for individuals accustomed to traditional methods. Leaders at every level – from department heads to faculty – must create an environment that fosters adaptability and growth. This involves handholding, scaffolding, and leading by example to make transitions smoother.

At Globsyn, we see technology playing a major role, especially generative AI,in reshaping education. These tools can enhance productivity, improve learning outcomes, and streamline governance. However, they also introduce ethical challenges, particularly concerning transparency, fairness, governance, and data privacy. To address these, we're working towards implementing ethical frameworks to ensure the responsible use of technology across all levels of the institution.

Looking ahead, while we can't predict the exact trajectory of technological advancements, our focus remains on integrating emerging technologies thoughtfully and continuing to encourage people to unlearn and relearn as they grow professionally. Whether through AI, Blockchain, or immersive learning tools, the goal is to equip all stakeholders with the skills to thrive in a rapidly evolving world.

IN DEPTH **INTERVIEW**




**Q Given the current trend in startup culture, where many people are pursuing entrepreneurial ventures, what qualities do you look for in startups before deciding to invest? How do you balance your entrepreneurial pursuits with your educational commitments?**

For me, investing in startups is both an art and a science. It begins with identifying whether the start-up is solving a real-life problem. Sustainability is equally important – the solution must align with principles of environmental responsibility and community impact.

The entrepreneur's passion and drive play a critical role as well as the team's. I look for individuals who are deeply committed to their mission, as this level of dedication often determines long-term success. The strength and complementarity of the team, along with the financial model and viability of the product, are also key factors I consider.

Balancing my entrepreneurial ventures with my educational responsibilities requires a clear alignment of values. Whether I'm investing in startups or steering Globsyn's vision, my focus remains on fostering innovation, ethical leadership, and societal impact.

For startups, I invest mostly through the Indian Angel Network (IAN), which is one of the most credible and oldest angel networks in India. Over the past few years, I have invested in more than 15 companies through IAN.

**Q Your philosophy in life seems to echo Tennyson's Ulysses: "To strive, to seek, to find, and not to yield." How does this philosophy shape your approach to leadership, risk-taking, and investment in avant-garde technologies?**

Yes, absolutely! This quote deeply resonates with me as it perfectly encapsulates the essence of growth – relentlessly striving, seeking, and adapting. It resonates deeply with how I approach leadership and decision-making. Whether it's adopting new technologies, refining our educational model, or making investment decisions, the focus is always on continuous learning and innovation. This keeps me relevant.

Being a seeker means embracing the inevitability of change and fostering a mindset of curiosity and resilience. In my experience, growth comes from the willingness to unlearn outdated methods and relearn with fresh perspectives, without compromising on fundamental human

values. This principle guides every decision I make, both personally and professionally.

## Q What is your long-term vision for Globsyn Business School and its role in redefining management education? How do you see your journey evolving as an entrepreneur, philanthropist, and global leader in the years to come?

At Globsyn Business School, our vision is to nurture holistic individuals who contribute meaningfully to society. While this may sound aspirational, it's grounded in the timeless values of societal care, innovation, and ethical leadership. These principles form the cornerstone of our institution.

As the pace of technological and industrial advancements accelerates, the challenge lies in balancing these changes with the need for independent, creative thinkers. We also explore how students with such diverse backgrounds can retain and imbibe the knowledge that is being delivered to them. Our focus will remain on integrating cutting-edge tools into education while ensuring that ethical considerations and human values guide their application.

Personally, my journey as an entrepreneur and philanthropist is deeply intertwined with this vision. By fostering a culture of continuous learning and ethical responsibility, I hope to contribute to a world where innovation serves humanity.

## Q Today, a lot of people use ChatGPT for their work. Is it ethical for individuals to use GPT technology without disclosing its use, potentially impacting transparency and trust in communication?

If you're using any type of technology for any activities, such as research, it is always unethical if you don't mention the source. The ethical use of GPT technology, like ChatGPT, Claude, Gemini, or any future LLM, hinges on transparency, fairness, and ethical practices. Using AI tools to enhance productivity is not inherently wrong, but failing to disclose their use can erode trust. Just as we acknowledge searching for information on Wikipedia, it's important to normalize the acknowledgment of AI-assisted work.

At Globsyn, we emphasize ethical frameworks for AI usage, encouraging students and faculty to integrate these tools responsibly. By fostering an environment of openness, we aim to build a culture where technology is seen as an enabler, not a substitute for original thought. The key lies in balancing productivity with integrity.

## Q What specific strategies or decisions do you believe could be executed differently to positively impact management and management education? Are there any particular policies you would like to implement to create meaningful change?

Given the current circumstances in the tech-revolution, one key strategy is integrating technology – particularly Large Language Models (LLMs) – as a core component of management education, which is also in line with our Government's latest budget allocationand focus on AI for education. At Globsyn, we're working towards integrating LLMs into our ecosystem, encouraging students and faculty to use them as tools to enhance their productivity, ethically. However, the emphasis is on going beyond AI's outputs.A student must know how to think critically and ethically, communicate professionally, and be good at logical reasoning.These are fundamental skillsets, which every manager needs to have as they join the industry. AI can't replace these.

Therefore, a strong governance structure for AI implementation is imperative to ensure that it's employed ethically. As an institution, we're investing in generative AI technologies that will support both teaching and learning. By doing this, we aim to enhance the capabilities of both faculty and students, fostering an environment of continuous learning and ethical use of technology.

We also believe that students should build their own start-ups and focus on creating employment rather than getting employed. That is how our society will progress. At GBS, we are creating programs and policies to facilitate this.

## Q In your opinion, what's your view about Virtual Learning and how effective is it?

Personally speaking, I don't give too much credit to hybrid or virtual learning, especially in the context of the Indian education model. Let me explain why. Postgraduate education in India tends to follow a linear structure, where students often enter postgraduate education directly from high school with limited industry experience. In contrast, in Western education systems, there's usually a minimum requirement of five years of work experience before applying for an MBA program. Because of this, many students lack the practical experience needed to truly maximize the value of an MBA. To make the most of such a program, two key skills are essential: the ability to build effective relationships and strong problem-solving capabilities. But these skills don't develop in isolation – they require hands-on experience, whether through teamwork or individually, through live projects. This is precisely why I believe in the traditional methods of Business Schools.Not everything that is traditional needs to change.

For example, if a youngster decides to take an online course, their engagement level may be low. For someone with career growth in mind, they may only complete the portions of the course that are directly relevant to their career, leaving out the rest. This may often lead to incomplete engagement with the course material.This may be a real challenge for online learning companies.

> **A strong governance structure for AI implementation is imperative to ensure that it's employed ethically. As an institution, we're investing in generative AI technologies that will support both teaching and learning. By doing this, we aim to enhance the capabilities of both faculty and students, fostering an environment of continuous learning and ethical use of technology.**

In my opinion, the value of learning in physical institutions extends beyond academics. Interpersonal interactions, peer learning, and exposure to real-world environments are integral to the educational experience. While virtual platforms can complement traditional methods, they cannot fully replicate the richness of in-person learning.

## Q Do you think the future of education will primarily be virtual?

While virtual education has seen significant growth, I don't believe it will completely replace traditional learning. Virtual education is relevant for those who are working in the corporate world for upskilling, cross-skilling, and continuous education only.

In certain circumstances, however, virtual education can be plugged into the pedagogy of an MBA program to make it more efficient, but it cannot replace physical traditional education. We should

always remember that education is more than just content delivery; it's about interactions, shared experiences, and developing human connections. These elements are difficult to replicate in a fully virtual environment.

I personally feel education on virtual platforms works well when they are part of a larger integrated hybrid learning model– for instance, through pre-class online learning followed by in-person discussions and activities. Take the example of a platform like Globsyn Online, which offers a range of courses – languages, management, and more. Online education is more effective when it's integrated into the pedagogy or curriculum of an institution, using a Flipped Classroom model. In this model, students are expected to study material online ahead of time, and then the class time is used for discussions and practical applications of that knowledge.

However, as I have already said, while online education can enhance learning when integrated into a broader educational model, I don't see it as the future of education on its own. The challenge lies in ensuring that these virtual platforms are designed to engage and motivate students while addressing their individual learning needs. The practicality of in-person learning – where students interact with peers, teachers, and real-world environments – remains crucial for a well-rounded education. This has still not been solved by online educators.

## Q How do you plan to differentiate Globsyn Business School from other institutions in the current competitive educational landscape? Are there any areas in your current model that could be redefined or imagined?

You see, the core components of education may be similar across institutions, but what sets Globsyn apart is our approach to pedagogy. Our emphasis on technology, experiential learning formats, industry partnerships, and holistic development differentiates us. For instance, we run a program in collaboration with one of the Big Four firms, where they come and teach alongside our faculty. Deciding how much the institution should teach versus how much the industry partner should handle is an essential aspect of our pedagogy.

Moreover, we understand that many postgraduate studentscome to us, mostly in the vulnerable age bracket of 21-23, uncertain about what they want from life. We tailor our methods to meet the diverse needs of these students, ensuring that each individual is prepared to achieve their aspirations, whether in family businesses or corporate careers.

Our role is to help structure and calm their minds so they can focus on learning. We've created a Universal Human Values Center at Globsyn Business School and encourage the students to meditate for 10 minutes at the beginning of every session to help them develop focus, resilience, and ethical decision-making skills. By creating an environment where students are not just learners but also compassionate leaders, we aim to redefine the purpose of management education.

What sets us apart is the research and attention we give to the learning styles and learning curves of individuals. This may involve using technology, experiential learning formats, and industry partnerships. Deciding how to teach an individual learner based on his preferred learning style, within a collective MBA program, is a key pedagogical approach that can differentiate one institution from another. EP

***Rahul Dasgupta's** insights offer a roadmap for the future of education – one that balances technological advancement with timeless values, ensuring that students are not just career-ready but also prepared to make meaningful contributions to society.*





# NOT JUST ACADEMICALLY EXCELLENT, WE NURTURE **SOCIALLY RESPONSIBLE LEADERS**



**Shallu Jindal**
Chancellor,
OP Jindal University, Raigarh

**Shallu Jindal, Chancellor of OP Jindal University, Raigarh, talks about the foundational vision behind the establishment of the university and its dynamic evolution over the years. She highlights key milestones achieved under her leadership, including advancements in research, innovation, and the holistic development of students, emphasizing the importance of industry collaborations, interdisciplinary research, and fostering an entrepreneurial spirit among students in an interview with Education Post.**





OPJU

### Q What inspired the founding of OP Jindal University, and how has its vision evolved over the years?

OP Jindal University (OPJU) in Raigarh was founded in 2014 as a tribute to the visionary industrialist Om Prakash Jindal. The university was established by the Jindal Education and Welfare Society with the aim of providing high-quality education and fostering innovation and research in various fields.

The vision of OPJU has evolved significantly over the years. Initially, the focus was on creating a strong foundation in engineering and management education. However, the university has expanded its horizons to include diverse disciplines. This interdisciplinary approach seeks to equip students with a holistic education that prepares them for the challenges of the contemporary world.

The mission of OPJU is to nurture leaders who are not only excel academically but also socially responsible. The university put prominence on experiential learning, industry collaboration, and community engagement. Over the years, OPJU has developed strong partnerships with leading institutions and industries to boost the learning skill and provide students with global exposure.

### Q Can you share some of the key milestones and achievements of the university under your leadership?

Our university has continued to uphold high academic standards, to enhance the quality of education. Significant strides have been made in research and innovation, with the establishment of research and innovation centers. This has led to numerous publications in reputed journals and participation in international conferences. These efforts have fostered a culture of inquiry and discovery, contributing to advancements in various fields.

Emphasis on holistic education has been a cornerstone of the university's philosophy. This includes not only academic learning but also the development of soft skills, personality, and leadership qualities among students. The university has invested in advanced infrastructure and facilities, creating a conducive environment for learning and growth. This includes modern classrooms, laboratories, and recreational spaces. Our university has strengthened its ties with the community through various outreach programs and initiatives. These efforts aim to make a positive impact on society and foster a sense of social responsibility among students.

These accomplishments reflect the dedication of our university to curate future leaders and making a meaningful impact on society.

### Q How does the university ensure a balance between academic rigor and extracurricular activities?

The university designs its curriculum to include both academic and extracurricular components. This integration ensures that students can engage in various activities without compromising their academic responsibilities. Classes and academic commitments are




scheduled in a way that allows students to participate in extracurricular activities. This flexibility helps students manage their time effectively and pursue their interests outside the classroom. The university provides ample support for student clubs, societies, and organizations. These groups offer a wide range of activities, from sports and arts to technology and entrepreneurship, encouraging students to explore their passions.

## Q What kind of industry collaborations does OPJU engage in?

OP Jindal University actively engages in various industry collaborations to improve the educational experience and provide practical exposure to its students. The university has an Industry Advisory Board comprising members from over 35 reputed industries. These industry experts provide valuable inputs for designing and updating the curriculum, ensuring it meets current industry standards and needs. Collaborations with leading companies facilitate internships and placement opportunities for students.

These partnerships help students gain real-world experience and improve their employability. Regular workshops, seminars, and conferences are organized in collaboration with industry experts. These events provide students with insights into industry trends, challenges, and opportunities. The university collaborates with industry to design and deliver capacity-building programs, training sessions, and workshops aimed at enhancing skills and knowledge in specialized fields.





## Q How does the university ensure that students are industry-ready upon graduation?

The university employs several strategies to ensure that students are industry-ready.

OPJU arranges industry visits for students to give them a firsthand understanding of how businesses operate. These visits help bridge the gap between theoretical knowledge and practical application. Students are encouraged to participate in internships and practical training programs with leading companies. These opportunities provide hands-on experience. Career Development Cell (CDC) of OPJU offers a comprehensive array of services, including career counselling, resume building, interview preparation, and job placement assistance. This support helps students navigate their career paths effectively. The university also offers various skill development programs focusing on soft skills, technical skills, and leadership qualities. By integrating these we ensure students' employability and prepare them well to meet the demands of the industry and succeed in their careers.

## Q How does the university support interdisciplinary research and collaboration among different departments?

The university encourages collaborative research projects that involve multiple departments. It has established several interdisciplinary research centers that focus on a wide range of areas. These centers bring together experts from various fields to address complex problems that require interdisciplinary solutions. It supports the creation of diverse research themes and encourages collaboration among faculty and students from various academic backgrounds. Regular seminars, workshops and conferences are organized to bring together researchers from different fields. These events provide platforms for sharing knowledge, discussing innovative ideas, and fostering interdisciplinary collaborations.

**Students should choose a path that genuinely excites and motivates them. Passion is a powerful driver that will help them overcome challenges and stay committed to their goals. Always be open to learning and growing. Seek out new knowledge, skills, and experiences. Education and leadership are dynamic fields that require constant adaptation and innovation. Networking and building strong relationships with mentors, peers, and industry professionals can provide valuable support, guidance, and opportunities. Do not shy away from challenges.**

## Q What role does OPJU play in shaping future entrepreneurs, and how does the institution encourage students to explore entrepreneurial ventures?

OPJU ensures that students are well-equipped to pursue entrepreneurial ventures and succeed in the competitive business environment. The university has established centers dedicated to innovation and incubation, providing students with the necessary resources and support to develop their startup ideas. These centers offer mentorship, funding opportunities, and access to a network of investors and industry professionals. Frequently hosting conferences like the "International Conference on Innovation, Entrepreneurship, and Management for Sustainable Development," the university provides a platform for students to present their ideas, receive feedback, and collaborate with peers and experts.



## What initiatives are in place to enhance the student experience both academically and socially?

OP Jindal University confirms a well-rounded and enriching experience for its students, preparing them for both personal and professional success. Faculty members provide personalized mentorship to guide students through their academic journey, helping them with course selection, research projects, and career planning. The university offers extensive learning resources, including libraries, online databases, and access to global academic networks, ensuring students have the tools they need for academic success. here are numerous student-run clubs and societies covering a wide range of interests, from arts and culture to technology and entrepreneurship. These clubs provide opportunities for students to pursue their passions and develop new skills. On-campus health services ensure that students have access to medical care and support when needed. University hosts various cultural festivals and events throughout the year, celebrating diversity and fostering a sense of community among students.

## What opportunities are available for students to gain international exposure and experience?

We offer several opportunities for students to gain international exposure and experience. Our university has signed MoUs with various international institutions, such as the Changwon National University, South Korea, Colorado School of Mines, USA, Northumbria University, UK, University of Malta, Ghana Institute of Management, Sohar University, Oman, and so on. These collaborations facilitate student exchanges, joint research projects, and academic partnerships. The University regularly hosts and participates in international conferences, such as the International Conference on Steel, Power, and Construction Technology (ICASPCT), The Role of Innovation, Entrepreneurship & Management for Sustainable Development (ICRIEMSD) and So on. These conferences provide a platform for students to present their research, network with international experts, and stay updated on global trends and innovations. International experts and academicians are often invited to deliver guest lectures and conduct workshops at the university. These sessions expose students to diverse viewpoints and cutting-edge research from around the world.





## In your view, what is the role of higher education institutions like OPJU in addressing societal challenges such as climate change, inequality, and digital transformation?

Higher education institutions like OPJU play a crucial role in addressing societal challenges as they are at the forefront of research on sustainable technologies and practices. It can educate students about environmental issues and sustainability practices. This knowledge empowers future leaders to make informed decisions and advocate for climate action. Institutions can provide access to quality education for all, can help to reduce social and economic inequalities. Scholarships, financial aid, and outreach programs can ensure that education is accessible to underrepresented groups.

Through various community engagement programs, universities work to uplift marginalized communities and provide them with resources and opportunities for growth. Higher education institutions play a significant role in increasing digital literacy among students and the broader community.

## What future projects or expansions are planned for OPJU?

OPJU has several ambitious projects and expansions planned as part of its Vision 2030 initiative. The expansion plan includes the creation of new world-class student facilities, hostels, schools, faculty offices, and teaching facilities. This will improve the learning environment and accommodate the growing student population. The university aims to have offices for 350 faculty members and housing facilities for more than 5,000 students. This growth will support the university's commitment to maintaining a low faculty-student ratio and providing personalized attention to students.

## What advice would you give to students and young professionals aspiring to make a mark in the field of education or leadership?

Some pieces of advice for students and young professionals aspiring to make a mark in education or leadership, are that they should choose a path that genuinely excites and motivates you. Passion is a powerful driver that will help you overcome challenges and stay committed to your goals. Always be open to learning and growing. Seek out new knowledge, skills, and experiences. Education and leadership are dynamic fields that require constant adaptation and innovation. Networking and building strong relationships with mentors, peers, and industry professionals can provide valuable support, guidance, and opportunities. Do not shy away from challenges.

Embrace them as opportunities to learn and grow. Resilience and perseverance are key traits of successful leaders. Effective leaders understand and value the perspectives of others. Practice empathy and strive to create inclusive environments where everyone feels valued and heard. Make a positive impact through your work. Whether it's through teaching, research, or leadership, focus on how you can contribute to the betterment of individuals and communities. Cultivate your ability to think critically and solve problems creatively.

These skills are essential for making informed decisions and driving meaningful change. Let your values guide your actions and decisions. Integrity and authenticity are crucial for building trust and credibility as a leader. Taking care of your well-being is essential for sustained success and fulfilment. Remember the importance of giving back to your community. Use your skills and knowledge to help others and contribute to social causes. By following these principles, you can build a strong foundation for a successful and impactful career in education or leadership. EP




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# LEADING BY EXAMPLE

## CRUCIAL IN SHAPING CHARACTER OF FUTURE MANAGERS

**Dr Pramod Kumar**
Founder & President of ISB&M Group of Institutes

With a rich background spanning prestigious institutions like IIT Bombay, IIM Ahmedabad, and XLRI Jamshedpur, **Dr Pramod Kumar,** Founder & President of ISB&M Group of Institutes, draws from his extensive experience with Fortune 500 companies and government bodies, to talk about critical shifts necessary for the future of management education in India for global competitiveness with Education Post's **Prabhav Anand**.





**Q How do you foresee management education evolving in India in the next decade? What critical changes are necessary for global competitiveness?**

Management education in India is at a transformative juncture. Over the next decade, I foresee three key trends shaping its evolution:

- Integration of Technology and Digital Learning: The rapid advancements in AI, data analytics, and digital tools will redefine how management education is delivered. Institutes must adopt a hybrid learning model that blends in-class experiences with cutting-edge online platforms, ensuring accessibility and flexibility for learners.
- Focus on Global and Multicultural Competencies: As India becomes more interconnected with global markets, management programs must emphasize cross-cultural understanding, global leadership skills, and international collaboration. Partnering with international universities for student and faculty exchanges can significantly enhance global competitiveness.
- Shift Toward Sustainability and Social Impact: Businesses are increasingly being held accountable for their social and environmental impact. Management education must incorporate sustainability, ethics, and corporate social responsibility into the core curriculum, preparing leaders who can drive both profitability and purpose.

### Critical Changes Needed for Global Competitiveness:

- Curriculum Modernization: Align programs with emerging global trends such as green finance, circular economies, and AI-driven decision-making.
- Industry Integration: Strengthen academia-industry collaborations to ensure students gain hands-on exposure to real-world challenges.
- Focus on Skill Development: Beyond theoretical knowledge, emphasize problem-solving, creativity, and emotional intelligence—skills critical for navigating complex business landscapes.
- Quality Research and Thought Leadership: Institutions should foster a culture of research, innovation, and thought leadership to contribute to global management discourse.

By embracing these changes, Indian management education can establish itself as a hub for nurturing globally competitive leaders, shaping the future of business and society.

**Q How can management institutes balance academic rigor with real-world applicability to produce industry-ready graduates?**

Management institutes can balance academic rigor with real-world applicability by adopting a multidisciplinary approach that integrates experiential learning, industry engagement, and robust theoretical frameworks. By collaborating with Fortune 500 companies and government organizations, institutes can design curricula that mirror evolving industry needs and challenges. Embedding practical case studies, live projects, and internships alongside rigorous academic training ensures students develop critical thinking, problem-solving, and leadership skills.




Furthermore, inviting industry experts for guest lectures, mentorship, and joint research initiatives bridges the gap between academia and practice. This synergy cultivates industry-ready graduates equipped to navigate dynamic business landscapes effectively.

**Q Having served on Government of India committees on education, what policy-level changes would you recommend today to enhance the quality of higher education in India?**

As someone who has had the privilege of serving on Government of India committees on education, I believe that policy-level changes must prioritize the integration of a multidisciplinary approach, greater autonomy for institutions, and a robust focus on research and innovation.

The National Education Policy (NEP) 2020 has laid a strong foundation, but its effective implementation requires enhanced funding, equitable access, and strong industry-academia linkages. Additionally, fostering global collaborations, strengthening teacher training programs, and incorporating cutting-edge technology are critical to preparing students for the dynamic global workforce.

Quality assurance mechanisms should be made more outcome-driven, and the emphasis should shift from rote learning to critical thinking and problem-solving skills. These measures will collectively raise the standard of higher education and align it with the evolving demands of the 21st century.

**Q How can Indian business schools incorporate a more global perspective while staying rooted in India's unique socio-economic environment?**

Indian business schools must strike a balance between global exposure and local relevance. With extensive travel and exposure, I've observed that the key lies in integrating diverse methodologies and practices from around the world while aligning them with India's specific needs. Here's how this can be achieved:

- **Curriculum Design**: Incorporate global case studies and contemporary international business practices alongside India-specific examples. This ensures students understand the interplay between global trends and local challenges.
- **Faculty Development:** Engage faculty in international exchange programs and research collaborations to bring back cutting-edge knowledge and pedagogy that can be adapted to India.
- **Student Exchanges and Partnerships**: Develop strategic alliances with global universities and corporations. Student exchange programs, international internships, and collaborative projects can provide direct exposure to global work cultures.
- **Cultural Intelligence**: Teach students the importance of cross-cultural competence. While they learn to navigate global scenarios, they must also appreciate and leverage India's diversity as a unique asset.
- **Focus on Emerging Economies**: India shares challenges with other emerging markets. By studying these contexts, students can gain insights that are globally relevant but locally applicable.
- **Industry Collaboration**: Partner with multinational corporations operating in India to offer practical learning opportunities. This brings real-world global perspectives to the classroom.
- **Technology and Digital Learning**: Use technology to provide access to global experts, webinars, and online courses, ensuring that students are part of a global knowledge network.

While adopting these practices, it is vital to remain sensitive to India's socio-economic realities—emphasizing inclusivity, sustainability, and innovation that addresses grassroots challenges. By preparing students to think globally and act locally, Indian business schools can produce leaders who thrive in diverse environments while driving India's growth story forward.

As we embrace new educational practices, it is crucial to recognize India's unique socio-economic landscape. Our approach must center on inclusivity, sustainability, and innovation that specifically addresses grassroots challenges.

At ISB&M, we emphasize the importance of preparing students who not only think globally but also act locally. This mindset is essential for cultivating leaders who can navigate the complexities of diverse environments, drive sustainable growth, and contribute meaningfully to India's continuing journey toward economic progress. Our commitment lies in shaping leaders who are equipped to create positive, impactful change at every level of society.

**Q Your research has been cited internationally, including in SP Robbins' textbooks. How do you inspire research excellence among students and faculty in an age increasingly driven by industry partnerships?**

I believe in fostering a culture of curiosity, intellectual rigor, and collaboration to inspire research excellence among both students and faculty. In an era dominated by industry partnerships, it's essential to strike a balance between practical, real-world applications and academic integrity.

I encourage our academic community to engage with emerging industry trends while ensuring that their research contributes to foundational knowledge. Through mentorship, providing access to resources, and creating opportunities for collaboration with global academic networks and industry leaders, we nurture the next generation of researchers who can bridge the gap between theory and practice, ultimately contributing to both academia and industry.

**Q Your research spans from developing management games that simulate organizational behavior to contributing to high-resolution imaging radar technology. How do you integrate insights from such diverse fields to inform your approach in management education, and what interdisciplinary methodologies do you find most effective in enhancing both technological innovation and organizational leadership?**

I believe that the intersection of management education with diverse fields, such as organizational behavior simulations and advanced technologies like high-resolution imaging radar, offers a unique opportunity for holistic learning. My approach integrates these insights by emphasizing the importance of adaptability and innovation in both technological advancements and leadership practices.

The interdisciplinary methodologies I employ focus on experiential learning, where management games simulate real-world challenges and enhance decision-making skills, while cutting-edge technology fosters data-driven analysis and strategic thinking. By blending these approaches, we prepare students to navigate complex organizational landscapes, fostering both technical acumen and effective leadership in an increasingly interconnected world.

**Q How do you balance the concept of "leading by example," as discussed in your leadership philosophy, with fostering independent decision-making among future managers in a highly competitive and rapidly changing business environment?**

I firmly believe that leading by example is crucial in shaping the character and decision-making abilities of future managers. It sets a strong foundation of integrity, work ethic, and vision, which students can emulate. However, I also recognize the importance of fostering independent decision-making, especially in today's fast-paced and competitive business world.

By encouraging a culture of critical thinking, autonomy, and responsibility, I ensure that our students are not only inspired by leadership examples but also equipped with the tools to make informed, independent decisions. This balance is achieved by providing guidance, offering mentorship, and allowing students to take ownership of their projects, thus preparing them to lead with confidence and adaptability in a constantly evolving business landscape.

**Q Given your expertise in behavioral science and HRD, how should business schools adapt their HR curricula to meet the demands of an AI-driven workplace?**

As businesses increasingly integrate AI into their operations, business schools must adapt their HR curricula to emphasize the intersection of technology and human behavior. It's crucial to equip students with a deep understanding of how AI can enhance HR processes, such as recruitment, performance evaluation, and employee engagement, while also ensuring that they develop the emotional intelligence, leadership skills, and ethical frameworks needed to manage the human side of this technological transformation.

In particular, curricula should focus on how to leverage AI for data-driven decision-making without losing sight of the core values of empathy, diversity, and inclusion. Additionally, students must be taught to manage the balance between automation and human touch in workplaces, preparing them to lead organizations through this dynamic, AI-driven future.

**Q As India witnesses a surge in entrepreneurship and startups, how should management education pivot to nurture future entrepreneurs and startup leaders?**

Management education must pivot towards fostering a mindset of innovation, agility, and adaptability. We believe that traditional management curricula should evolve to include experiential learning, hands-on exposure to real-world challenges, and mentorship from successful entrepreneurs.

By incorporating modules on design thinking, digital transformation, and lean startup methodologies, we can equip students with the skills to thrive in uncertain, fast-paced environments. Additionally, collaboration with industry leaders and providing access to startup ecosystems will create a fertile ground for future entrepreneurs to grow, innovate, and lead with confidence.

**Q You aspire to build a globally respected educational organization. What specific milestones do you consider crucial in this journey, and how can Indian business schools raise their international standing?**

Building a globally respected educational organization involves a multi-faceted approach, with key milestones including academic excellence, innovation in teaching methods, global collaborations, and a focus on developing industry-relevant skills. It's essential for Indian business schools to focus on enhancing research capabilities, establishing strong partnerships with leading international institutions, and fostering a diverse and inclusive environment.

Moreover, integrating cutting-edge technology and offering global exposure through exchange programs and internships will significantly elevate the international standing of Indian business schools. By producing graduates who are equipped with both theoretical knowledge and practical expertise, we can contribute meaningfully to the global business landscape. EP




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Volvo Eicher




Sneha Marbal
HR
Hexaware Technologies




Abhirami Menon
Finance
Deloitte Taxation




Argha Kundu
Marketing
L'Oréal

26th Application Open
Batch (2025-27)

PGDM AICTE Approved

Placement Highlights (2022-24)

Highest : 20.56 Lacs CTC

Average : 11.40 Lacs CTC

Our Top Recruiter

Mensa Brands | Optum | Trident Group | BNY Mellon | Bajaj Allianz | Bajaj Finserv | Adani Group | Blue Star | Deloitte | HCL Tech. | Ernst & Young | GEP Worldwide | Disney+ Hotstar | Hexaware Technologies | Hewlett Packard | Hector Beverages | Sutherland Global | Kansai Nerolac Paints | L'Oréal | HUL | PeopleStrong | Rosy Blue (ORRA Diamond) | Schlumberger | Larsen & Toubro | TresVista | Tata Power | Trinamix | TCS | Wipro | Volvo Eicher & many more ....

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# MANAGEMENT EDUCATION SHOULD EQUIP STUDENTS WITH **TECHNICAL SKILLS, EMOTIONAL INTELLIGENCE,** AND **RESILIENCE** FOR **IMPACTFUL LEADERSHIP**

**Dr. Prasoon M. Tripathi**
Director, IMS Ghaziabad

**Dr. Prasoon M. Tripathi,** Director of IMS Ghaziabad, talks about his passion for bridging academia and industry, fostering innovative leaders, and integrating practical experiences into the curriculum in a conversation with Education Post's **Prabhav Anand**, who finds out that Dr. Tripathi's forward-thinking vision and expertise, coupled with his roles in AIMA and PHDCCI, underscores the critical need for collaborative efforts to advance management education in India.





**Q With a distinguished career spanning industry and academia, how has your journey shaped your vision for management education, and what drives your passion for mentoring the next generation of leaders?**

Having transitioned from a distinguished career in industry to academia, my vision for management education is deeply rooted in bridging the gap between theoretical frameworks and real-world applications. My experience as an HR leader in national and multinational organizations has shown me the importance of cultivating adaptable, ethical, and innovative leaders who can thrive in dynamic environments. This drives my passion for mentoring, as I see the immense potential in nurturing students to think critically, embrace diversity, and lead with purpose.

I believe management education should equip students not only with technical skills but also with the emotional intelligence and resilience needed for impactful leadership. The joy of shaping future leaders who will contribute meaningfully to organizations and society inspires me every day.

**Q As a Council Member of AIMA and part of the Managing Committee of PHDCCI, what initiatives do you think are most critical in fostering collaboration between academia, industry, and government to improve the management education ecosystem in India?**

Fostering collaboration between academia, industry, and government is essential for advancing management education in India. Key initiatives include creating robust industry-academia partnerships to design curriculum that addresses current and emerging business challenges. Skill-based training programs, co-developed with industry leaders, can bridge the employability gap.

Encouraging government incentives for research and innovation within academic institutions will spur original thinking and practical applications. Industry internships, live projects, and leadership development programs should be integrated into the education framework to provide hands-on experience. Platforms like AIMA and PHDCCI can act as catalysts by hosting dialogues, policy advocacy, and collaborative workshops to align objectives across sectors. These efforts will ensure management education remains relevant, future-ready, and impactful.

**Q Having held leadership roles in both multinational corporations and academic institutions, how do you bridge the gap between industry requirements and academic curricula in management education?**

Bridging the gap involves integrating industry insights into academic curricula by collaborating with corporate leaders to co-design courses and case studies. Regularly updating the syllabus to align with emerging trends and technologies ensures relevance. I emphasize experiential learning through internships, live projects, and industry mentorship programs. Hosting industry-academia dialogues fosters mutual understanding and partnership. Additionally, I encourage faculty to engage in industry consulting and research, keeping their teaching grounded in real-world practices. This approach ensures students are job-ready and future-focused.

**Q Your expertise spans across talent management, organizational restructuring, and corporate culture. How important is it for management education to integrate these aspects into the curriculum?**

Integrating talent management, organizational restructuring, and corporate culture into management education is critical to preparing students for real-world challenges. These areas are the backbone of effective leadership and organizational success. Teaching students how to attract, retain, and develop talent builds their understanding of creating high-performing teams. Organizational restructuring equips them to navigate change and drive innovation. Emphasizing corporate culture fosters awareness of building inclusive, value-driven workplaces. Embedding these concepts through case studies, simulations, and real-world projects ensures students develop practical, actionable skills.




## Q With your background in HR and organizational development, what role do you think emotional intelligence and leadership play in shaping the future of management education?

Emotional intelligence (EI) and leadership are foundational to shaping the future of management education. EI fosters self-awareness, empathy, and interpersonal skills, which are essential for building strong teams and navigating complex organizational dynamics. Leadership training helps students develop decision-making, adaptability, and strategic thinking abilities, preparing them for high-pressure, real-world scenarios. Together, they ensure future managers can lead with resilience, inclusivity, and purpose. Embedding EI and leadership development into the curriculum through role plays, simulations, and mentorship programs will produce well-rounded, impactful leaders.

## Q You've worked extensively on talent management strategies for large corporations. What are some of the key challenges facing talent acquisition today, and how can educational institutions help prepare students for these challenges?

Key challenges in talent acquisition today include identifying niche skills, fostering diversity, and assessing candidates' eagerness to learn and aptitude for lifelong learning. The rise of AI and automation demands adaptability, while global competition complicates retention. Educational institutions can prepare students by embedding future skills, emphasizing continuous learning, and fostering real-world exposure through industry partnerships. This ensures graduates are adaptable, resilient, and ready to meet evolving workforce demands.

## Q The management education sector often faces criticism for being overly theoretical and disconnected from practical industry needs. In your view, how can institutions strike a balance between academic rigor and industry relevance?

Institutions can strike a balance by integrating practical experiences such as internships, live case studies, and industry projects into the curriculum. Collaborating with industry experts to co-create course content ensures it stays aligned with current trends and challenges. Academic rigor can be maintained by combining theoretical knowledge with real-world applications, allowing students to see the relevance of what they're learning. Faculty engagement with industry through consulting or research also keeps the curriculum grounded in practice. This blend of theory and practice ensures that students are both intellectually equipped and industry-ready.





## Q While MBA education sector faces criticism for overly theoretical and disconnected from practical industry needs. In your view how can institutions strike a balance between academic rigor and industry relevance?

**IMS Ghaziabad strikes a balance between academic rigor and industry relevance by taking many conscious steps such as:**

- **Industry-Driven Curriculum:** Regular updates in curriculum that are aligned with industry trends. Updates are suggested by alumni, experts in the domain and advisory board.
- **Experiential Learning:** In alignment with its mission to provide a transformative learning experience, IMS Ghaziabad B-School believes in experiential learning process, professional engagement of students and hence organizes industrial visits, and also organizes live projects of organizations for students. for example:
  - 21 students underwent live project in October 24 with Bajaj Finserv, the financial arm of the Bajaj Group in their Modern Trade department
  - In January 2024, selected 50 students of PGDM batch 2023-25 attended 30-day long live project with Dabur.
  - In another groundbreaking collaboration with Cavinkare Private Limited, selected students experienced live project in retail space from Feb 28 to Mar 1st, 2024.
  - 21 students participated in 3 Weeks of Live Project in the area of Operations, Live Project at Hair Originals, March 4-23, 2024
  - Skill Development Workshops and Corporate Partnerships: All modules are incorporating simulations in their delivery enhancing experiential learning and more engagement from the students. Live data bases of companies have been made available through data bases. Our students access these data bases to become industry ready. Workshops are organized to make students industry ready. For example:
  - Hands on Workshop on "Procurement Management using SAP MM". The workshop helped students to understand and apply SAP MM specifically for procurement efficiency and effective supply chain management, developed their skills to optimize procurement workflows and develop strategies using SAP MM. Students gained hands-on proficiency in SAP MM for executing procurement tasks and manage supply chain effectively. Students can utilize SAP MM expertise to solve real-world procurement challenges.
  - IMS Ghaziabad organized an event for our budding professionals of the 2023-25 batch. The event was jointly organized with a SaaS based technology platform. "Sales Force Automation: Shaping Industry-Ready Sales Leaders" on 21st August 2024.
- **Placement Focus:** Tailoring education to meet recruitment needs, ensuring students are job-ready.

This approach ensures our PGDM students are both academically proficient and industry-ready.

## Q Management education sector faces concern about their accessibility for diverse socioeconomic groups. How do you think this gap can be addressed to ensure equitable access to management education?

IMS Ghaziabad actively addresses this concern through a combination of initiatives, policies, and support systems.

IMS Ghaziabad provides financial support to deserving students through scholarships based on merit and need. For instance, IMS Ghaziabad provided scholarship of more than INR 65 lacs to 159 students of 2023-25 batch and more than INR 25 Lacs to 31 students of 2024-26 batch providing opportunity to

students and their families impacting their and their dependents' lives. IMS also offers flexible fee payment schedules, allowing students from economically weaker sections to manage their financial obligations without disrupting their education.

IMS Ghaziabad provides hostel facilities, and transportation at very nominal rates, ensuring that students face minimal barriers for their education.

**Q Many students these days question the return on investment of traditional MBA programs, given their high costs and emergence of alternative learning platforms, how do you respond? and what should institution do to remain competitive?**

PGDM at IMS Ghaziabad does not only provide academic knowledge, it delivers transformational learning experience, develops industry ready skills, enhances knowledge in multiple dimensions, provides extensive professional networks, develop social and ethical consciousness, develops leadership skills, instills lifelong learning behavior. The tremendous transformation in students cannot be quantified with ROI, can it be? IMS Ghaziabad's students are prepared to win in Marathon of their professional life. However, to address the question in context, at IMS Ghaziabad, we ensure a high ROI through:

- Strong Placement Records with consistent 100% placement. During 2022-24 placements, 35 plus multiple offers have been given to students, and 172+ companies offered placement.
- Competitive packages in leading organizations. Highest package offered to 2022-24 students is INR 35 lacs
- Median salary of 2022-24 batch students is INR 9.25 lacs
- Prominent recruiters include Deloitte, EY, KPMG, PWC, Colgate, Dabur, Amul, Mondelez, Nestle, HDFC Bank, ICICI Bank, Gartner, Wipro, Asian Paints and many more.

The ROI on students' transformation at IMS Ghaziabad and its impact on their professional and personal lives may not be quantified.

**Q Leadership and ethics have gained significant importance in recent years, yet some believe these aspects are not adequately addressed in management programs. What reform would you suggest to better incorporate these critical areas into management education?**

The institutional commitment to ethics is taken seriously at IMS Ghaziabad. IMS takes number of initiatives to address the same

- IMS Ghaziabad's mission statement talks about change makers "exemplify ethical leadership," and Ethics is one of the core values of IMS Ghaziabad.
- At IMS Ghaziabad, it's mandatory to integrate topics and discussions on ethics, and ethical dilemmas in modules so that students can understand about ethical dilemmas in various situations and as a leader how they should respond.
- To reinforce importance of ethical conduct, the institute also invites eminent experts for workshops on ethical decision making for students. For example, Anil Swarup, ex Coal secretary of India gave a talk on ethical Dilemmas. A 20 Hours Certification Program on 'Ethical Decision Making for Responsible Business' was conducted in the institute.
- The institute arranged for workshops by experts on Prevention from Sexual Harassment of women at the workplace (POSH)
- The institute instills leadership qualities through its PULL (Professional Upskilling and lifelong learning) program and organizes various interventions such as Power Talk on "Global Leadership Strategies" by Dr. Rama Y., the first Indian Women Dean of a US University, College of Business, Texas Woman's University
- The institute has well laid out code of conduct for all employees. A copy of code of conduct is provided to every employee at the time of joining and clarification provided, if any.

These initiatives and programs create socially conscious leaders who navigate business environments successfully and exemplify ethical leadership. EP







# ANNOUNCEMENT EFFECTS OF BONUS ISSUES ON STOCK PRICES

## A STUDY OF MARKET EFFICIENCY AND INVESTOR BEHAVIOR IN THE INDIAN MARKET

**Dr. AK Mishra**
Professor in Finance & Accounting IIM Lucknow, India

## ABSTRACT

*This research investigates whether the Indian Stock Market adheres to the semi-strong form of the Efficient Market Hypothesis, using bonus issues as events for information generation. Analyzing daily data from 2017 to 2023 for 200 bonus issues, the study categorizes stocks by bonus magnitude and price to assess the varied effects of information revelation. Applying event study methodology, including market model, market-adjusted model, and vector autoregression model, empirical findings conclude that ex-post information significantly impacted the market only in 2023. These findings highlight the nuanced dynamics of information effects on the Indian Stock Market, varying across years and stock categories, enriching the literature on market efficiency.*





## INTRODUCTION

*Efficient Market Hypothesis (EMH) posits that financial markets are efficient, meaning that asset prices fully incorporate all relevant new information. However, EMH does not account for market anomalies arising from excessive volatility, investor overreaction, or the formation of asset bubbles.*

*Financial markets are influenced by the behaviour of market participants, information asymmetry, and insufficient investor protection. Cross-border capital flows, including foreign direct investment (FDI), contribute to volatility in the Indian market, with market reactions also shaped by global financial trends. Despite the rise in market capitalization and turnover following liberalization efforts, insider trading and other market malpractices continue to erode market efficiency.*

*To address these challenges, SEBI (Securities and Exchange Board of India) has implemented various measures to enhance market transparency and integrity, such as promoting electronic trading and enforcing regulations against insider trading. Nonetheless, significant challenges persist regarding the efficiency of the Indian stock market.*

*Against this backdrop, present study aims to assess the impact of information dissemination, specifically bonus issue announcements, on stock prices at the Bombay Stock Exchange (BSE) from 2017 to 2023. This research contributes to understanding the dynamics of information release and market efficiency within the context of the Indian stock market.*

## DATA SELECTION CRITERIA AND SOURCES

Two sets of data were collected for the study. One is the current prices of the shares listed in the BSE, and the other consists of bonus ratios. Also, the date of publication of the Bonus issue proposals was also collected. The bonus issue publications from 2017 to 2023 alone were covered in this study. From 2017 to 2023, several major policy changes and events significantly impacted the Indian stock market. The 2017 implementation of GST reshaped the indirect tax structure, affecting various sectors and equity prices. Demonetization in 2016 disrupted liquidity and consumer spending, influencing market behaviour, while the introduction of IBC streamlined insolvency resolutions, impacting banking and financial stocks. SEBI introduced regulatory changes during this period to enhance market transparency and integrity. The 2020 COVID-19 pandemic caused widespread economic disruptions and impacted investor sentiment, further influencing the stock market.

These events had an impact on the dynamics of the market and investor behavior and, in turn, stock prices. For the purpose of this study, 280 bonus issue announcements have been classified as small bonuses, medium bonuses, and large bonuses in the ratio of 1:10 and above, 1:5 to 1:9, and below 1:5, with 53, 60, and 155 events, respectively. They were also categorized into either penny stocks or blue-chip stocks.

## INFORMATION RELEASE AND BEHAVIOUR OF STOCK PRICES

Table 1 summarises the empirical findings about effects of information release over the behavior of Indian stock prices over various years. The analysis shows that only the coefficient for 2020 is statistically significant at a 5% level, and it is negative, indicating that increased information release coincided with declining stock prices. During the COVID-19 pandemic, heightened uncertainty about economic stability and corporate profitability drove sell-offs as investors adjusted expectations downward. While information release had no significant impact in other years and generally showed a positive relationship with stock prices, 2019 and 2020 exhibited negative associations. Thus, the null hypothesis for 2020 is rejected, concluding that information release significantly influenced stock prices during the pandemic year.

**Table 1: Impact of information release across different years**

| Variable | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|---|---|---|---|---|---|---|---|
| Range Coefficient | 0.515364 | 0.188344 | 0.104881 | -0.683005 | -0.014788 | 0.279672 | 0.210509 |
| t-statistic | 1.27919 | 0.554722 | 0.375693 | -2.256441* | -0.048376 | 0.890575 | 0.548565 |
| t-tab | 2.021 | 2.021 | 2.021 | 2.021 | 2.021 | 2.021 | 2.021 |
| R Square | 0.041284 | 0.008033 | 0.003701 | 0.123907 | 0.000062 | 0.020445 | 0.007857 |
| Durbin- Watson stat | 1.314709 | 1.226453 | 1.51027 | 1.559753 | 0.947348 | 0.695742 | 1.665451 |

*Indicates significance at 5%

## INFORMATION RELEASE ACROSS SMALL, MEDIUM AND LARGE BONUSES

Table 2 compares the impact of information release on small, medium, and large bonus issues. Findings reveal that only large bonds show statistical significance at the 5% level, with a negative coefficient. This suggests that increased information release correlates with declining large bond prices, likely due to negative news or economic indicators affecting investor sentiment. For example, heightened information flow may highlight macroeconomic concerns like inflation or fiscal deficits, reduce confidence in large bond issuers due to credit risks or governance issues, or reflect tighter monetary policies by the RBI, leading to rising yields and falling bond prices. Global market fluctuations and geopolitical events further influence investor risk appetite, impacting prices.

**Table 2: Impact of information release across small, medium and large bonuses**

| Variable | SB | MB | LB |
|---|---|---|---|
| Range Coefficient | -0.018512 | 0.288812 | -0.289374 |
| t-statistic | -0.091001 | 1.499111 | -2.051877* |
| t-tab | 2 | 2 | 2 |
| R Square | 0.000134 | 0.037931 | 0.0454 |
| Durbin- Watson stat | 1.889627 | 1.05088 | 1.107799 |

SB: Small bond, MB: Medium bond, LB: Large bond.
*Indicates significance at 5%

While information release has no significant effect on medium and small bonds, a positive association is observed for medium bonds and a negative one for small bonds. The findings confirm that information release significantly affects large bond prices, driven by the interplay of economic fundamentals, investor sentiment, and policy dynamics.

## EFFECT OF INFORMATION RELEASE ON PENNY AND BLUE CHIPS

Table 3 explores the impact of information release on penny stocks and blue-chip stocks. The findings reveal that while the level of information release significantly influences blue-chip stock prices, it does not have a similar effect on penny stock prices. Blue-chip stocks, representing well-established companies with stable earnings, show a marked response to information releases, as these stocks are widely followed and emphasize long-term performance. The negative relationship observed between information releases and blue-chip stock prices suggests that increased information flow often highlights risks or challenges faced by these companies, leading investors to adjust their valuations accordingly.

**Table 3: Impact of information release across small, medium and large bonuses**

| Variable | PENNY | BLUE CHIP |
|---|---|---|
| Range Coefficient | 0.29196 | -0.67999 |
| t-statistic | 1.518438 | -4.290711* |
| t-tab | 1.97 | 1.97 |
| R Square | 0.009399 | 0.070426 |
| Durbin-Watson stat | 0.514904 | 0.710808 |

*Indicates significance at 5%

In contrast, penny stocks, characterized by low prices and high volatility, appear less affected by information releases. Speculative investors, who are typically drawn to penny stocks, may react more strongly to immediate information updates, resulting in short-term price fluctuations. Long-term investors in blue-chip stocks, however, are likely to focus more on fundamental analysis rather than





short-term news. For example, a blue-chip company like Infosys Limited may experience short-term declines in stock price following negative information regarding corporate governance issues, despite its overall stability.

Additionally, the analysis shows a positive relationship between information release and penny stock prices, while a negative relationship is observed with blue-chip stock prices. According to the regression analysis, a unit increase in the level of information release leads to an approximate 0.68 decrease in the price of blue-chip stocks. Therefore, we reject the null hypothesis and conclude that the level of information release significantly affects the price of blue-chip stocks.

## VARIATION IN INFORMATION RELEASE AND INDIAN STOCK MARKET ACROSS DIFFERENT YEARS

The study examined the impact of information releases on the Indian stock market using a VAR model, with results presented in Table 4. A t-statistic threshold of 1.97 at a 5% significance level was used to assess the coefficients for each year (2017–2023). Analysis revealed that only the 2021 coefficient was significant for lag 1, leading to the rejection of the null hypothesis for that year. This indicates that in 2021, information releases about bonus issues preceded stock price changes, demonstrating market responsiveness not observed in the other years analyzed. This underscores the unique market dynamics of 2021 in reacting to new information.

**Table 4: Impact of information release across different years**

| Information | RANGE 1 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|
| RANGE(-1) | 0.422558 | 0.0000399 | 0.000157 | 0.00003 | -0.0000103 | 0.000487 | -0.000116 | -0.000129 |
| | (0.19332) | (0.00014) | (0.00022) | (0.00012) | (0.00011) | (0.00018) | (0.00025) | (0.00031) |
| | [2.18580] | [0.28272] | [0.71444] | [-0.24517] | [-0.09389] | [2.72733]* | [-0.45574] | [-0.41395] |
| RANGE(-2) | 0.14969 | -0.000183 | 0.000188 | 0.00000958 | -0.000123 | 0.00013 | -0.0000404 | -0.000329 |
| | (0.19064) | (0.00014) | (0.00022) | (0.00012) | (0.00011) | (0.00018) | (0.00025) | (0.00031) |
| | [0.78518] | [-1.31252] | [0.86767] | [-0.07944] | [-1.13143] | [0.74107] | [-0.16169] | [-1.06792] |

*Indicates significance at 5%. (.), denotes the t-statistics value while [.] is the standard error. Ho: βi=0; i=1 to 5; α=5%. Decision Rule: Reject Hoif/tcal/>/ttab/and accept, if otherwise

## VARIATION IN INFORMATION RELEASE AND SMALL, MEDIUM AND LARGE BONUS

Table 5 shows that variations in information release precede small, medium, and large bonus issues. Using VAR analyses and a theoretical t-statistic of 1.97 at a 5% significance level with 266 degrees of freedom, only the coefficient for large bonus issues is significant at lag 1. Thus, we reject the null hypothesis for large bonus issues, concluding that information releases significantly influence their stock prices. The Indian stock market responds notably to information on large bonus issues, unlike small and medium ones, highlighting the differential impact of information across bonus issue categories.

**Table 5: Information release among Small, Medium and Large Bonus**

| Variable | RANGE 1 | SB | MB | LB |
|---|---|---|---|---|
| RANGE(-1) | 0.294373 | 0.003954 | 0.004105 | -0.026941 |
| | (0.06132) | (0.02014) | (0.02044) | (0.01349) |
| | [4.80028] | [0.19629] | [0.20088] | [-1.99689]* |
| RANGE(-2) | 0.189498 | 0.013915 | -0.024257 | 0.017213 |
| | (0.06016) | (0.01976) | (0.02005) | (0.01324) |
| | [3.14979] | [0.70414] | [-1.20986] | [1.30047] |

*Indicates significance at 5%. (.), denotes the t-statistics value while [.] is the standard error. The Null hypothesis that tested for the significance of Small, Medium and Large Bonus is that the coefficient of each of them is zero such that; βi=0, where i=1 to 3. Coefficient of each variable is statistically zero when the value of t-calculated falls within the acceptance region given the theoretical t-statistic

## VARIATION IN INFORMATION RELEASE AND PENNY AND BLUE-CHIP STOCKS

The results in Table 6 show the summary of the influence of variation in information release on penny and blue chip stocks. Range represents Information release, which is used to conduct VAR analyses.

**Table 6: Information release between Penny and Blue Chips Stocks**

| Variable | RANGE 1 | PENNY | BLUE CHIP |
|---|---|---|---|
| RANGE(-1) | 0.48994 | -0.006735 | -0.075447 |
| | (0.06060) | (0.03211) | (0.03638) |
| | [8.08471] | [-0.20977] | [-2.07373]* |
| RANGE(-2) | 0.336148 | 0.038831 | -0.066318 |
| | (0.06177) | (0.03273) | (0.03708) |
| | [5.44227] | [1.18652] | [-1.78841] |

*Indicates significance at 5%. (.), denotes t-statistics value while [.] is the standard error. H0: βi=0; i=1 to 5, where i=1 to 2; α=5%; Decision Rule: Reject H0 if/tcal/>/ttab/; accept if otherwise

At a 5% significance level with 243 degrees of freedom, the theoretical t-statistic is 1.97. Comparing this with the t-statistics of coefficients for penny and blue-chip stocks, it is evident that only blue-chip stocks are significant at this level for lag 1. Consequently, we reject the second null hypothesis concerning blue-chip stocks, concluding that information release precedes price changes in these stocks. This highlights that blue-chip stocks in the Indian market are more sensitive to bond-related information, a response not observed in penny stocks, showcasing the differential impact of information on these stock categories.

## CONCLUSION

The study examined the semi-strong form efficiency of the Indian stock market by analyzing the reaction of BSE stock prices to bonus issue announcements from 2017 to 2023. It evaluated price responsiveness based on bonus issue sizes and stock types, including penny and blue-chip stocks. Empirical findings indicate that large bonus issues and blue-chip stocks exhibited significant reactions. The findings suggest the Indian stock market is partially semi-strong efficient, aligning with some prior research but diverging from others.

**During the COVID-19 pandemic, heightened uncertainty about economic stability and corporate profitability drove sell-offs as investors adjusted expectations downward. While information release had no significant impact in other years and generally showed a positive relationship with stock prices, 2019 and 2020 exhibited negative associations. Thus, the null hypothesis for 2020 is rejected, concluding that information release significantly influenced stock prices during the pandemic year.**

Implications for market participants highlight that neither fundamental nor technical analysis consistently yields abnormal returns, supporting efficient market theory. Some of the important recommendations which can be suggested to improve efficiency include timely release of firm information, removal of price caps, promoting major company listings on the BSE, and establishing financial analysis departments in brokerage firms. These measures in longer run would aim to enhance transparency, investor's confidence, and market stability. EP



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# BUSINESS ACADEMICAINS CANNOT AFFORD TO LOSE THE FOCUS ON ACADEMICS!

**Dr Rajesh K Pillania**
Professor at Management Development Institute, Gurgaon

The author is a Professor of Strategy at the Management Development Institute, Gurgaon. He is ranked jointly #1 in average research productivity in India, awarded top strategy professor in India, and popularly known as **India's Happiness Professor and India's Happiness Guru**. His expertise is in making strategy, innovation, and happiness as simple, humorous, and applicable.



Over the last two decades, I have overheard the focus on administrative positions in academics at many places in India. The statements might be like the following:

**Faculty A:**

I am heading this X ( e.g., alumni connect) activity! ( The way it is said, this activity seems more important than the academics.)

**Faculty B:**

I hold position Y (e.g., Dean) in the institute! ( The way it is said appears as if holding this position is more important than the academics.)

**Faculty C:**

I have been the director for Z number of years ( The way it is said appears to be the ultimate achievement of life !).

**Faculty D:**

I am trying to get this administrative position, e.g., Dean, so that I am eligible to apply for a Director position (as if that's the only thing left to be achieved for some academicians!).

Donot get it wrong. Administrative positions are important for any academic institution. In fact, the administration can kill or build an institution as seen in a number of academic institutions! The focus of this article is not to downplay the importance of administration or demean the discipline of administration.

However, having said so, the article wants to highlight the need to focus on academics by academicians! The business landscape is much more challenging than ever. As a business school academics, the focus should be on how to be a better academician to solve emerging challenges and provide realistic solutions to these challenges. This focus on academics is getting weaker, at least among a specific section of business academicians.

Today, most business schools get most of their revenue from student fees rather than consultancy or research. Providing trained manpower through various programs is good, but is it sufficient?

Today, how many business schools can look inside and honestly say that innovation and problem-solving for the industry are their way of life?

Today, how many business schools can look inside and honestly say that new theory development is a focus area in research, including doctoral programs?

Today, why does it happen in many business schools that when one faculty member ceases to be an administrator, e.g., a Director, he or she quickly disappears from the collective memory of the academic community or industry?

Would not it do more good to business academics and the industry if the primary focus of business academicians stayed onacademics?

At least the new faculty, the youngsters, should get it right—to stay focused on academics, try to solve some problems of industry, try to develop a new theory, and create some real impact on the ground.

Business schools are already being questioned repeatedly on the value addition done by them! In such a scenario, the focus on anything but academics further weakens the case of business schools! EP



# HOW BUSINESS SCHOOLS CULTIVATE EXCELLENCE THROUGH PSYCHOLOGICAL INSIGHTS AND LEADERSHIP TRAINING

**Prabhav Anand**

Leadership isn't inborn. It's crafted, molded, and sharpened over time, often within the hallowed halls of business schools. The journey of transforming raw talent into refined decision-makers is not just about crunching numbers or understanding markets.

Business schools are central to this transformative journey, cultivating the minds that will guide the future of global enterprises.





Decision-making is a skill that lies at the intersection of logic, emotion, and experience. It involves weighing options, forecasting outcomes, and navigating through a maze of uncertainties.

According to research by McKinsey, 80% of business leaders agree that decision-making quality is critical to their organization's success. Yet, 60% of these leaders admit to making poor decisions under pressure, highlighting the intricacies involved.

For future leaders, understanding the cognitive biases that influence decisions—like overconfidence, confirmation bias, or loss aversion—is essential. This is where B-Schools step in, offering more than just academic rigor.

They provide a sandbox for experimentation, failure, and learning, ensuring students grasp the psychological nuances of decision-making.

The Harvard Business School case method is legendary for a reason. Instead of handing out solutions, professors pose problems, leaving students to wrestle with dilemmas faced by real-world companies.

Take, for instance, the case study of Netflix's pivot from DVD rentals to streaming. Students analyze market trends, competitor actions, and leadership decisions to understand why a bold risk paid off. By immersing themselves in such scenarios, students learn to view challenges from multiple perspectives—a skill critical in decision-making.

Dr. Jennifer Muller, a behavioral economist at the University of Chicago, explains: "Case studies compel students to think critically, debate, and defend their choices. They simulate the pressures leaders face in boardrooms, conditioning their minds for the complexities ahead."

Daniel Kahneman's groundbreaking work on cognitive biases emphasizes that humans are not always rational decision-makers. B-Schools now incorporate behavioral psychology into their curricula to combat this. Courses on emotional intelligence (EI) and mindfulness are becoming increasingly popular.

Studies from Yale's Center for Emotional Intelligence reveal that leaders with high EI perform 20% better in decision-making under stress. Activities like role-playing exercises, stress tests, and reflective journaling are now common in MBA programs to cultivate this trait.

Beyond textbooks and lectures, B-Schools use advanced simulations to mimic real-world business environments. These simulations place students in the shoes of CEOs, tasking them with navigating mergers, acquisitions, or crisis management.

For instance, INSEAD's "Blue Ocean Strategy Simulation" challenges students to innovate in saturated markets. By making decisions with limited resources and incomplete information, students sharpen their intuition and strategic thinking.

Leadership isn't a solo endeavor; it's about influencing and inspiring others. B-Schools focus heavily on teamwork, teaching students how to collaborate across cultural and ideological divides.

The Rotman School of Management in Toronto emphasizes

integrative thinking—a methodology where students tackle problems by combining opposing ideas. Such exercises foster creativity and the ability to find innovative solutions, even in deadlocked situations.

Moreover, B-Schools have embraced diversity in their cohorts. With students from varied professional and cultural backgrounds, class discussions mimic the globalized world. These interactions teach future leaders to appreciate different viewpoints and develop inclusive strategies—a critical skill in today's interconnected business landscape.

Frameworks like Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, Six Thinking Hats, and the Eisenhower Matrix are staples in MBA programs. However, the focus is shifting towards agile decision-making models, suitable for dynamic environments.

For example, Stanford GSB's course on "Design Thinking" equips students to tackle problems with creativity and user-centric approaches. Leaders like Sundar Pichai (Google CEO) often credit their decision-making prowess to such frameworks.

Today's leaders need to harness data effectively. B-Schools are integrating courses on artificial intelligence, machine learning, and big data analytics to train students in data-driven decision-making.

B-Schools often leverage their alumni network to inspire current students. Leaders like Indra Nooyi (former CEO of PepsiCo) and Satya Nadella (CEO of Microsoft) frequently share their decision-making journeys, offering invaluable lessons.

Nooyi's "Performance with Purpose" philosophy—balancing profit with sustainability—is often cited in classroom discussions. Such narratives bridge the gap between theory and practice, illustrating how decisions shape careers and companies.

Cultural context plays a significant role in decision-making. While Western B-Schools might emphasize individualism and innovation, Asian B-Schools often focus on collective decision-making and ethical considerations. This diversity in approach enriches the global MBA experience, preparing students for leadership roles in multinational organizations.

How effective are these methods? Research by the Graduate Management Admission Council (GMAC) indicates that 92% of MBA alumni feel their B-School experience significantly improved their decision-making skills. Additionally, companies report higher satisfaction with MBA hires due to their strategic thinking and adaptability.

In an age where businesses face unprecedented challenges—from economic upheavals to technological disruptions—the ability to make sound decisions is more crucial than ever. B-Schools play a pivotal role in honing this skill, blending psychology, technology, and experiential learning to craft leaders equipped for the complexities of the modern world.

As the graduates of today step into boardrooms, their minds are not just filled with knowledge but finely tuned to think, analyze, and act decisively. This is the ultimate legacy of a B-School: not just creating managers but shaping the future leaders who will redefine industries and societies alike. EP




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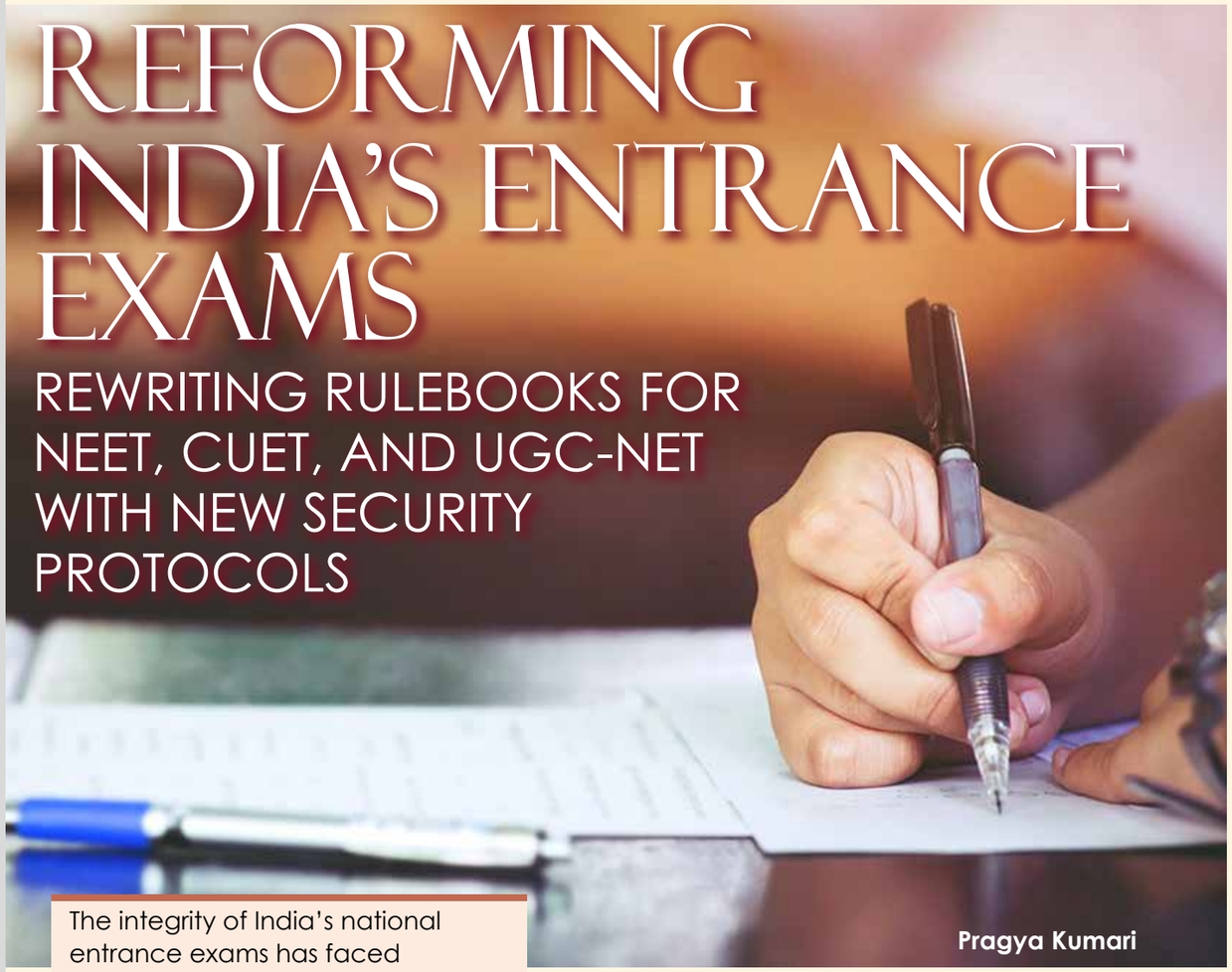
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# REFORMING INDIA'S ENTRANCE EXAMS

## REWRITING RULEBOOKS FOR NEET, CUET, AND UGC-NET WITH NEW SECURITY PROTOCOLS



Pragya Kumari

The integrity of India's national entrance exams has faced increasing scrutiny due to paper leaks, malpractices, and administrative inefficiencies recently. The seven-member committee established by the Ministry of Education proposed a new framework inspired by election processes, emphasizing collaboration between the central governments and states to ensure transparency and efficiency in the national-level examination. Education Post's **Pragya Kumari** explores the ground situation.

As India is moving towards success with students full of aspirations and confidence, each year, national entrance exams such as the University Grants Commission-National Eligibility Test (UGC-NET), the Central Universities Entrance Test (CUET), and the National Eligibility cum Entrance Test (NEET) serve as the gateways to higher education and helping them achieve their dreams.

But owing to recent cases of paper leaks, malpractices, and ineffective behaviors of administration during the examination, it has led the students to lose faith in the administration, especially the National Testing Agency (NTA), a separate branch of the Department of Higher Education within the Indian Ministry of Education.

Currently, the nationwide protest demanding reformation in NTA's rules and regulations on the grounds of credibility and transparency highlights that the agency has forgotten its aim to carry out entrance exams for admission or fellowship in higher education institutions free of all errors. It was established as a leading, specialized, and independent testing organization.

After several failed attempts by NTA in stopping cheating and paper leak incidents, the Ministry of Education formed a seven-member expert committee headed by former Indian Space Research Organisation (ISRO) chief K Radhakrishnan in June 2024. The committee was formed with the goal of assessing the agency's operations, looking out for the loopholes, and suggesting changes.

Other than Radhakrishnan, the committee includes Dr Randeep Guleria, former director of the All India Institute of Medical Sciences (AIIMS), New Delhi; Pankaj Bansal, member of the Karmayogi Bharat Board; and Ramamurthy K, professor emeritus, department of civil engineering at the Indian Institute of Technology (IIT) Madras. BJ Rao, the vice-chancellor at the University of Hyderabad; Aditya Mittal, professor at IIT Delhi; and Govind Jaiswal, joint secretary at the Ministry of Education, also serve as the members of the committee.

Getting inspired by the conduct of Indian general elections, the committee came up with the proposal to conduct examinations on the election model in order to ensure transparency and efficiency in national entrance exams.

With the consent of the stakeholders, it was submitted to the ministry in October 2024, but it took two months before it was made public on December 17, 2024.

Also, a strong collaboration is suggested by the committee between the central and the state governments for conducting these examinations imitating the process of elections where, from the administrative system of the states to the district collector, everybody plays a pivotal role.

Each testing center would have a "presiding officer" appointed by the NTA who will be the "overall in charge," similar to how polling booths are managed during elections. The responsibility of the officer would be to ensure that the exam is being conducted according to pre-defined protocols.

The committee also recommended the examination centers be sealed beforehand in the presence of district administration and police. Similar to the election practice of locking strong rooms with electronic voting machines (EVMs) in front of election staff and candidate representatives, these centers will be guarded until they are opened for the exams.

In addition, the committee proposes the establishment of state and district-level coordination committees in order to enhance security and be responsible for overseeing the logistics and security of the exams, with state-level committees being headed by a nodal officer appointed by the chief secretary and the district level being headed by the district magistrate.

The state-level committee would include representatives from the state police, NTA, Intelligence Bureau (IB), and the National Informatics Centre (NIC) with the responsibility of strategic planning for these national exams and ensuring fairness and transparency.They would be responsible for identifying suitable examination centers, scrutinizing the backgrounds, and particularly reviewing past incidents of malpractices.

The district committees must prepare a strategy for the safe transportation of the question paper to the examination centers with adequate security from the police or the paramilitary force.

Currently, the NTA conducts exams in government-run schools, institutes with AICTE approval, and private centers having a third-party service provider—also operating in logistics—such as TCS iON.

In order to enhance the digital infrastructure to use it for computer-based testing and lower the reliability of third-party operators, the committee suggested collaborating with centrally run schools like Kendriya Vidyalayas and Navodaya Vidyalayas.

Additional proposal with the aim to verify the credibility of the candidates, the committee suggested the implementation of a "digi-exam" system inspired by the DigiYatra model.

This system would record the real-time biometric data of the candidate along with the data entered by the candidates at the time of filling up the form.

The safety of question papers and OMR sheets would be ensured by NTA officials throughout the exam process. Computer-based testing centers are to be scrutinized by a third party and rechecked by the NIC and NTA representatives.

The committee also advocates continuous CCTV monitoring of all candidates during the test, with a CCTV control center set up at the district level, manned by NTA and district administration officials.

The committee suggested that there be a permanent workforce stationed at the NTA in an effort to minimize the agency's dependence on contracted workers. It also encourages the adoption of more safe storage and preventive measures to ensure that the examination materials do not get into unauthorized circulation.

The committee proposed the idea of establishing mobile testing units for conducting examinations of aspirants in rural and distant areas. Other recommendations included tiered screening processes so that candidates are filtered through an initial exercise for a final comprehensive testing on cognitive skills, knowledge of subjects, and problem-solving skills. This should also be supported by multiple centers for examinations to reduce congestion and allow for a fair evaluation of candidates.

The other recommendation is the gradual transition to online and hybrid examinations. It also suggested imposing two to three attempts at the exams on candidates, like NEET, to ensure fair and efficient conduct.

## Streamlining the NTA

Apart from NEET, the NTA also conducts several other important examinations, including entrance tests for higher education and recruitment exams for central universities and state government bodies.

On December 17, 2024, Union Education Minister Dharmendra Pradhan announced that the NTA will only conduct entrance exams for higher education, not recruitment exams for government services. This is primarily for the smooth running and positioning of the NTA as an expert body specifically in the area of holding higher education entrance exams in India, like NEET and JEE.

*"The Radhakrishnan committee has submitted its recommendations, and implementing them will require cooperation from state governments. We will work as a team to ensure zero-error entrance exams,"* said Pradhan.

The format of the NEET exam has been the center of discussion throughout, as the current pen-and-paper mode is used frequently, but it may be outdated soon with the advent of app-based courses and mock tests.

The other aspect of consideration is to reduce dependence on private operators like TCS iON. Discussion is held on the ground of trying to balance the situation in such a manner that the exam does not lose its credibility yet keeps on considering technological readiness and attains the status of reliability and credibility for an exam at this high level of competition.

NEET is the gateway for Indian students to achieve their careers in medicine, dentistry, and AYUSH (Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy). In 2024, over 24 lakh students registered for NEET-UG, highlighting its significance.

*"I have appealed to all state government education secretaries. A new entrance exam series for the upcoming year will begin in January. Based on last year's experiences, the government has introduced numerous reforms,"* said Pradhan on the sidelines of a national workshop on higher and technical education attended by secretaries of states and Union territories (UTs).

"The report mainly focuses on strengthening the NTA. There are recommendations to make the examination center selection process foolproof, addressing previous loopholes in the system. Recommendations have also been made regarding the type of examination to be conducted and the necessary dos and don'ts to ensure effectiveness," Pradhan said.

*"The Health Ministry is the administrative ministry. The appropriate mode for the exam, computer-based or pen-and-paper, will be fulfilled based on what the Health Ministry recommends. We are ready for both. The NTA is the service provider. The administrative ministry will decide in which mode the exam will be conducted,"* added Pradhan.

In the wake of major criticism after the NEET-UG question paper leak this year, the whole nation started demanding reforms in the agency. Around 40 individuals got arrested in relation to the paper leak case nationwide.

The problems of NTA didn't end there; rather, the cancellation of other exams like UGC NET and NEET PG further decreased the people's trust in this agency.

Earlier this year, CBI was called to inquire about the NEET paper leakage, where serious lapses on both security and administrative levels had been found, which deepened the concern regarding examination procedure integrity. Although these changes are promising solutions, they will not be easy to implement. EP



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- Ranked 71st All India Level Private
- Ranked 44th Return on Investment Pan India
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THE WEEK 2024
- Ranked 87th amongst top B-school in India
- Ranked 31st Best B-School in South India
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| Total No. of Students in the college | 178 |
| Total No. of Students not opted for Placements | 05 |
| Total No. of Students opted for Placements | 173 |
| Total No. of Students Placed | 157 |
| Percentage | 91% |
| Highest package | 11.5L/A |
| Average package | 6.27L/A |

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# IS YOUR WORKPLACE TOXIC?

**Prabhav Anand**

*A healthy work culture is essential for not just improving productivity but reducing stress and promoting employees' mental health and well-being. Education Post's **Prabhav Anand** weighs in on the toxic work culture that's prevalent across sectors in India.*

The issue of toxic workplace culture in India has surfaced as an important concern, with countless employees bearing the brunt of relentless stress, overwork, and deteriorating mental health. And to top it up, an unappreciative boss.

This systemic issue not only affects individuals but also has broader implications for organizational productivity and economic growth. The tragedy of young professionals succumbing to the pressures of their work environments has cast a harsh light on the urgent need for cultural and structural changes in the corporate world.





## What Constitutes a Toxic Work Culture?

A toxic work culture is one where negative behaviors such as excessive workloads, micromanagement, lack of recognition, bullying, discrimination, and harassment thrive.

Toxic behaviors can take many forms and include traits such as arrogance, manipulation, and cruelty. Individuals may also exhibit insincerity and stubbornness, alongside sneakiness and the misuse of banter. Over time, some may experience compassion fade or fatigue, leading to hypocrisy and dishonesty. Other harmful traits include laziness, malicious gossip, prejudice, and discrimination, as well as hubris, jealousy, and envy.

Moreover, pessimism and a competitive nature can foster vengefulness, while more serious issues may involve psychopathy, sociopathy, Machiavellianism, and narcissism. Some individuals engage in self-sabotage or underperformance, which can escalate into bullying, harassment, and even fraud or corruption.

Other adverse behaviors like willful blindness, agnotology, and suppression of information, alongside plagiarism, can also emerge, fueled by fear and anger. These toxic traits can be displayed occasionally or frequently by one or multiple individuals, often causing significant harm to those around them.

In such environments, employees often feel undervalued, overworked, and insecure about their positions. The constant stress and pressure lead to burnout, anxiety, depression, and in extreme cases, even suicide. This toxicity seeps into the fabric of the organization, eroding trust and stifling creativity and innovation.

India's corporate culture often glorifies overwork, with long hours being seen as a testament to dedication and hard work. The pervasive belief that the younger generation should "hustle" and "grind" often translates into unrealistic expectations and a disregard for work-life balance. This mindset is particularly evident in sectors like IT, finance, and consulting, where the pressure to meet deadlines and deliver results is immense.

Recently, Narayana Murthy, the co-founder of Infosys, made headlines by advocating for a 70-hour workweek, suggesting that it would help employees achieve their career goals and contribute significantly to company success.

While Murthy's intentions may be seen as promoting a strong work ethic, this statement has sparked a controversial debate. A 70-hour workweek can have detrimental effects on mental health, leading to burnout, anxiety, and reduced overall well-being. Extended hours without sufficient work-life balance may cause physical and emotional exhaustion, affecting productivity in the long run.

Furthermore, the reality is that while the upper management may benefit from the long hours of dedication and hard work, the workers at lower levels may see little to no reward for their extended efforts. In many cases, employees may be expected to put in extra hours without adequate compensation or recognition, contributing to feelings of frustration and disengagement. This imbalance in the distribution of profits and benefits raises concerns about the ethical responsibility of corporations to care for their employees' mental health while ensuring fair compensation for their contributions.

The tragic case of Anna Sebastian Perayil, a 26-year-old accountant at Ernst & Young in Pune, underscores the severe consequences of this toxic culture. Her untimely death, attributed by her family to the overwhelming workload and stress she endured, sparked a national outcry and highlighted the urgent need for reform. This incident is not isolated; it reflects a broader trend where employees, particularly young professionals, are pushed to their limits, often at the cost of their mental and physical health.

## The Consequences of a Toxic Work Culture

The ramifications of a toxic work culture are far-reaching. On an individual level, employees experience chronic stress, which can lead to severe health issues such as hypertension, heart disease, and mental health disorders. The lack of a supportive work environment exacerbates feelings of isolation and helplessness, further deteriorating their well-being.

On an organizational level, the impact is equally detrimental. High turnover rates, absenteeism, reduced productivity, and a tarnished reputation are just a few of the consequences. Companies that fail to address these issues often find it challenging to attract and retain top talent, ultimately affecting their bottom line.

## Societal Implications

Beyond the confines of the workplace, the societal implications of a toxic work culture are profound. Families and communities are affected when individuals bring the stress of their work home. The glorification of overwork perpetuates a cycle where personal lives are sacrificed for professional ambitions, leading to strained relationships and a diminished quality of life.

Moreover, the economic implications cannot be ignored. The cost of healthcare associated with stress-related illnesses is rising, placing an additional burden on the already strained healthcare system. Furthermore, the loss of productivity due to burnout and turnover directly impacts the country's economic growth and development.

## The Role of Organizations

Organizations play a crucial role in either perpetuating or mitigating a toxic work culture. Leadership attitudes and behaviors set the tone for the entire organization. When leaders prioritize profits over people, neglect employee well-being, and ignore issues of discrimination and harassment, they contribute to a hostile work environment. Conversely, companies that foster a culture of respect, inclusion, and support can create thriving workplaces where employees feel valued and motivated.

Implementing mental health support systems, promoting work-life balance, and ensuring fair treatment of all employees are essential steps organizations must take. Providing training for managers to recognize and address signs of stress and burnout, creating channels for employees to voice concerns without fear of retribution, and establishing clear policies against harassment are critical measures for creating a healthier work environment.

## The Need for Systemic Change

Addressing the toxic work culture in India requires a multi-faceted approach involving policy changes, organizational reform, and societal attitude shifts.

- **Policy Implementation:** Strict enforcement of labor laws that regulate working hours, ensure fair wages, and mandate safe working conditions is imperative. The government must take an active role in monitoring compliance and holding organizations accountable for violations.
- **Organizational Responsibility:** Companies must recognize their role in shaping workplace culture. By investing in employee well-being, promoting flexible work arrangements, and fostering an inclusive environment, they can create a more supportive and productive workplace.
- **Societal Shift:** There needs to be a cultural shift away from the glorification of overwork towards valuing work-life balance and mental health. This change can be driven by public awareness campaigns, media representations, and educational initiatives that emphasize the importance of holistic well-being.
- **Employee Empowerment:** Employees should be empowered to understand their rights and encouraged to stand up against unfair practices. Providing platforms for employee advocacy and ensuring protection against retaliation are crucial for fostering a culture of accountability and fairness.

The toxic work culture that plagues many Indian organizations is a pressing issue that demands immediate attention. The tragic stories of young professionals like Anna Sebastian Perayil serve as a wake-up call for all stakeholders to take proactive steps in addressing this crisis.

By fostering a work culture that prioritizes the well-being and dignity of every employee, we can build healthier, more productive organizations and, ultimately, a more prosperous society. It is time for a collective effort to break the cycle of toxicity and create workplaces where individuals can thrive both professionally and personally. EP






# PCET's Pune Business School: Shaping tomorrow's leaders with a holistic approach to learning and global awareness




Pimpri Chinchwad Education Trust's (PCET): A legacy of nurturing educational excellence for the past 34 years and the ultimate goal is to create a generation of leaders who will shape a brighter future for themselves and for society as a whole.

PCET's - Pune Business School (PBS) is a comprehensive academic institution with a distinctive learning style and a global vision. In order to improve the student learning experience, a developed innovative and focused plan has been prepared to enhance and enrich the student services and facilities. As a part of this strategic focus, PBS aims to ensure that all new and existing engagements become a quality centered learning experience.

**PBS Industry connect serves as a vital platform that fosters collaboration and networking among professionals within the industry :** PBS has a rich advisory board and leader's forum having corporate executive ranging from Directors, CEO, CFO, Management Consultants, Corporate trainers & corporate advisors. Pune Business School has achieved remarkable success in placements and internships, setting a new standard despite global economic challenges. The management students have secured lucrative job offers, including international placements in countries like South Africa and Oman, showcasing their excellence. The school's holistic approach includes workshops, corporate series, and guest lectures, enriching students' overall development. Noteworthy companies such as Michelin Tyers, Philips, ETG, Godrej, Khimji Ramdas, Bharat Forge, Aditya Birla Capital, Cargill, KPIT, Atlas Copco, Dassault Systems, Delloite, Dhanuka, Motilal Oswal BNM Solutions, Allied Analytics, Hyundai, Om logistics, Swal, Dehaat, HFFC, NVK Pharma, Markets & Markets. have recruited from PBS, which annually hosts employment fairs connecting students with more than 500 renowned companies.

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- Approved by AICTE & Government of Maharashtra
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- Centre for excellence in all dynamic Specializations.
- Specialisations in Marketing, Finance, Human Resources, Agri Business Management
- Placement cell of PBS is one of the largest in the region.
- Strategically located in PCMC and is surrounded by industrial & IT hubs/SEZ



**Pune Business School has been ranked 3rd emerging b school in India in times B school ranking supplement Feb 2024**

Pune Business School is led by Director Dr. Ganesh Rao and Dean Dr. Minakshi Tyagi Mam. PBS is promoted by the Pimpri Chinchwad Education Trust (PCET) Pune which was established in the year 1990 by renowned Philanthropist and social activist Late Shri. S.B.Patil. PCET has expanded in a relatively short span of time to more than 11 institutions at schools, diploma, bachelor, Masters and PhD level. Till date more than 46500 students have passed out from PCET. At present Appx 14,500 students are taught by 650 faculty members having diverse international experience. The campus has rich libraries, state-of-the-art IT infrastructure, multimedia study halls and computer labs, student centers with access to a cafe, canteen and hostel facility.

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| 1,000+ | 29,200+ | 04 | 14500+ | 12 |
|---|---|---|---|---|
| Faculty | Placements | Campuses | Students on Campus Every Year | Educational Institutes |











**PCET'S & PBS - INTERNATIONAL COLLABORATION**

International collaborations are essential for student development, and PBS has established multiple MOU's with various international universities, particularly in the field of management. These partnerships facilitate a rich exchange of knowledge and resources, enhancing the educational experience and broadening the horizons of students involved

**PIMPRI CHINCHWAD UNIVERSITY**

PCET has started a state-private university which is enacted as 'Pimpri Chinchwad University'. PCU is a milestone project of PCET and aims to transform students into trailblazers of tomorrow. The vision is to mentor and empower the community towards ethical and global citizenship through functional research, innovation, and academic excellence to promote advanced research in Science, Engineering, Design, Law, Pharmacy and Management and to nurture young minds to become future leaders in academia, industry, and society

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# Holistic Development at GIBS Business School, Bangalore: Cultivating Future-Ready Leaders



MR. RITESH GOYAL
FOUNDER & MANAGING DIRECTOR - GIBS BUSINESS SCHOOL

GIBS Bangalore is recognized for its all-encompassing approach to education, emphasizing both academic excellence and the comprehensive development of its students. By integrating traditional learning with innovative programs and real-world experiences, GIBS prepares students with the essential skills and attributes needed to excel in today's competitive business landscape. This approach ensures that graduates emerge as confident, capable, and future-ready leaders.

**Esteemed Advisory Board and Faculty**

The backbone of GIBS' initiatives is its prestigious advisory network, comprising:

- Governing & Academic Council Members who maintain academic standards.
- Industry Advisory Council Members who provide relevant, industry-aligned insights.

Global Advisory Council Members who contribute a worldwide perspective to the curriculum.

**Practice Schools of Excellence**

GIBS emphasizes experiential learning through its Practice Schools of Excellence:

- GIBS IRE School for fostering innovation, research, and entrepreneurship.
- GIBS Finishing School (CPMP), focusing on essential soft skills like communication and professionalism.
- GIBS School of Artificial Intelligence (AI), preparing students for careers in cutting-edge technology.
- GIBS School of Youth Leadership (SoYL), which nurtures students' leadership potential.
- GIBS School of Interdisciplinary Research (SIDR), encouraging cross-disciplinary innovation.

GIBS School of Happiness & Mindfulness (SoHM), promoting student well-being and personal growth.

**Emphasis on Innovation, Research, and Entrepreneurship**

Central to GIBS' educational philosophy is its commitment to Innovation, Research, and Entrepreneurship (IRE). The GIBS IRE School goes beyond traditional academic boundaries, offering first-year PGDM students interactive workshops, expert sessions, and hands-on projects. These activities challenge students to develop innovative business solutions, conduct real-time research, and approach industry problems with creative solutions, equipping them with critical thinking skills essential for leadership roles.

**Insights from Industry Experts and Networking**

The GIBS IRE Talk platform enhances these efforts by connecting students with industry leaders who share valuable experiences and insights. This platform provides students with networking opportunities that pave the way for internships, mentorships, and future collaborations, giving them a competitive edge in the business world.

**The Finishing School: Personal and Professional Growth**

A cornerstone of GIBS' holistic development model is the GIBS Finishing School and its Certification in Personal Mastery Program (CPMP). Spanning several trimesters, this program helps students develop key soft skills, including effective communication, self-assurance, and professional etiquette—qualities that are crucial for acing interviews and excelling in their careers.

**Engaging Campus Life**

GIBS offers a dynamic and enriching campus life, featuring a variety of events designed to boost emotional intelligence, teamwork, communication skills, and work ethics.

Events at GIBS provide students with a holistic experience, building vital social and professional connections that will benefit them throughout their careers.

These events provide students with a holistic experience, building vital social and professional connections that will benefit them throughout their careers.

With a focus on innovation, personal mastery, industry exposure, and an engaging campus life, GIBS Bangalore nurtures students into future-ready leaders capable of thriving in an ever-changing business environment.



GIBS Business School, Bangalore



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- FUTURE ORIENTATION (FO)
- EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)

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IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BEST BUSINESS SCHOOLS OVERALL (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME AND INTEGRATION (III) | PLACEMENT STRATEGIES & SUPPORT (PSS) | FUTURE ORIENTATION (FO) | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 1 | IIM Ahmedabad-Indian Institute of Management, Ahmedabad | Ahmedabad | Gujarat | 1 | | 137.56 | 137.14 | 132.85 | 134.28 | 133.14 | 132.85 | 132.85 | 946.31 |
| 2 | FMS-Faculty of Management Studies, University of Delhi, New Delhi | Delhi | Delhi | 1 | | 136.56 | 136.56 | 131.42 | 133.71 | 132.56 | 132.85 | 132.85 | 940.79 |
| 3 | IIM Calcutta-Indian Institute of Management, Kolkata | Kolkata | West Bengal | 1 | | 137.42 | 136.85 | 131.99 | 131.42 | 130.56 | 132.42 | 132.56 | 939.51 |
| 3 | IIM Bangalore-Indian Institute of Management Bangalore, Bengaluru | Bengaluru | Karnataka | 1 | | 137.56 | 136.85 | 131.85 | 131.42 | 131.42 | 131.42 | 132.42 | 939.51 |
| 4 | IIM Lucknow-Indian Institute of Management, Lucknow | Lucknow | Uttar Pradesh | 1 | | 136.99 | 134.28 | 130.99 | 134.56 | 134.28 | 133.71 | 131.42 | 939.21 |
| 5 | IIM Indore-Indian Institute of Management, Indore | Indore | Madhya Pradesh | 1 | | 135.71 | 137.14 | 128.57 | 135.28 | 135.71 | 130.28 | 131.42 | 938.16 |
| 6 | JBIMS-Jamnalal Bajaj Institute of Management Studies, University of Mumbai, Mumbai | Mumbai | Maharashtra | 1 | | 133.99 | 136.99 | 124.54 | 137.14 | 135.42 | 129.99 | 131.42 | 931.37 |
| 7 | IIM Kozhikode-Indian Institute of Management, Kozhikode | Kozhikode | Kerala | 1 | | 132.85 | 137.14 | 124.42 | 137.42 | 136.85 | 129.99 | 131.42 | 930.55 |
| 8 | IIT-ISM Dhanbad-Department of Management Studies, Indian Institute of Technology, Dhanbad | Dhanbad | Jharkhand | 1 | | 133.42 | 135.99 | 124.28 | 137.28 | 136.28 | 131.14 | 131.42 | 929.58 |
| 9 | IIM Mumbai- Indian Institute of Management, Mumbai (Formerly, NITIE, Mumbai) | Mumbai | Maharashtra | 2 | | 132.85 | 137.14 | 124.42 | 137.14 | 134.28 | 129.99 | 131.42 | 928.95 |
| 10 | IIT Bombay-Shailesh J Mehta School of Management, Indian Institute of Technology Bombay, Mumbai | Mumbai | Maharashtra | 3 | | 131.42 | 135.99 | 124.28 | 138.56 | 135.71 | 131.42 | 131.42 | 927.59 |
| 11 | IIFT Delhi-Indian Institute of Foreign Trade, New Delhi | New Delhi | Delhi | 2 | | 133.99 | 134.28 | 123.99 | 137.14 | 136.14 | 130.28 | 132.85 | 927.30 |
| 12 | IIT Kharagpur-Vinod Gupta School of Management, Indian Institute of Technology Kharagpur, Kharagpur | Kharagpur | West Bengal | 2 | | 132.85 | 135.71 | 123.71 | 135.42 | 137.14 | 130.85 | 131.42 | 925.47 |
| 13 | IIM Raipur-Indian Institute of Management, Raipur | Raipur | Chhattisgarh | 1 | | 131.71 | 134.28 | 125.57 | 136.56 | 136.28 | 129.14 | 132.85 | 924.57 |
| 14 | IIM Rohtak-Indian Institute of Management, Rohtak | Rohtak | Haryana | 1 | | 131.85 | 133.28 | 125.14 | 137.14 | 134.28 | 131.42 | 132.85 | 923.33 |
| 15 | UBS-University Business School, Panjab University, Chandigarh | Chandigarh | Chandigarh | 1 | | 131.42 | 133.99 | 124.85 | 135.71 | 135.71 | 130.99 | 132.56 | 922.05 |
| 15 | IIM Shillong-Indian Institute of Management, Shillong | Shillong | Meghalaya | 1 | | 132.85 | 132.85 | 124.99 | 134.85 | 136.28 | 129.99 | 133.71 | 922.05 |
| 16 | IIT Delhi-Dept. of Management Studies, Indian Institute of Technology Delhi, New Delhi | New Delhi | Delhi | 3 | | 133.71 | 134.28 | 124.85 | 134.28 | 129.99 | 128.57 | 132.85 | 920.89 |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BEST BUSINESS SCHOOLS OVERALL (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME AND INTEGRATION (III) | PLACEMENT STRATEGIES & SUPPORT (PSS) | FUTURE ORIENTATION (FO) | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 17 | IIM Nagpur-Indian Institute of Management, Nagpur | Nagpur | Maharashtra | 4 | | 132.56 | 134.28 | 124.99 | 133.99 | 131.71 | 128.85 | 132.85 | 919.79 |
| 18 | ABV-IIITM Gwalior-Atal Bihari Vajpayee-Indian Institute of Information Technology And Management, Gwalior | Gwalior | Madhya Pradesh | 2 | | 133.42 | 133.99 | 124.99 | 131.28 | 132.28 | 129.99 | 133.14 | 918.40 |
| 18 | IIM Tiruchirappalli-Indian Institute of Management, Tiruchirappalli | Tiruchirappalli | Tamil Nadu | 1 | | 131.42 | 134.54 | 124.57 | 134.56 | 132.85 | 128.57 | 131.46 | 918.40 |
| 19 | IIM Visakhapatnam-Indian Institute of Management, Visakhapatnam | Visakhapatnam | Andhra Pradesh | 1 | | 131.71 | 132.85 | 124.28 | 135.14 | 132.85 | 129.14 | 131.99 | 916.95 |
| 19 | IIT Madras-Department of Management Studies, Indian Institute of Technology Madras, Chennai | Chennai | Tamil Nadu | 2 | | 131.42 | 133.42 | 124.57 | 134.28 | 132.85 | 130.05 | 131.42 | 916.96 |
| 20 | IIM Ranchi-Indian Institute of Management, Ranchi | Ranchi | Jharkhand | 2 | | 131.42 | 134.28 | 124.57 | 131.85 | 130.85 | 127.14 | 131.42 | 913.18 |
| 21 | IIM Udaipur-Indian Institute of Management, Udaipur | Udaipur | Rajasthan | 1 | | 129.99 | 133.14 | 124.57 | 133.56 | 132.85 | 125.71 | 127.14 | 910.24 |
| 22 | IIM Jammu-Indian Institute of Management, Jammu | Jammu | J & K | 1 | | 128.57 | 130.19 | 124.28 | 134.28 | 133.71 | 128.57 | 130.85 | 906.42 |
| 23 | IIT Kharagpur-MHRM Department of Humanities and Social Science, Indian Institute of Technology, Kharagpur | Kharagpur | West Bengal | 3 | | 130.85 | 127.14 | 125.14 | 133.14 | 130.85 | 127.99 | 131.42 | 903.91 |
| 23 | IIM Sirmaur-Indian Institute of Management, Sirmaur | Sirmaur | Himachal Pradesh | 1 | | 129.14 | 132.66 | 124.28 | 131.42 | 128.57 | 126.87 | 128.57 | 903.91 |
| 24 | IIM Amritsar-Indian Institute of Management, Amritsar | Amritsar | Punjab | 1 | | 128.57 | 128.57 | 124.28 | 132.85 | 131.14 | 127.14 | 131.42 | 900.51 |
| 25 | IIT Kanpur- The Department of Management Sciences (DoMS), Kanpur | Kanpur | Uttar Pradesh | 2 | | 127.14 | 127.14 | 123.99 | 131.42 | 133.71 | 128.57 | 127.14 | 894.48 |
| 26 | IIM Kashipur-Indian Institute of Management, Kashipur | Kashipur | Uttarakhand | 1 | | 128.85 | 125.71 | 122.85 | 128.57 | 129.99 | 128.57 | 131.99 | 889.70 |
| 26 | IIM Sambalpur-Indian Institute of Management, Sambalpur | Sambalpur | Odisha | 1 | | 125.99 | 129.85 | 122.71 | 129.29 | 128.79 | 126.72 | 128.85 | 889.70 |
| 27 | IIM Bodh Gaya-Indian Institute of Management, Bodh Gaya | Bodh Gaya | Bihar | 1 | | 127.99 | 127.42 | 121.99 | 127.99 | 125.71 | 124.28 | 127.14 | 883.76 |
| 28 | BHU-Institute of Management Studies, Benaras Hindu University, Varanasi | Varanasi | Uttar Pradesh | 3 | | 127.14 | 127.85 | 121.14 | 128.57 | 125.71 | 122.14 | 125.42 | 881.08 |
| 28 | IIT Mandi-The School of Management, Mandi | Mandi | Himachal Pradesh | 2 | | 125.71 | 128.57 | 120.99 | 129.99 | 124.52 | 122.85 | 125.71 | 881.07 |
| 29 | IIT Roorkee-Dept. of Management Studies, Indian Institute of Technology, Roorkee | Roorkee | Uttarakhand | 2 | | 125.71 | 125.71 | 121.42 | 128.57 | 125.14 | 124.99 | 124.37 | 876.40 |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BEST BUSINESS SCHOOLS OVERALL (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME AND INTEGRATION (III) | PLACEMENT STRATEGIES & SUPPORT (PSS) | FUTURE ORIENTATION (FO) | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 29 | SIMSREE Mumbai-Sydenham Institute of Management Studies, Research And Entrepreneurship Education, Mumbai | Mumbai | Maharashtra | 5 | | 126.57 | 124.85 | 121.42 | 126.85 | 126.62 | 125.99 | 127.14 | 876.40 |
| 30 | AMU-Faculty of Management Studies & Research, Aligarh Muslim University, Aligarh | Aligarh | Uttar Pradesh | 4 | | 125.71 | 126.57 | 121.42 | 123.28 | 124.99 | 124.85 | 125.71 | 871.68 |
| 30 | NIT Tiruchirapalli-National Institute of Technology, Tiruchirapalli | Tiruchirappalli | Tamil Nadu | 3 | | 124.28 | 125.71 | 121.71 | 126.57 | 125.71 | 123.28 | 124.71 | 871.68 |
| 31 | DBE-DU-Department of Business Economics, University of Delhi, New Delhi | New Delhi | Delhi | 4 | | 123.99 | 125.14 | 121.42 | 125.14 | 125.14 | 125.71 | 116.85 | 866.76 |
| 32 | NTPC School of Business, Noida | Noida | Uttar Pradesh | 5 | | 123.42 | 125.71 | 119.99 | 123.99 | 121.42 | 122.85 | 122.85 | 861.98 |
| 33 | IIT Jodhpur- School of Management & Entrepreneurship, Jodhpur | Jodhpur | Rajasthan | 2 | | 121.42 | 124.28 | 120.57 | 122.85 | 125.28 | 124.28 | 124.28 | 858.75 |
| 34 | JMI-Centre for Management Studies, Jamia Millia Islamia, New Delhi | New Delhi | Delhi | 5 | | 121.42 | 122.85 | 119.42 | 123.99 | 125.71 | 123.99 | 121.42 | 855.60 |
| 34 | IIFT Kolkata-Indian Institute of Foreign Trade, Kolkata | Kolkata | West Bengal | 4 | | 119.99 | 121.71 | 119.57 | 126.42 | 125.71 | 125.71 | 122.67 | 855.60 |
| 35 | NIBM-National Institute of Bank Management, Pune | Pune | Maharashtra | 6 | | 117.14 | 124.57 | 119.14 | 124.99 | 122.57 | 124.57 | 124.28 | 851.33 |
| 35 | MANAGE-National Institute of Agricultural Extension Management, Hyderabad | Hyderabad | Telangana | 1 | | 118.57 | 124.85 | 118.78 | 124.85 | 122.42 | 121.71 | 121.07 | 851.33 |
| 36 | Atal Bihari Vajpayee School of Management & Entrepreneurship (ABVSME), JNU, New Delhi | New Delhi | Delhi | 6 | | 117.14 | 121.42 | 118.57 | 127.71 | 124.57 | 118.57 | 115.71 | 844.98 |
| 36 | IBMNCE- Institute of Business Management, Jadavpur University | Kolkata | West Bengal | 5 | | 115.71 | 124.28 | 120.92 | 124.28 | 117.15 | 121.42 | 119.99 | 844.96 |
| 37 | IIT Patna-Centre for Educational Technology, IIT Patna | Patna | Bihar | 2 | | 117.42 | 119.99 | 119.42 | 122.85 | 123.14 | 122.85 | 121.42 | 841.38 |
| 38 | USMS-University School of Management Studies, Guru Gobind Singh Indraprastha University, New Delhi | New Delhi | Delhi | 7 | | 115.71 | 119.99 | 119.99 | 121.42 | 121.99 | 121.42 | 119.99 | 836.04 |
| 38 | Department of Business Administration, University of Lucknow, Lucknow | Lucknow | Uttar Pradesh | 6 | | 117.14 | 121.99 | 117.14 | 124.85 | 117.14 | 116.05 | 116.71 | 836.04 |
| 39 | COEP Technological University, Pune | Pune | Maharashtra | 7 | | 116.28 | 121.71 | 117.14 | 117.14 | 122.85 | 121.42 | 115.71 | 829.76 |
| 39 | College of Engineering, Trivandrum | Thiruvananthapuram | Kerala | 2 | | 117.28 | 122.85 | 116.71 | 119.99 | 116.99 | 117.14 | 110.09 | 829.76 |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 40 | ICT Mumbai-Institute of Chemical Technology (ICT), Mumbai | Mumbai | Maharashtra | 8 | | 112.85 | 119.99 | 117.14 | 117.14 | 123.71 | 121.14 | 121.99 | 823.42 |
| 41 | Delhi Technological University (DTU), Delhi | New Delhi | Delhi | 8 | | 117.14 | 118.57 | 116.57 | 107.14 | 119.85 | 118.42 | 111.42 | 809.73 |
| 41 | Canara Bank School of Management Studies, BCU Campus, Bengaluru | Bengaluru | Karnataka | 2 | | 116.85 | 119.99 | 117.14 | 109.99 | 115.42 | 112.14 | 107.45 | 809.73 |
| 42 | HBTU Kanpur-Harcourt Butler Technical University, Kanpur | Kanpur | Uttar Pradesh | 7 | | 117.14 | 123.28 | 115.71 | 96.85 | 121.71 | 119.71 | 106.57 | 803.64 |
| 42 | National Academy of Defence Production, Nagpur | Nagpur | Maharashtra | 9 | | 118.57 | 117.51 | 116.57 | 106.57 | 114.28 | 112.99 | 107.25 | 803.64 |
| 43 | NIFTEM Sonepat-National Institute of Food Technology Entrepreneurship And Management, Sonepat | Sonepat | Haryana | 2 | | 117.14 | 118.57 | 114.99 | 101.42 | 118.57 | 117.99 | 109.57 | 799.40 |
| 44 | NSUT New Delhi-Netaji Subhas University of Technology, Dwarka | New Delhi | Delhi | 9 | | 117.07 | 118.85 | 112.85 | 95.71 | 108.57 | 111.42 | 102.85 | 780.38 |
| 45 | IIFM Bhopal-Indian Institute of Forest Management, Bhopal | Bhopal | Madhya Pradesh | 3 | | 112.85 | 109.99 | 108.28 | 93.42 | 107.85 | 102.57 | 100.71 | 745.87 |
| 45 | IIFT Kakinada-Indian Institute of Foreign Trade, Kakinada | Kakinada | Andhra Pradesh | 2 | | 114.28 | 107.14 | 107.14 | 97.14 | 102.99 | 104.28 | 103.68 | 745.86 |
| 46 | IIDM-Institute of Land and Disaster Management, Thiruvananthapuram | Thiruvananthapuram | Kerala | 3 | | 115.71 | 112.85 | 105.99 | 86.57 | 109.28 | 98.00 | 97.85 | 741.69 |
| 46 | ICAR-National Academy of Agricultural Research Management, Hyderabad | Hyderabad | Telangana | 2 | | 117.14 | 108.57 | 106.42 | 91.71 | 102.71 | 97.71 | 100.77 | 741.69 |
| 47 | NALSAR University of Law, Department of Management Studies (DoMS), Hyderabad | Hyderabad | Telangana | 3 | | 112.85 | 105.99 | 101.42 | 91.42 | 104.99 | 108.85 | 103.57 | 729.77 |
| 47 | NPTI Faridabad-National Power Training Institute, Faridabad | Faridabad | Haryana | 3 | | 112.57 | 107.42 | 101.42 | 92.85 | 102.99 | 104.92 | 100.71 | 729.76 |
| 48 | Institute of Management and Information Technology, Cuttack | Cuttack | Odisha | 2 | | 114.57 | 111.71 | 101.71 | 80.00 | 104.99 | 103.71 | 99.28 | 724.89 |
| 48 | Indian Maritime University, School of Maritime Management, Chennai | Chennai | Tamil Nadu | 4 | | 112.85 | 107.57 | 101.42 | 90.07 | 102.99 | 101.42 | 97.85 | 724.88 |
| 49 | CIMP- Chandragupt Institute Of Management Patna, Patna | Patna | Bihar | 3 | | 109.99 | 107.99 | 102.85 | 84.42 | 109.28 | 109.14 | 105.57 | 724.50 |
| 50 | National Institute of Technical Teachers Training and Research, Chennai | Chennai | Tamil Nadu | 5 | | 109.42 | 102.28 | 99.42 | 85.71 | 104.42 | 98.28 | 95.85 | 701.81 |
| 50 | IIEST Shibpur- School of Management Sciences, Shibpur | Howrah | West Bengal | 6 | | 107.14 | 98.57 | 99.71 | 94.07 | 104.28 | 100.00 | 90.71 | 701.81 |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BEST BUSINESS SCHOOLS OVERALL (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME AND INTEGRATION (III) | PLACEMENT STRATEGIES & SUPPORT (PSS) | FUTURE ORIENTATION (FO) | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 51 | Shailabala Women's Autonomous College, Cuttack | Cuttack | Odisha | 3 | | 100.00 | 101.42 | 94.28 | 83.71 | 95.00 | 97.14 | 92.14 | 668.94 |
| 52 | University of North Bengal, Department of Management, Siliguri | Siliguri | West Bengal | 7 | | 99.71 | 100.00 | 92.85 | 81.00 | 99.00 | 97.71 | 92.00 | 663.19 |
| 52 | College of Agribusiness Management, Pantnagar | Pantnagar | Uttarakhand | 3 | | 100.28 | 98.57 | 94.00 | 85.71 | 95.71 | 89.50 | 88.71 | 663.18 |
| 53 | National Institute of Technical Teacher's Training and Research, Bhopal | Bhopal | Madhya Pradesh | 4 | | 98.14 | 97.14 | 92.00 | 86.57 | 96.42 | 94.85 | 87.85 | 657.96 |
| 54 | Visvesvaraya Technological University, Centre For Post Graduate Studies, Belagavi | Belagavi | Karnataka | 3 | | 97.14 | 97.85 | 91.42 | 84.28 | 95.50 | 94.71 | 89.57 | 653.82 |
| 55 | Faculty of Management Studies, Maharaja Sayajirao University of Baroda, Vadodara | Vadodara | Gujarat | 2 | | 95.42 | 94.28 | 92.71 | 85.14 | 96.28 | 97.42 | 92.14 | 650.51 |
| 56 | The National Institute of Health and Family Welfare, New Delhi | New Delhi | Delhi | 10 | | 91.42 | 98.42 | 91.14 | 80.85 | 101.71 | 94.85 | 93.42 | 644.81 |
| 56 | University of Calcutta-Department of Business Management, Kolkata | Kolkata | West Bengal | 8 | | 92.85 | 96.85 | 90.00 | 86.02 | 93.85 | 96.28 | 88.85 | 644.81 |
| 57 | IIPMB-Indian Institute of Plantation Management, Bengaluru | Bengaluru | Karnataka | 4 | | 86.00 | 101.71 | 89.71 | 83.71 | 91.71 | 99.14 | 91.14 | 638.41 |
| 58 | C-DAC Noida-Centre For Development of Advanced Computing, Noida | Noida | Uttar Pradesh | 8 | | 90.00 | 96.00 | 88.28 | 85.14 | 90.28 | 90.57 | 96.85 | 633.33 |
| 59 | STEP - HBTI, Kanpur | Kanpur | Uttar Pradesh | 9 | | 86.00 | 93.42 | 88.14 | 82.85 | 100.28 | 101.42 | 90.57 | 627.43 |
| 60 | Anna University-Department of Management Studies (DOMS), Chennai | Chennai | Tamil Nadu | 6 | | 87.42 | 94.57 | 88.28 | 76.57 | 102.42 | 100.71 | 91.00 | 625.18 |
| 61 | TNJFU Fisheries Business School, Muttukadu | Chennai | Tamil Nadu | 7 | | 86.00 | 96.00 | 88.28 | 78.71 | 91.71 | 97.71 | 94.00 | 621.86 |
| 62 | JNTU Hyderabad-School of Management Studies, Hyderabad | Hyderabad | Telangana | 4 | | 86.00 | 92.85 | 87.14 | 82.85 | 92.00 | 94.85 | 87.71 | 617.53 |
| 63 | Jamshedpur Women's University-University Department of Business Administration, Jamshedpur | Jamshedpur | Jharkhand | 3 | | 87.42 | 91.42 | 85.71 | 83.71 | 84.85 | 95.71 | 84.85 | 612.81 |
| 64 | Alkesh Dinesh Mody Institute For Financial and Management Studies, Mumbai | Mumbai | Maharashtra | 10 | | 88.00 | 88.57 | 86.00 | 82.85 | 87.42 | 97.71 | 79.71 | 609.41 |
| 65 | Periyar University, Salem | Salem | Tamil Nadu | 8 | | 85.71 | 87.42 | 85.42 | 83.71 | 88.14 | 95.71 | 77.71 | 602.98 |
| 66 | MNNIT- Motilal Nehru National Institute of Technology, Allahabad | Allahabad | Uttar Pradesh | 10 | | 85.42 | 89.42 | 85.14 | 85.14 | 84.85 | 84.28 | 79.14 | 600.87 |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BEST BUSINESS SCHOOLS OVERALL (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME AND INTEGRATION (III) | PLACEMENT STRATEGIES & SUPPORT (PSS) | FUTURE ORIENTATION (FO) | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 67 | SNDT Women's University-Jankidevi Bajaj Institute of Management Studies (JDBIMS), Mumbai | Mumbai | Maharashtra | 11 | | 85.85 | 87.42 | 85.42 | 85.14 | 82.00 | 88.57 | 77.71 | 598.91 |
| 68 | Arun Jaitley National Institute of Financial Management, Faridabad | Faridabad | Haryana | 4 | | 86.00 | 86.28 | 84.85 | 81.42 | 87.42 | 90.00 | 83.42 | 597.03 |
| 69 | Annamalai University-Department of Business Administration, Chidambaram | Chidambaram | Tamil Nadu | 9 | | 85.42 | 89.71 | 84.28 | 76.57 | 85.71 | 96.42 | 80.57 | 595.83 |
| 70 | SNDT Women's University-Janki Devi Bajaj Institute of Management Studies and Research (J.D.B.I.M.S), Pune | Pune | Maharashtra | 12 | | 81.71 | 88.57 | 85.42 | 84.85 | 84.57 | 86.28 | 79.14 | 594.07 |
| 71 | NERIST-North Eastern Regional Institute of Science & Technology, Centre For Management Studies (CMS), Nirjuli | Nirjuli | Arunachal Pradesh | 1 | | 84.42 | 84.57 | 84.28 | 85.14 | 84.85 | 90.57 | 76.85 | 592.51 |
| 72 | L. N. Mishra Institute of Economic Development and Social Change, Patna | Patna | Bihar | 4 | | 84.42 | 90.28 | 84.28 | 80.57 | 78.14 | 87.00 | 76.85 | 591.08 |
| 73 | Sevantilal Kantilal School of Business Management, Patan | Patan | Gujarat | 3 | | 82.00 | 85.71 | 84.28 | 85.71 | 76.00 | 94.85 | 82.00 | 589.77 |
| 74 | Smt. R. D. Gardi Department of Business Management, Rajkot | Rajkot | Gujarat | 4 | | 83.14 | 82.85 | 84.28 | 85.71 | 80.28 | 88.85 | 74.85 | 584.87 |
| 75 | Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur | Gorakhpur | Uttar Pradesh | 11 | | 84.28 | 90.00 | 84.28 | 81.28 | 71.71 | 77.71 | 74.85 | 583.64 |
| 76 | Central University of Karnataka, Gulbarga | Gulbarga | Karnataka | 5 | | 81.14 | 84.85 | 84.14 | 79.14 | 91.42 | 88.00 | 77.14 | 582.31 |
| 77 | Visvesvaraya Technological University, Centre For Post Graduate Studies, Kalaburagi | Kalaburagi | Karnataka | 6 | | 85.42 | 85.28 | 84.28 | 79.28 | 77.71 | 82.85 | 73.42 | 580.62 |
| 78 | School of Commerce and Business Management, Maulana Azad National Urdu University, Hyderabad | Hyderabad | Telangana | 5 | | 81.57 | 85.42 | 84.14 | 84.28 | 74.57 | 82.00 | 76.28 | 579.01 |
| 79 | School of Management Studies (Cochin University of Science & Technology), Cochin | Cochin | Kerala | 4 | | 81.42 | 88.57 | 82.85 | 78.00 | 78.57 | 81.14 | 77.42 | 576.25 |
| 80 | The Gandhigram Rural Institute (Deemed To Be University) Dindigul | Dindigul | Tamil Nadu | 10 | | 80.71 | 84.28 | 82.57 | 80.57 | 78.85 | 84.85 | 77.14 | 572.73 |
| 81 | College of Commerce Arts & Sceince, Patna | Patna | Bihar | 5 | | 80.28 | 84.28 | 81.85 | 80.57 | 80.00 | 85.14 | 76.28 | 571.45 |
| 82 | Visvesvaraya Technological University, Centre For Post Graduate Studies, Mysuru | Mysuru | Karnataka | 7 | | 80.14 | 85.14 | 81.57 | 81.14 | 72.00 | 82.85 | 83.42 | 569.93 |
| 83 | Central University of Jammu | Jammu | J & K | 2 | | 80.00 | 85.14 | 81.42 | 77.57 | 75.00 | 89.00 | 82.00 | 568.89 |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (GOVT.)-OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BEST BUSINESS SCHOOLS OVERALL (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME AND INTEGRATION (III) | PLACEMENT STRATEGIES & SUPPORT (PSS) | FUTURE ORIENTATION (FO) | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 84 | Shri Vishwakarma Skill University, Skill Faculty of Management Studies & Research, Palwal | Palwal | Haryana | 5 | | 80.00 | 85.71 | 81.42 | 77.71 | 73.42 | 85.71 | 81.42 | 567.63 |
| 85 | The University of Burdwan, Department of Business Administration, Bardhaman | Bardhaman | West Bengal | 9 | | 80.00 | 85.71 | 81.42 | 78.28 | 76.57 | 78.71 | 77.71 | 565.87 |
| 86 | S.P.C.J. Institute of Commerce, Business Management & Economics, Agra | Agra | Uttar Pradesh | 12 | | 79.14 | 85.00 | 81.14 | 77.57 | 77.57 | 83.71 | 77.71 | 564.67 |
| 87 | CRIM-Chakravarti Rajgopalachari Institute of Management, Barkatullah University, Bhopal | Bhopal | Madhya Pradesh | 5 | | 78.85 | 85.14 | 81.14 | 78.00 | 73.57 | 84.85 | 77.71 | 563.44 |
| 88 | Institute of Management Studies, Devi Ahilya University, Indore | Indore | Madhya Pradesh | 6 | | 80.14 | 82.00 | 81.14 | 80.28 | 77.14 | 80.00 | 74.85 | 562.39 |
| 89 | University Institute of Management, R.D University, Jabalpur | Jabalpur | Madhya Pradesh | 7 | | 78.28 | 86.57 | 81.00 | 78.28 | 67.85 | 82.85 | 77.71 | 561.18 |
| 90 | Pondicherry University, Kalapet | Puducherry | Puducherry | 1 | | 78.85 | 86.57 | 81.00 | 77.57 | 65.71 | 81.42 | 77.71 | 559.64 |
| 91 | Bundelkhand University, Institute of Management Studies, Jhansi | Jhansi | Uttar Pradesh | 13 | | 78.28 | 86.28 | 81.00 | 78.42 | 68.00 | 76.85 | 78.00 | 558.54 |
| 92 | LNMU-Lalit Narayan Mithila University, Department of Commerce & Business Administration, Darbhanga | Darbhanga | Bihar | 6 | | 78.85 | 82.85 | 80.28 | 77.14 | 79.14 | 81.42 | 71.85 | 557.35 |
| 93 | SCS-Samanta Chandra Sekhar Autonomous College, Puri | Puri | Odisha | 4 | | 78.00 | 78.00 | 80.28 | 80.00 | 75.85 | 86.42 | 81.85 | 555.12 |
| 94 | Madhav Institute of Technology & Science, Gwalior | Gwalior | Madhya Pradesh | 8 | | 78.00 | 79.71 | 80.14 | 79.57 | 72.85 | 81.42 | 83.28 | 553.88 |
| 95 | Assam Institute of Management, Kamrup | Kamrup | Assam | 1 | | 78.28 | 80.57 | 80.14 | 78.14 | 74.71 | 81.00 | 77.57 | 553.11 |
| 96 | Gati Shakti Vishwavidyalaya, Vadodara | Vadodara | Gujarat | 5 | | 78.00 | 79.42 | 80.00 | 80.00 | 72.85 | 84.71 | 73.14 | 552.29 |
| 97 | CCS-HAU, Chaudhary Charan Singh Haryana Agricultural University, Department of Business Management, Hisar | Hisar | Haryana | 6 | | 77.85 | 78.00 | 80.00 | 79.00 | 71.85 | 84.85 | 77.57 | 549.47 |
| 98 | Tripura University, Department of Business Management, West Tripura | West Tripura | Tripura | 1 | | 77.85 | 80.00 | 78.85 | 78.57 | 71.71 | 82.00 | 75.00 | 548.45 |
| 99 | Pt. Ravishankar Shukla University, Institute of Management, Raipur | Raipur | Chhattisgarh | 2 | | 78.00 | 77.85 | 79.42 | 78.71 | 71.85 | 80.00 | 74.71 | 545.51 |
| 100 | Dr. Hari Singh Gour University, Department of Business Management, Sagar | Sagar | Madhya Pradesh | 9 | | 77.85 | 78.57 | 77.14 | 80.28 | 72.00 | 79.14 | 74.42 | 544.67 |

*Page 6

*Page 6

| RANK* (Based on Survey/ Perceptive and Secondary Research) | MBA DEPARTMENTS / SCHOOLS UNDER CENTRAL UNIVERSITY | CITY | STATE |
|---|---|---|---|
| 1 | University of Delhi - Faculty of Management Studies, New Delhi | New Delhi | Delhi |
| 2 | Banaras Hindu University - Institute of Management Studies, Varanasi | Varanasi | Uttar Pradesh |
| 3 | Jamia Millia Islamia - Department Of Management Studies, New Delhi | New Delhi | Delhi |
| 4 | Jawaharlal Nehru University - Atal Bihari Vajpayee School of Management and Entrepreneurship (JNU), New Delhi | New Delhi | Delhi |
| 5 | Aligarh Muslim University - Department of Business Administration, Aligarh Muslim Univrsity, Aligarh | Aligarh | Uttar Pradesh |
| 6 | Central University of Karnataka - School of Business Studies, Kadaganchi | Kadaganchi | Karnataka |
| 7 | Central University of Punjab - School of Basic and Applied Sciences (Department of Applied Agriculture), Bhatinda | Bhatinda | Punjab |
| 8 | Central University of Haryana - School of Law, Governance, Public Policy & Management, Gurugram | Gurugram | Haryana |
| 9 | Central University of Himachal Pradesh - Department of HPKV Business School, School of Commerce and Management Studies, Kangra | Kangra | Himachal Pradesh |
| 10 | Central University of Kerala - School of Business Studies, Kasaragod | Kasaragod | Kerala |
| 11 | Indian Maritime University - School of Maritime Management, Chennai | Chennai | Tamil Nadu |
| 12 | Central University of Tamil Nadu - School of Commerce and Management, Thiruvarur | Thiruvarur | Tamil Nadu |
| 13 | Mizoram University - School of Economics, Management & Information Science, Aizawl | Aizawl | Mizoram |
| 14 | Indira Gandhi National Open University - School of Management Studies, New Delhi | New Delhi | Delhi |
| 15 | Hemvati Nandan Bahuguna Garhwal University - School of Management, Srinagar | Srinagar | Uttarakhand |
| 16 | Gati Shakti Vishwavidyalaya, Vadodara | Vadodara | Gujarat |
| 17 | Central University of Odisha - School of Commerce and Management, Koraput | Koraput | Odisha |
| 18 | Central University of Rajasthan, Ajmer | Ajmer | Rajasthan |
| 19 | Babasaheb Bhimrao Ambedkar University - School of Management and Commerce, Lucknow | Lucknow | Uttar Pradesh |
| 20 | Central Tribal University of Andhra Pradesh - Department of Business Management, Vizianagaram | Vizianagaram | Andhra Pradesh |
| 21 | Central University of Andhra Pradesh - The Department of Management, Ananthapuramu | Ananthapuramu | Andhra Pradesh |
| 22 | Central University of Jammu - School of Business Studies, Jammu | Jammu | Jammu and Kashmir |
| 23 | Central University of Jharkhand - School of Management Sciences, Ranchi | Ranchi | Jharkhand |
| 24 | Pondicherry University - School of Management, Kalapet | Kalapet | Puducherry |
| 25 | North Eastern Hill University - School of Economics, Management and Information Sciences, Shillong | Shillong | Meghalaya |
| 26 | University of Allahabad - Faculty of Commerce, Allahabad | Allahabad | Uttar Pradesh |
| 27 | Dr. Harisingh Gour Vishwavidyalaya - School of Commerce and Management (SCM), Sagar | Sagar | Madhya Pradesh |

*Page 6





| RANK* (Based on Survey/ Perceptive and Secondary Research) | MBA DEPARTMENTS / SCHOOLS UNDER CENTRAL UNIVERSITY | CITY | STATE |
|---|---|---|---|
| 28 | Guru Ghasidas Vishwavidyalaya - Department of Management Studies, Bilaspur | Bilaspur | Chhattisgarh |
| 29 | Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya - Department of Management and Commerce, Wardha | Wardha | Maharashtra |
| 30 | Mahatma Gandhi Central University - Pandit Madan Mohan Malaviya School of Commerce & Management Sciences, East Champaran | East Champaran | Bihar |
| 31 | Nagaland University - School of Management Studies, Zunheboto | Zunheboto | Nagaland |
| 32 | Nalanda University - School of Management Studies, Rajgir | Rajgir | Bihar |
| 33 | Rajiv Gandhi University, Papumpare | Papumpare | Arunachal Pradesh |
| 34 | Maulana Azad National Urdu University - School of Commerce and Business Management, Hyderabad | Hyderabad | Telangana |
| 35 | Dr. Rajendra Prasad Central Agricultural University - School of Agribusiness & Rural Management, Samastipur | Samastipur | Bihar |
| 36 | Assam University, Department of Business Administration, Silchar | Silchar | Assam |
| 37 | Sikkim University - School of Professional Studies, Gangtok | Gangtok | Sikkim |
| 38 | Tripura University - Department of Business Management, Suryamaninagar | Suryamaninagar | Tripura |
| 39 | Tezpur University - Department of Business Administration, Tezpur | Tezpur | Assam |
| 40 | Central Agricultural University - College of Post Graduate Studies in Agricultural Sciences, Umiam , Imphal | Imphal | Manipur |
| 41 | Central University of Kashmir - Department of Management Studies, Ganderbal | Ganderbal | Jammu and Kashmir |
| 42 | Manipur University - Manipur Institute of Management Studies, Imphal | Imphal | Manipur |

## IIRF-2025 | BEST MBA DEPTT./SCHOOLS UNDER GOVT. DEEMED UNIVERSITY

| RANK (Based on Survey/ Perceptive and Secondary Research) | MBA DEPARTMENTS / SCHOOLS UNDER GOVT. DEEMED UNIVERSITY | CITY | STATE |
|---|---|---|---|
| 1 | Indian Institute of Foreigen Trade, New Delhi | New Delhi | Delhi |
| 2 | Institute of Chemical Technology, Department of Humanities and Management Sciences, Mumbai | Mumbai | Maharashtra |
| 3 | Indian Institute of Forest Management (IIFM), Bhopal | Bhopal | Madhya Pradesh |
| 4 | National Institute of Technical Teachers Training & Research (NITTTR), Chennai | Chennai | Tamil Nadu |
| 5 | Indian Veterinary Research Institute, Bareilly | Bareilly | Uttar Pradesh |
| 6 | National Institute of Technical Teachers Training & Research (NITTTR), Bhopal | Bhopal | Madhya Pradesh |
| 7 | Sant Longowal Institute of Engineering and Technology | Sangrur | Punjab |
| 8 | North Eastern Regional Institute of Science & Technology, Papumpare | Papumpare | Arunachal Pradesh |
| 9 | The Gandhiigram Rural Institute, Dindigul | Dindigul | Tamil Nadu |

*Page 6

| RANK (Based on Survey/ Perceptive and Secondary Research) | MBA COLLEGE / DEPTT. FOR EXECUTIVE EDUCATION | CITY | STATE |
|---|---|---|---|
| 1 | IIM Calcutta - Indian Institute of Management, Calcutta | Kolkata | West Bengal |
| 2 | IIM Ahmedabad - Indian Institute Of Management, Ahmedabad | Ahmedabad | Gujarat |
| 3 | IIM Bangalore - Indian Institute of Management, Bangalore | Bengaluru | Karnataka |
| 4 | IIM Indore - Indian Institute of Management, Indore | Indore | Raipur |
| 5 | IIM Kozhikode - Indian Institute of Management, Kozhikode | Kozhikode | Kerala |
| 6 | IIM Lucknow - Indian Institute of Management, Lucknow (Noida Campus) | Noida | Uttar Pradesh |
| 7 | FMS Delhi - Faculty of Management Studies, University of Delhi, New Delhi | New Delhi | Delhi NCR |
| 8 | IIT Bombay - Indian Institute of Technology Bombay, Shailesh J. Mehta School of Management, Mumbai | Mumbai | Maharashtra |
| 9 | IIT Kharagpur - Indian Institute of Technology, Vinod Gupta School of Management, Kharagpur | Kharagpur | West Bengal |
| 10 | IIT Madras - Indian Institute of Technology, Department of Management Studies, Madras, Chennai | Chennai | Tamil Nadu |
| 11 | IIFT Delhi - Indian Institute of Foreign Trade, New Delhi | New Delhi | Delhi NCR |
| 12 | IIM Mumbai - Indian Institute of Management, Mumbai | Mumbai | Maharashtra |
| 13 | IIT ISM - Dhanbad, Department of Management Studies and Industrial Engineering, Dhanbad | Dhanbad | Jharkhand |
| 14 | IIT Delhi - Indian Institute of Technology Delhi, Department of Management Studies, New Delhi | New Delhi | Delhi NCR |
| 15 | IIM Nagpur - Indian Institute of Management, Nagpur | Nagpur | Maharashtra |
| 16 | IIM Raipur - Indian Institute of Management, Raipur | Raipur | Chhattisgarh |
| 17 | IIM Tiruchirappalli - Indian Institute of Management, Tiruchirappalli | Tiruchirappalli | Tamil Nadu |
| 18 | UBS - University Business School, Panjab University, Chandigarh | Chandigarh | Chandigarh |
| 19 | Jamia Millia Islamia, Faculty of Management Studies, New Delhi | New Delhi | Delhi NCR |
| 20 | IIM Ranchi - Indian Institute of Management, Ranchi | Ranchi | Jharkhand |
| 21 | University of Hyderabad, School of Management Studies (SMS), Hyderabad | Hyderabad | Telangana |
| 22 | IIM Sirmaur - Indian Institute of Management, Sirmaur | Sirmaur | Himachal Pradesh |
| 23 | IIM Jammu - Indian Institute of Management, Jammu | Jammu | Jammu and Kashmir |
| 24 | IIM Udaipur - Indian Institute of Management, Udaipur | Udaipur | Rajasthan |
| 25 | IIM Visakhapatnam - Indian Institute of Management, Visakhapatnam | Visakhapatnam | Andhra Pradesh |
| 26 | IIM Kashipur - Indian Institute of Management, Kashipur | Kashipur | Uttarakhand |
| 27 | IIM Bodh Gaya - Indian Institute of Management, Bodh Gaya | Bodh Gaya | Bihar |





| RANK (Based on Survey/ Perceptive and Secondary Research) | MBA COLLEGE / DEPTT. FOR EXECUTIVE EDUCATION | CITY | STATE |
|---|---|---|---|
| 28 | IIM Amritsar - Indian Institute of Management, Amritsar | Amritsar | Punjab |
| 29 | IIT Roorkee - Indian Institute of Technology, Department of Management Studies, Roorkee | Roorkee | Uttarakhand |
| 30 | IIM Sambalpur - Indian Institute of Management, Sambalpur | Sambalpur | Odisha |
| 31 | IIT Patna - Indian Institute of Technology Patna, Continuing Education Programme, Patna | Patna | Bihar |
| 32 | Savitribai Phule Pune University - Department of Management Sciences - PUMBA, Pune | Pune | Maharashtra |
| 33 | IIFT - Indian Institute of Foreign Trade, Graduate Studies Management (GSM), Kolkata | Kolkata | West Bengal |
| 34 | Goa University, Goa Business School, North Goa | North Goa | Goa |
| 35 | GGSIPU - Guru Gobind Singh Indraprastha University, University School of Management Studies (USMS), New Delhi | New Delhi | Delhi NCR |
| 36 | NIT Rourkela - National Institute of Technology Rourkela, School of Management, Rourkela | Rourkela | Odisha |
| 37 | DTU - Delhi Technological University, Delhi School of Management, New Delhi | New Delhi | Delhi NCR |
| 38 | NIT - National Institute of Technology, Department of Management Studies, Silchar | Silchar | Assam |
| 39 | The Maharaja Sayajirao University of Baroda - Faculty of Management Studies,Vadodara | Vadodara | Gujarat |
| 40 | Sambalpur University - Department of Business Administration, Sambalpur | Sambalpur | Odisha |
| 41 | University of Madras - School of Management Studies, Sambalpur | Chennai | Tamil Nadu |
| 42 | Jai Narain Vyas University - Faculty of Commerce & Management, Jodhpur | Jodhpur | Rajasthan |
| 43 | Andhra University - School of Distance Education, Visakhapatnam | Visakhapatnam | Andhra Pradesh |
| 44 | Tezpur University - Department of Business Administration, Tezpur | Tezpur | Assam |
| 45 | Devi Ahilya Vishwavidyalaya, Institute of Management Studies, Indore | Indore | Madhya Pradesh |
| 46 | Doon University - School of Management, Dehradun | Dehradun | Uttarakhand |
| 47 | Assam University - Jawaharlal Nehru School of Management Studies, Silchar | Silchar | Assam |
| 48 | MNNIT Allahabad - Motilal Nehru National Institute of Technology, School of Management Studies, Allahabad | Allahabad | Uttar Pradesh |
| 49 | University of Rajasthan - R.A. Podar Institute of Management, Jaipur | Jaipur | Rajasthan |
| 50 | AU Chidambaram - Annamalai University, Department of Business Administration, Chidambaram | Chidambaram | Tamil Nadu |

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 1 | SPJIMR-S P Jain Institute of Management & Research, Mumbai | Mumbai | Maharashtra | 1 | West | 1 | 137.14 | 133.14 | 133.14 | 134.42 | 135.71 | 129.99 | 131.42 | **939.66** |
| 2 | XLRI-Xavier School of Management, Jamshedpur | Jamshedpur | Jharkhand | 1 | East | 1 | 136.85 | 132.85 | 132.99 | 134.14 | 135.56 | 130.28 | 130.85 | **938.09** |
| 3 | MDI-Management Development Institute, Gurgaon | Gurugram | Haryana | 1 | North | 1 | 136.42 | 131.85 | 132.99 | 132.99 | 132.99 | 128.71 | 128.85 | **931.99** |
| 4 | SCMHRD-Symbiosis Centre For Management & Human Resource Development, Pune | Pune | Maharashtra | 2 | West | 2 | 136.14 | 130.24 | 128.42 | 133.85 | 136.56 | 128.85 | 128.85 | **925.46** |
| 5 | NMIMS School of Business Management, Mumbai | Mumbai | Maharashtra | 3 | West | 3 | 136.28 | 132.85 | 128.28 | 132.85 | 132.85 | 122.85 | 121.42 | **921.91** |
| 6 | SIBM-Symbiosis Institute of Business Management, Pune | Pune | Maharashtra | 4 | West | 4 | 136.56 | 131.42 | 127.85 | 131.42 | 131.51 | 127.28 | 127.21 | **920.72** |
| 7 | IMI-International Management Institute, New Delhi | New Delhi | Delhi | 1 | North | 2 | 135.28 | 134.28 | 127.99 | 128.57 | 127.57 | 126.14 | 127.99 | **917.56** |
| 8 | IMT-Institute of Management Technology, Ghaziabad | Ghaziabad | Uttar Pradesh | 1 | North | 3 | 134.28 | 132.85 | 127.99 | 129.99 | 127.14 | 125.71 | 129.99 | **915.55** |
| 9 | Woxsen University, Woxsen School of Business, Hyderabad | Hyderabad | Telangana | 1 | South | 1 | 132.85 | 132.85 | 128.57 | 128.85 | 124.28 | 127.14 | 127.99 | **911.23** |
| 10 | XIMB-Xavier Institute of Management, XIM University, Bhubaneswar | Bhubaneswar | Odisha | 1 | East | 2 | 133.85 | 129.99 | 127.99 | 127.14 | 130.42 | 129.99 | 128.57 | **910.04** |
| 10 | NIRMA University, Institute of Management, Ahmedabad | Ahmedabad | Gujarat | 1 | West | 5 | 133.42 | 128.57 | 127.85 | 130.71 | 129.14 | 129.71 | 127.21 | **910.04** |
| 11 | MICA, Ahmedabad | Ahmedabad | Gujarat | 2 | West | 6 | 133.28 | 129.99 | 127.42 | 129.99 | 124.28 | 125.78 | 127.71 | **906.66** |
| 11 | Great Lakes Institute of Management, Chennai | Chennai | Tamil Nadu | 1 | South | 2 | 132.85 | 131.42 | 127.42 | 124.67 | 119.85 | 136.28 | 137.08 | **906.67** |
| 12 | TAPMI-T A Pai Management Institute, Manipal | Manipal | Karnataka | 1 | South | 3 | 131.42 | 127.14 | 126.99 | 128.57 | 128.57 | 131.42 | 134.28 | **903.15** |
| 12 | GIM-Goa Institute of Management, Goa | Goa | Goa | 1 | West | 7 | 131.42 | 129.02 | 126.71 | 127.14 | 128.57 | 131.42 | 131.42 | **903.16** |
| 13 | Dr. D. Y. Patil B-School, Pune | Pune | Maharashtra | 5 | West | 8 | 131.42 | 124.85 | 128.14 | 129.99 | 130.56 | 128.57 | 127.14 | **900.71** |
| 13 | IBS-ICFAI Business School, Hyderabad | Hyderabad | Telangana | 2 | South | 4 | 129.99 | 125.99 | 127.99 | 130.14 | 130.28 | 128.57 | 129.99 | **900.70** |
| 14 | N. L. Dalmia Institute of Management Studies and Research, Mumbai | Mumbai | Maharashtra | 6 | West | 9 | 129.85 | 125.71 | 128.14 | 129.99 | 127.14 | 129.99 | 128.57 | **898.72** |
| 14 | IMT-Institute of Management Technology, Nagpur | Nagpur | Maharashtra | 6 | West | 9 | 129.66 | 127.42 | 128.14 | 128.57 | 128.57 | 127.14 | 128.07 | **898.70** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 15 | MDI Murshidabad-Management Development Institute, Murshidabad | Murshidabad | West Bengal | 1 | East | 3 | 129.56 | 123.71 | 128.14 | 129.99 | 128.14 | 128.85 | 128.57 | **895.17** |
| 15 | IMI-International Management Institute, Bhubaneswar | Bhubaneswar | Odisha | 2 | East | 3 | 126.65 | 128.57 | 127.99 | 126.49 | 130.28 | 129.99 | 129.42 | **895.15** |
| 16 | GBSRC- Global Business School & Research Centre, Dr. D. Y. Patil Vidyapeeth, Pune | Pune | Maharashtra | 7 | West | 10 | 126.57 | 125.71 | 127.85 | 128.57 | 129.99 | 127.14 | 128.57 | **891.30** |
| 16 | RCBS-Rajagiri Centre For Business Studies, Kochi | Kochi | Kerala | 1 | South | 5 | 126.42 | 124.45 | 127.71 | 129.99 | 129.42 | 129.48 | 128.42 | **891.28** |
| 17 | BITS Pilani, Department of Management, Pilani Campus, Pilani | Pilani | Rajasthan | 1 | North | 4 | 126.48 | 127.84 | 127.57 | 125.71 | 125.99 | 125.71 | 127.42 | **887.76** |
| 17 | Somaiya Vidyavihar University, K.J. Somaiya Institute of Management, Mumbai | Mumbai | Maharashtra | 8 | West | 11 | 126.42 | 125.71 | 127.42 | 127.14 | 127.14 | 128.57 | 127.85 | **887.76** |
| 18 | LIBA-Loyola Institute of Business Administration, Chennai | Chennai | Tamil Nadu | 2 | South | 6 | 126.71 | 127.14 | 127.57 | 122.28 | 127.71 | 128.57 | 130.85 | **885.98** |
| 18 | MYRA School of Business, Mysuru | Mysuru | Karnataka | 2 | South | 6 | 126.57 | 128.57 | 127.57 | 122.85 | 125.71 | 125.17 | 129.99 | **885.97** |
| 19 | Chitkara Business School, Rajpura-Patiala | Patiala | Punjab | 1 | North | 5 | 123.71 | 124.28 | 127.85 | 127.14 | 124.28 | 129.99 | 128.85 | **881.08** |
| 19 | IRMA-Institute of Rural Management Anand, Anand | Anand | Gujarat | 3 | West | 12 | 123.71 | 127.14 | 127.71 | 128.40 | 123.42 | 122.14 | 121.74 | **881.07** |
| 20 | IMT Hyderabad-Institute of Management Technology, Hyderabad | Hyderabad | Telangana | 3 | South | 7 | 122.99 | 125.71 | 127.42 | 125.71 | 126.57 | 124.28 | 126.42 | **877.82** |
| 20 | IMI-International Management Institute, Kolkata | Kolkata | West Bengal | 2 | East | 4 | 122.85 | 125.71 | 126.42 | 124.71 | 127.71 | 128.64 | 127.99 | **877.82** |
| 21 | LBSIM-Lal Bahadur Shastri Institute of Management, New Delhi | New Delhi | Delhi | 2 | North | 6 | 122.28 | 125.71 | 125.14 | 127.14 | 122.71 | 130.06 | 127.14 | **875.86** |
| 21 | IIEBM-Indus Business School, Pune | Pune | Maharashtra | 9 | West | 13 | 122.28 | 126.32 | 124.71 | 125.71 | 121.85 | 131.42 | 131.42 | **875.85** |
| 22 | BIMTECH-Birla Institute of Management Technology, Greater Noida | Greater Noida | Uttar Pradesh | 2 | North | 7 | 122.28 | 127.28 | 124.57 | 125.42 | 121.42 | 125.71 | 125.71 | **872.58** |
| 22 | NBS-Narayana Business School, Ahmedabad | Ahmedabad | Gujarat | 4 | West | 14 | 122.14 | 131.42 | 124.57 | 122.05 | 122.85 | 120.85 | 122.85 | **872.56** |
| 23 | VITBS- VIT Business School, VIT Vellore | Vellore | Tamil Nadu | 3 | South | 8 | 122.14 | 125.71 | 124.14 | 125.99 | 125.99 | 119.99 | 121.42 | **868.64** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 23 | SIOM-Symbiosis Institute of Operations Management, Nashik | Nashik | Maharashtra | 10 | West | 15 | 121.99 | 129.14 | 124.14 | 120.85 | 120.85 | 125.71 | 125.71 | **868.64** |
| 24 | AMITY Business School, Noida | Noida | Uttar Pradesh | 3 | North | 8 | 120.85 | 131.42 | 122.99 | 119.99 | 114.28 | 127.21 | 123.71 | **864.47** |
| 24 | Amrita School of Business, Coimbatore | Coimbatore | Tamil Nadu | 4 | South | 9 | 120.71 | 123.99 | 124.99 | 124.28 | 119.99 | 127.14 | 127.28 | **864.46** |
| 25 | Ahmedabad University - Amrut Mody School of Management, Ahmedabad | Ahmedabad | Gujarat | 5 | West | 16 | 120.57 | 127.14 | 122.99 | 121.42 | 121.42 | 124.28 | 125.71 | **861.92** |
| 25 | Mahindra University, School of Management, Hyderabad | Hyderabad | Telangana | 4 | South | 10 | 120.57 | 126.85 | 123.14 | 124.85 | 119.54 | 121.42 | 119.54 | **861.90** |
| 26 | Ramaiah Institute of Management Studies, Bengaluru | Bengaluru | Karnataka | 3 | South | 11 | 123.28 | 127.14 | 122.07 | 118.57 | 120.42 | 119.99 | 122.85 | **858.69** |
| 26 | Prin. L. N. Welingkar Institute of Management Development & Research, Mumbai | Mumbai | Maharashtra | 11 | West | 17 | 120.14 | 128.57 | 121.99 | 120.62 | 120.85 | 121.42 | 122.57 | **858.69** |
| 27 | KSOM-KIIT School of Management, Bhubaneswar | Bhubaneswar | Odisha | 3 | East | 5 | 120.14 | 127.14 | 121.71 | 122.85 | 117.14 | 118.64 | 119.42 | **854.87** |
| 27 | SSIM-Siva Sivani Institute of Management, Hyderabad | Hyderabad | Telangana | 5 | South | 12 | 119.28 | 128.28 | 121.57 | 119.99 | 122.42 | 119.99 | 119.85 | **854.87** |
| 28 | JAGSoM-Jagdish Sheth School of Management, Bengaluru | Bengaluru | Karnataka | 4 | South | 13 | 119.14 | 128.57 | 121.57 | 118.57 | 119.99 | 115.71 | 119.99 | **850.42** |
| 28 | TAXILA Business School, Jaipur | Jaipur | Rajasthan | 2 | North | 9 | 118.57 | 127.14 | 121.42 | 121.42 | 117.35 | 119.62 | 118.57 | **850.41** |
| 29 | Jaipuria Institute of Management (JIM), Noida | Noida | Uttar Pradesh | 4 | North | 10 | 118.57 | 126.85 | 120.57 | 118.57 | 118.57 | 118.85 | 119.99 | **846.04** |
| 29 | Chandigarh University, University School of Business, Mohali | Mohali | Punjab | 2 | North | 10 | 118.42 | 126.99 | 119.14 | 119.71 | 120.28 | 119.14 | 118.91 | **846.03** |
| 30 | IMS Ghaziabad-Institute of Management Studies, Ghaziabad | Ghaziabad | Uttar Pradesh | 5 | North | 11 | 118.42 | 122.28 | 118.57 | 119.99 | 122.85 | 122.85 | 121.42 | **841.84** |
| 30 | XLRI - Xavier School of Management, Delhi NCR | Sonipat | Haryana | 2 | North | 11 | 118.28 | 123.57 | 118.42 | 120.07 | 121.42 | 121.57 | 119.99 | **841.82** |
| 31 | Globsyn Business School, Kolkata | Kolkata | West Bengal | 3 | East | 6 | 118.19 | 127.14 | 118.28 | 119.99 | 114.28 | 114.28 | 115.57 | **839.09** |
| 31 | PSG Institute of Management, Coimbatore | Coimbatore | Tamil Nadu | 5 | South | 14 | 118.19 | 127.14 | 117.99 | 117.91 | 117.71 | 115.71 | 117.71 | **839.09** |
| 32 | ABS Noida-Asian Business School, Noida | Noida | Uttar Pradesh | 6 | North | 12 | 118.17 | 119.71 | 117.99 | 121.42 | 122.85 | 117.14 | 118.28 | **835.07** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 32 | IMED Pune-Institute of Management & Entrepreneurship Development, Pune | Pune | Maharashtra | 12 | West | 18 | 118.14 | 122.85 | 117.14 | 121.14 | 117.28 | 116.75 | 116.99 | **835.07** |
| 33 | LPU-Lovely Professional University, Mittal School of Business, Jalandhar | Jalandhar | Punjab | 3 | North | 13 | 117.71 | 125.71 | 116.85 | 117.14 | 115.14 | 114.28 | 117.14 | **831.54** |
| 33 | SCIT-Symbiosis Centre For Information Technology, Pune | Pune | Maharashtra | 13 | West | 19 | 117.71 | 125.85 | 116.85 | 115.71 | 115.14 | 116.85 | 118.57 | **831.54** |
| 34 | OPJU- O P Jindal University, Raigarh | Raigarh | Chhattisgarh | 1 | Central | 1 | 117.71 | 126.85 | 116.71 | 114.28 | 115.71 | 114.28 | 114.28 | **829.18** |
| 34 | CHRIST University, Institute of Management, Bengaluru | Bengaluru | Karnataka | 5 | South | 15 | 117.71 | 126.57 | 116.57 | 115.71 | 113.54 | 114.28 | 114.28 | **829.17** |
| 35 | RVIM-RV Institute of Management, Bengaluru | Bengaluru | Karnataka | 6 | South | 16 | 117.57 | 122.85 | 116.14 | 116.42 | 115.71 | 114.42 | 117.28 | **825.43** |
| 35 | PES University, Department of Management Studies, Bengaluru | Bengaluru | Karnataka | 6 | South | 16 | 117.57 | 122.85 | 116.28 | 117.99 | 113.54 | 113.99 | 114.28 | **825.41** |
| 36 | ADAMAS University, School of Business, Kolkata | Kolkata | West Bengal | 4 | East | 7 | 117.57 | 124.28 | 116.14 | 115.71 | 109.99 | 111.57 | 113.57 | **821.74** |
| 36 | XIME-Xavier Institute of Management & Entrepreneurship, Bengaluru | Bengaluru | Karnataka | 7 | South | 17 | 117.42 | 121.42 | 116.14 | 116.99 | 108.18 | 115.85 | 121.42 | **821.74** |
| 37 | IIMS, Pune | Pune | Maharashtra | 14 | West | 20 | 117.42 | 121.42 | 116.14 | 117.14 | 108.85 | 112.99 | 117.14 | **819.84** |
| 37 | BML Munjal University, School of Management, Gurugram | Gurugram | Haryana | 3 | North | 14 | 117.42 | 125.36 | 115.71 | 118.28 | 106.14 | 104.57 | 110.15 | **819.83** |
| 38 | JSSCMS-JSS Centre For Management Studies, JSS Science & Technology University, Mysuru | Mysuru | Karnataka | 8 | South | 18 | 117.28 | 125.71 | 115.77 | 118.42 | 102.87 | 104.29 | 110.71 | **818.82** |
| 38 | NICMAR University, NICMAR Business School, Pune | pune | Maharashtra | 15 | West | 21 | 117.28 | 122.85 | 115.85 | 115.71 | 105.71 | 115.71 | 115.42 | **818.82** |
| 39 | DSU-Dayananda Sagar University, School of Commerce & Management Studies, Bengaluru | Bengaluru | Karnataka | 9 | South | 19 | 117.28 | 127.85 | 115.35 | 106.28 | 104.71 | 118.57 | 123.57 | **817.59** |
| 39 | Dayananda Sagar Business School, Bengaluru | Bengaluru | Karnataka | 9 | South | 19 | 117.14 | 121.67 | 114.85 | 118.58 | 110.07 | 108.57 | 114.28 | **817.59** |
| 40 | JIMS Rohini-Jagan Institute of Management Studies, Rohini, New Delhi | New Delhi | Delhi | 3 | North | 15 | 117.14 | 124.28 | 114.71 | 108.57 | 109.99 | 117.28 | 117.28 | **813.96** |
| 40 | SVKM's Narsee Monjee Institute of Management Studies, Bengaluru | Bengaluru | Karnataka | 10 | South | 20 | 115.42 | 127.14 | 114.71 | 108.57 | 108.71 | 114.28 | 118.57 | **813.95** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 41 | MSRUAS-Ramaiah University of Applied Sciences, Faculty of Management & Commerce, Bengaluru | Bengaluru | Karnataka | 11 | South | 21 | 115.42 | 124.57 | 114.57 | 110.57 | 110.57 | 111.71 | 119.15 | **812.16** |
| 41 | Alliance University, Alliance School of Business, Bengaluru | Bengaluru | Karnataka | 11 | South | 21 | 115.42 | 128.57 | 114.42 | 109.28 | 108.85 | 109.99 | 108.91 | **812.17** |
| 42 | UPES-Dehradun, School of Business, Dehradun | Dehradun | Uttarakhand | 1 | North | 16 | 115.42 | 124.28 | 113.92 | 112.85 | 109.99 | 107.14 | 111.55 | **809.22** |
| 42 | BVIMR-Bharati Vidyapeeth University/Institute of Management & Research, New Delhi | New Delhi | Delhi | 4 | North | 16 | 115.42 | 125.71 | 113.57 | 110.85 | 112.85 | 106.45 | 109.99 | **809.21** |
| 43 | Apeejay School of Management Dwarka, New Delhi | New Delhi | Delhi | 5 | North | 17 | 115.28 | 126.92 | 113.42 | 108.57 | 108.57 | 105.28 | 116.42 | **807.13** |
| 43 | SRISIIM-Sri Sharada Institute of Indian Management Research, New Delhi | New Delhi | Delhi | 5 | North | 17 | 115.28 | 122.85 | 113.42 | 111.42 | 111.28 | 111.71 | 112.28 | **807.13** |
| 44 | Suryadatta Institute of Management & Mass Communication, Pune | Pune | Maharashtra | 16 | West | 22 | 115.28 | 119.99 | 113.42 | 111.41 | 111.42 | 111.44 | 111.42 | **802.43** |
| 44 | JSB-Jaipuria School of Business, Ghaziabad | Ghaziabad | Uttar Pradesh | 7 | North | 18 | 115.28 | 121.42 | 113.71 | 112.85 | 108.57 | 108.02 | 106.14 | **802.43** |
| 45 | SIMS-Symbiosis Institute of Management Studies, Pune | Pune | Maharashtra | 17 | West | 23 | 115.14 | 122.85 | 112.71 | 109.71 | 107.14 | 108.57 | 107.14 | **799.06** |
| 45 | Graphic Era Deemed To Be University, Dehradun | Dehradun | Uttarakhand | 2 | North | 19 | 114.14 | 117.99 | 112.57 | 115.71 | 111.65 | 108.57 | 107.14 | **799.05** |
| 46 | ICFAI University, ICFAI Business School, Dehradun | Dehradun | Uttarakhand | 3 | North | 20 | 113.99 | 121.42 | 112.49 | 114.57 | 100.71 | 102.85 | 108.57 | **795.27** |
| 46 | Jagannath International Management School, Kalkaji | New Delhi | Delhi | 6 | North | 20 | 113.99 | 122.85 | 112.49 | 112.57 | 104.35 | 102.85 | 102.85 | **795.28** |
| 47 | JAIN Deemed To Be University, Centre for Management Studies, Bengaluru | Bengaluru | Karnataka | 12 | South | 22 | 113.99 | 127.14 | 112.42 | 105.71 | 102.85 | 101.42 | 104.28 | **792.68** |
| 47 | ISBM-International School of Business & Media, Pune | Pune | Maharashtra | 18 | West | 24 | 113.97 | 122.85 | 111.42 | 108.57 | 106.59 | 107.14 | 105.71 | **792.67** |
| 48 | NDIM- New Delhi Institute of Management, New Delhi | New Delhi | Delhi | 7 | North | 21 | 113.94 | 120.85 | 111.99 | 105.71 | 107.14 | 107.14 | 109.99 | **788.40** |
| 48 | Vijay Patil School of Management, Navi Mumbai | Navi Mumbai | Maharashtra | 19 | West | 25 | 113.92 | 124.28 | 112.14 | 104.57 | 103.14 | 105.71 | 104.49 | **788.40** |
| 49 | GIBS Business School, Bengaluru | Bengaluru | Karnataka | 13 | South | 23 | 113.92 | 124.28 | 111.85 | 104.28 | 104.28 | 101.42 | 100.00 | **785.16** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 49 | VVCE-Vidyavardhaka College of Engineering, Department of Management, Mysuru | Mysuru | Karnataka | 13 | South | 23 | 113.85 | 124.07 | 111.42 | 104.28 | 104.37 | 102.85 | 101.42 | **785.15** |
| 50 | ASM's Institute of Business Management & Research Centre, Pune | Pune | Maharashtra | 20 | West | 26 | 113.85 | 118.57 | 111.42 | 108.57 | 101.41 | 104.28 | 107.71 | **782.69** |
| 50 | SDM PG Centre For Management Studies & Research, Mangaluru | Mangaluru | Karnataka | 14 | South | 24 | 113.85 | 117.78 | 111.71 | 107.99 | 103.57 | 103.79 | 109.99 | **782.70** |
| 51 | JGBS-Jindal Global Business School, Sonipat | Sonipat | Haryana | 4 | North | 22 | 113.85 | 122.85 | 111.14 | 101.42 | 102.85 | 102.42 | 102.85 | **778.96** |
| 51 | S. B. Patil Institute of Management, Pune | Pune | Maharashtra | 21 | West | 27 | 113.71 | 122.85 | 110.92 | 101.57 | 100.00 | 104.28 | 106.35 | **778.95** |
| 52 | COER University, College of Business Studies, Roorkee | Roorkee | Uttarakhand | 4 | North | 23 | 113.57 | 125.71 | 110.88 | 100.48 | 94.71 | 90.14 | 96.42 | **770.45** |
| 52 | PIMR-Prestige Institute of Management & Research, Indore | Indore | Madhya Pradesh | 1 | Central | 2 | 112.99 | 121.28 | 110.90 | 98.57 | 98.57 | 101.42 | 108.57 | **770.45** |
| 53 | ICFAI University, ICFAI Business School, Jaipur | Jaipur | Rajasthan | 3 | North | 24 | 112.57 | 118.99 | 110.85 | 98.85 | 98.00 | 104.28 | 109.99 | **767.80** |
| 53 | SIBM-Symbiosis Institute of Business Management, Hyderabad | Hyderabad | Telangana | 6 | South | 25 | 112.57 | 118.57 | 109.99 | 101.42 | 105.28 | 95.78 | 105.71 | **767.80** |
| 54 | School of Management, G D Goenka University, Gurugram | Gurugram | Haryana | 5 | North | 25 | 112.57 | 117.14 | 109.99 | 98.85 | 105.71 | 100.00 | 105.71 | **764.52** |
| 54 | Amity Business School, Kolkata | Kolkata | West Bengal | 5 | East | 8 | 112.49 | 116.57 | 109.85 | 100.39 | 105.71 | 98.85 | 105.14 | **764.52** |
| 55 | IISWBM-Indian Institute of Social Welfare & Business Management, Kolkata | Kolkata | West Bengal | 6 | East | 9 | 112.49 | 117.85 | 109.85 | 98.57 | 104.28 | 97.14 | 103.42 | **762.42** |
| 55 | ITM Skill University, ITM Business School, Navi Mumbai | Navi Mumbai | Maharashtra | 22 | West | 28 | 112.14 | 117.42 | 109.57 | 98.57 | 107.14 | 100.00 | 100.07 | **762.42** |
| 56 | Sri Ramachandra Institute of Higher Education & Research, Faculty of Management Sciences, Chennai | Chennai | Tamil Nadu | 6 | South | 26 | 111.85 | 115.71 | 109.28 | 103.71 | 105.71 | 92.85 | 100.00 | **761.30** |
| 56 | MIT-World Peace University, WPU School of Business, Pune | Pune | Maharashtra | 23 | West | 29 | 111.85 | 117.99 | 109.57 | 101.42 | 100.85 | 96.60 | 98.57 | **761.29** |
| 57 | SOIL School of Business Design, Manesar, Gurugram | Gurugram | Haryana | 6 | North | 26 | 111.99 | 115.71 | 109.14 | 102.85 | 98.71 | 97.42 | 98.57 | **758.41** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 57 | School of Management Sciences Varanasi | Varanasi | Uttar Pradesh | 8 | North | 26 | 111.71 | 115.71 | 109.28 | 102.14 | 101.42 | 95.71 | 100.42 | **758.41** |
| 58 | SSBF- Symbiosis School of Banking & Finance, Pune | Pune | Maharashtra | 24 | West | 30 | 111.85 | 114.28 | 108.85 | 101.71 | 101.42 | 98.85 | 97.42 | **755.82** |
| 58 | AIMS Institutes, Bengaluru | Bengaluru | Karnataka | 15 | South | 27 | 111.42 | 114.28 | 108.57 | 101.42 | 101.17 | 100.99 | 99.85 | **755.82** |
| 59 | Presidency University, School of Management, Bengaluru | Bengaluru | Karnataka | 16 | South | 28 | 111.14 | 112.85 | 108.85 | 101.85 | 102.42 | 97.42 | 105.71 | **754.80** |
| 59 | SIBMT- Suryadatta Institute of Business Management & Technology, Pune | Pune | Maharashtra | 25 | West | 31 | 110.85 | 113.71 | 108.85 | 102.85 | 100.42 | 99.28 | 99.14 | **754.79** |
| 60 | Pimpri Chinchwad University, School of Management, Pune | Pune | Maharashtra | 26 | West | 32 | 110.71 | 113.57 | 108.78 | 100.00 | 101.42 | 100.28 | 101.42 | **752.38** |
| 60 | MRIIRS- Manav Rachna International Institute of Research and Studies, Department of PG Management Studies, School of Leadership and Management, Faridabad | Faridabad | Haryana | 7 | North | 27 | 110.71 | 113.85 | 108.61 | 102.85 | 100.28 | 95.51 | 97.71 | **752.38** |
| 61 | Jamia Hamdard, School of Management and Business Studies, Hamdard Nagar | Hamdard Nagar | Delhi | 8 | North | 28 | 110.57 | 114.28 | 108.57 | 101.42 | 99.14 | 95.00 | 97.71 | **750.26** |
| 61 | IMS Ghaziabad University Courses Campus, Ghaziabad | Ghaziabad | Uttar Pradesh | 9 | North | 28 | 110.57 | 107.14 | 108.78 | 104.28 | 105.34 | 101.71 | 102.85 | **750.26** |
| 62 | Master School of Management, Meerut | Meerut | Uttar Pradesh | 10 | North | 29 | 110.57 | 112.85 | 108.57 | 100.00 | 98.57 | 100.00 | 97.71 | **748.18** |
| 62 | CMR Institute of Technology, Department of Management Studies, Bengaluru | Bengaluru | Karnataka | 17 | South | 29 | 110.57 | 112.28 | 108.42 | 100.28 | 100.00 | 99.42 | 98.71 | **748.18** |
| 63 | IILM Institute For Higher Education, Lodhi Road | New Delhi | Delhi | 9 | North | 30 | 110.57 | 112.85 | 108.14 | 100.00 | 98.85 | 98.57 | 96.57 | **746.80** |
| 63 | ARMY Institute of Management, Kolkata | Kolkata | West Bengal | 7 | East | 10 | 110.57 | 112.85 | 107.57 | 100.00 | 99.71 | 98.71 | 97.71 | **746.80** |
| 64 | Brainware University, School of Management & Commerce, Kolkata | Kolkata | West Bengal | 8 | East | 11 | 110.42 | 112.85 | 108.28 | 98.57 | 98.57 | 100.00 | 97.14 | **745.68** |
| 64 | XISS-Xavier Institute of Social Services, Ranchi | Ranchi | Jharkhand | 2 | East | 11 | 110.42 | 112.85 | 108.07 | 99.78 | 99.14 | 93.75 | 101.42 | **745.68** |
| 65 | Thiagarajar School of Management, Madurai | Madurai | Tamil Nadu | 7 | South | 30 | 110.42 | 112.85 | 107.99 | 100.00 | 100.00 | 91.42 | 95.71 | **743.68** |
| 65 | Bennett University, School of Management, Greater Noida | Greater Noida | Uttar Pradesh | 11 | North | 31 | 110.42 | 112.85 | 107.85 | 99.00 | 102.85 | 90.42 | 97.14 | **743.67** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 66 | GITAM School of Business, GITAM, Visakhapatnam | Visakhapatnam | Andhra Pradesh | 1 | South | 31 | 110.28 | 112.85 | 107.14 | 99.71 | 98.57 | 95.71 | 94.28 | **742.60** |
| 66 | SRM University, Department of Management Studies, Sonipat | Sonipat | Haryana | 8 | North | 32 | 110.28 | 114.28 | 107.14 | 97.14 | 98.85 | 95.51 | 97.14 | **742.60** |
| 67 | Ajay Kumar Garg Institute of Management, Ghaziabad | Ghaziabad | Uttar Pradesh | 12 | North | 33 | 110.14 | 109.99 | 106.85 | 100.00 | 102.85 | 95.71 | 98.57 | **741.20** |
| 67 | JIM-Jaipuria Institute of Management, Jaipur | Jaipur | Rajasthan | 4 | North | 33 | 109.57 | 114.28 | 105.71 | 99.62 | 100.00 | 91.42 | 97.14 | **741.20** |
| 68 | ABBS School of Management, Bengaluru | Bengaluru | Karnataka | 18 | South | 32 | 109.28 | 114.28 | 105.71 | 99.42 | 98.60 | 91.57 | 97.21 | **739.88** |
| 68 | J K Business School, Gurugram | Gurugram | Haryana | 9 | North | 34 | 109.14 | 114.28 | 106.85 | 97.14 | 96.22 | 97.14 | 97.85 | **739.88** |
| 69 | Sri Sri University, Faculty of Management Studies, Cuttack | Cuttack | Odisha | 4 | East | 12 | 109.14 | 112.85 | 106.57 | 97.28 | 95.71 | 99.14 | 98.57 | **738.23** |
| 69 | Jaipuria Institute of Management, Lucknow | Lucknow | Uttar Pradesh | 13 | North | 35 | 109.14 | 114.28 | 106.42 | 95.71 | 100.00 | 92.85 | 100.00 | **738.22** |
| 70 | St. Francis College, Bengaluru | Bengaluru | Karnataka | 19 | South | 33 | 109.05 | 111.42 | 106.64 | 100.07 | 94.28 | 93.20 | 102.28 | **737.15** |
| 70 | Measi Institute of Management, Chennai | Chennai | Tamil Nadu | 8 | South | 33 | 108.85 | 112.85 | 106.64 | 96.28 | 96.94 | 98.85 | 98.57 | **737.15** |
| 71 | Harlal Institute of Management Technology- HIMT, Greater Noida | Greater Noida | Uttar Pradesh | 14 | North | 36 | 108.85 | 112.85 | 106.57 | 95.85 | 95.71 | 97.42 | 98.57 | **735.33** |
| 71 | Parul University, Parul Institute of Management and Research, Vadodara | Vadodara | Gujarat | 6 | West | 33 | 108.85 | 112.42 | 105.71 | 97.14 | 95.71 | 98.57 | 98.00 | **735.32** |
| 72 | St. Joseph's Institute of Management, Bengaluru | Bengaluru | Karnataka | 20 | South | 34 | 108.99 | 111.42 | 105.71 | 97.14 | 98.57 | 95.71 | 97.14 | **733.98** |
| 72 | Maharishi Markandeshwar, Mullana | Mullana | Haryana | 10 | North | 37 | 108.99 | 108.91 | 105.71 | 98.57 | 98.57 | 100.00 | 98.42 | **733.97** |
| 73 | SIBM-Symbiosis Institute of Business Management, Bengaluru | Bengaluru | Karnataka | 21 | South | 35 | 108.99 | 109.99 | 105.71 | 97.71 | 98.85 | 95.85 | 97.14 | **732.66** |
| 73 | KLE Technological University, School of Management Studies & Research, Hubli | Hubli | Karnataka | 21 | South | 35 | 108.85 | 109.99 | 104.28 | 95.71 | 98.60 | 104.28 | 101.42 | **732.66** |
| 74 | Bharathidasan University, Bharathidasan Institute of Management - BIM, Tiruchirappalli | Tiruchirappalli | Tamil Nadu | 9 | South | 36 | 108.85 | 108.57 | 104.28 | 98.57 | 100.00 | 98.57 | 99.42 | **731.58** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 74 | KIMS-Kirloskar Institute of Management Studies, Harihar | Harihar | Karnataka | 22 | South | 36 | 108.71 | 109.99 | 104.28 | 97.00 | 98.57 | 100.53 | 98.64 | **731.58** |
| 75 | Galgotias Institute of Management & Technology, Greater Noida | Greater Noida | Uttar Pradesh | 15 | North | 38 | 108.57 | 109.99 | 105.42 | 97.14 | 98.57 | 96.00 | 95.71 | **730.38** |
| 75 | FIIB-Fortune Institute of International Business, New Delhi | New Delhi | Delhi | 10 | North | 38 | 107.71 | 110.71 | 105.28 | 98.85 | 99.37 | 91.94 | 95.00 | **730.37** |
| 76 | SDMIMD-SDM Institute For Management Development, Mysuru | Mysuru | Karnataka | 23 | South | 37 | 107.71 | 112.28 | 104.99 | 94.85 | 98.57 | 92.00 | 99.14 | **728.42** |
| 76 | Integral University, Department of Commerce & Business Management, Lucknow | Lucknow | Uttar Pradesh | 16 | North | 39 | 107.71 | 109.42 | 104.85 | 98.57 | 97.31 | 95.02 | 97.42 | **728.42** |
| 77 | CMR University, CMR Institute of Management Studies, Bengaluru | Bengaluru | Karnataka | 24 | South | 38 | 107.71 | 108.57 | 104.85 | 97.14 | 97.14 | 97.42 | 98.57 | **726.64** |
| 77 | SCMS Cochin School of Business, Kochi | Kochi | Kerala | 2 | South | 38 | 107.57 | 107.14 | 104.99 | 100.00 | 98.85 | 91.71 | 100.00 | **726.64** |
| 78 | Amity University Punjab, Amity School of Business Administration, Mohali | Mohali | Punjab | 4 | North | 40 | 107.57 | 106.78 | 105.07 | 98.57 | 98.85 | 94.28 | 98.57 | **725.17** |
| 78 | Vivekanand Education Society's Business School, Mumbai | Mumbai | Maharashtra | 27 | West | 34 | 107.14 | 104.28 | 104.71 | 101.42 | 100.00 | 95.85 | 100.14 | **725.16** |
| 79 | Datta Meghe Institute of Management Studies, Nagpur | Nagpur | Maharashtra | 28 | West | 35 | 107.07 | 105.71 | 104.64 | 100.98 | 97.42 | 90.18 | 102.85 | **723.73** |
| 79 | Deccan Education Society's Institute of Management Development and Research, Pune | Pune | Maharashtra | 28 | West | 35 | 106.57 | 112.85 | 104.57 | 93.14 | 97.14 | 91.42 | 98.85 | **723.72** |
| 80 | Banasthali Vidyapith- Faculty of Management Studies (FMS-WISDOM), Vanasthali | Vanasthali | Rajasthan | 5 | North | 41 | 106.57 | 107.14 | 104.57 | 100.00 | 98.85 | 90.01 | 94.50 | **722.11** |
| 80 | Central Institute of Business Management Research & Development, Nagpur | Nagpur | Maharashtra | 29 | West | 36 | 106.42 | 105.57 | 104.49 | 100.00 | 101.32 | 91.92 | 97.14 | **722.10** |
| 81 | Paari School of Business, SRM University, Guntur | Guntur | Andhra Pradesh | 2 | South | 39 | 106.28 | 105.71 | 104.49 | 95.00 | 99.71 | 101.42 | 101.85 | **720.65** |
| 81 | ASM Institute of International Business and Research, Pune | Pune | Maharashtra | 30 | West | 37 | 106.21 | 105.12 | 103.99 | 98.88 | 98.97 | 97.57 | 98.57 | **720.65** |
| 82 | Chetana's Institute Of Management And Research, Mumbai | Mumbai | Maharashtra | 31 | West | 38 | 106.14 | 106.28 | 103.99 | 97.14 | 98.64 | 92.85 | 97.50 | **717.80** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 82 | Amity Business School, Gurugram | Gurugram | Haryana | 11 | North | 42 | 105.64 | 104.28 | 103.88 | 100.00 | 97.42 | 94.28 | 99.85 | **717.78** |
| 83 | Sangam University, School of Management Studies (SOMS), Bhilwara | Bhilwara | Rajasthan | 6 | North | 43 | 105.42 | 108.57 | 103.85 | 95.71 | 93.28 | 95.71 | 94.85 | **716.05** |
| 83 | Biju Patnaik Institute of Information Technology and Management Studies, Khordha | Khordha | Odisha | 5 | East | 13 | 104.99 | 109.99 | 103.78 | 96.28 | 95.71 | 89.28 | 92.85 | **716.04** |
| 84 | Amity Business School, Raipur | Raipur | Chhattisgarh | 2 | Central | 3 | 104.78 | 105.71 | 103.78 | 94.50 | 97.42 | 95.71 | 100.05 | **712.52** |
| 84 | Hindustan Institute of Technology and Science, Chennai | Chennai | Tamil Nadu | 10 | South | 40 | 104.71 | 104.28 | 103.71 | 94.14 | 97.21 | 102.89 | 99.78 | **712.51** |
| 85 | JIM-Jaipuria Institute of Management, Ghaziabad | Ghaziabad | Uttar Pradesh | 17 | North | 44 | 104.71 | 107.14 | 103.71 | 92.55 | 98.61 | 91.71 | 99.28 | **710.87** |
| 85 | Poornima University, Faculty of Management & Commerce, Jaipur | Jaipur | Rajasthan | 7 | North | 44 | 104.71 | 105.71 | 103.64 | 96.57 | 96.57 | 91.28 | 94.62 | **710.86** |
| 86 | Sir M Visvesvaraya Institute of Management Studies and Research, Mumbai | Mumbai | Maharashtra | 32 | West | 39 | 103.99 | 107.14 | 103.64 | 94.54 | 97.28 | 88.71 | 94.22 | **708.60** |
| 86 | ICFAI University, Sikkim | Sikkim | Sikkim | 1 | North-East | 1 | 103.42 | 104.57 | 103.57 | 97.85 | 98.57 | 91.14 | 92.14 | **708.59** |
| 87 | Manav Rachna University, Faridabad | Faridabad | Haryana | 12 | North | 45 | 103.35 | 101.42 | 103.57 | 100.00 | 96.00 | 90.00 | 97.71 | **706.00** |
| 87 | Babu Banarasi Das Institute of Technology and Management, New Delhi | New Delhi | Delhi | 11 | North | 45 | 103.28 | 107.14 | 103.28 | 94.28 | 92.48 | 92.85 | 94.28 | **706.00** |
| 88 | Amity Business School, Patna | Patna | Bihar | 1 | East | 14 | 103.28 | 109.99 | 103.28 | 91.42 | 90.00 | 90.28 | 91.42 | **703.90** |
| 88 | VIT Business School, Bhopal | Bhopal | Madhya Pradesh | 2 | Central | 4 | 102.85 | 108.57 | 103.14 | 92.85 | 91.07 | 91.42 | 92.85 | **703.89** |
| 89 | Amity Business School, Jharkhand | Ranchi | Jharkhand | 3 | East | 15 | 102.85 | 102.49 | 103.21 | 95.71 | 97.00 | 92.85 | 94.71 | **702.06** |
| 89 | Shikshan Maharshi Dr. D. Y. Patil Center For Management and Research, Pune | Pune | Maharashtra | 33 | West | 40 | 102.85 | 114.28 | 103.14 | 87.14 | 88.57 | 88.57 | 87.85 | **702.06** |
| 90 | IES's Management College and Research Centre, Mumbai | Mumbai | Maharashtra | 34 | West | 41 | 102.57 | 104.28 | 102.99 | 97.14 | 96.98 | 85.71 | 85.71 | **700.21** |
| 90 | SAGE University, Institute of Management, Indore | Indore | Madhya Pradesh | 3 | Central | 5 | 102.57 | 107.71 | 102.92 | 93.57 | 90.42 | 89.22 | 88.57 | **700.20** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 91 | Avantika University, School of Management, Ujjain | Ujjain | Madhya Pradesh | 4 | Central | 6 | 102.57 | 112.28 | 102.78 | 88.57 | 85.92 | 84.42 | 90.35 | **697.37** |
| 91 | ITM University, School of Management, Gwalior | Gwalior | Madhya Pradesh | 4 | Central | 6 | 102.42 | 109.59 | 102.57 | 88.71 | 88.57 | 89.42 | 94.28 | **697.36** |
| 92 | Institute of Public Enterprise, Hyderabad | Hyderabad | Telangana | 7 | South | 41 | 100.99 | 110.99 | 102.35 | 91.42 | 90.65 | 79.00 | 86.14 | **694.41** |
| 92 | PCET's Pune Business School, Pune | Pune | Maharashtra | 35 | West | 42 | 100.92 | 102.85 | 102.28 | 95.71 | 94.57 | 84.28 | 88.42 | **691.53** |
| 93 | G H Raisoni School of Business Management, Nagpur | Nagpur | Maharashtra | 36 | West | 43 | 100.99 | 102.85 | 102.14 | 95.71 | 94.28 | 90.42 | 90.28 | **694.41** |
| 93 | Institute of Management Bhubaneswar | Bhubaneswar | Odisha | 6 | East | 16 | 100.85 | 105.42 | 101.99 | 91.91 | 92.85 | 86.85 | 91.42 | **691.52** |
| 94 | NEHRU School of Management - NCERC, Thrissur | Thrissur | Kerala | 3 | South | 42 | 100.57 | 114.28 | 102.21 | 84.57 | 88.85 | 78.57 | 83.28 | **688.53** |
| 94 | Chandigarh Business School of Administration, Mohali | Mohali | Punjab | 5 | North | 46 | 100.57 | 112.85 | 101.99 | 85.28 | 86.64 | 83.37 | 85.85 | **688.53** |
| 95 | Dayananda Sagar College of Engineering, Department of Management Studies, Bengaluru | Bengaluru | Karnataka | 25 | South | 43 | 100.42 | 114.28 | 100.00 | 84.85 | 84.42 | 84.14 | 86.14 | **686.50** |
| 95 | Indian Institute of Cost and Management Studies & Research's (IndSearch), Pune | Pune | Maharashtra | 37 | West | 44 | 100.42 | 114.28 | 100.00 | 84.42 | 87.28 | 81.60 | 86.75 | **686.49** |
| 96 | Indore Management Institute, Indore | Indore | Madhya Pradesh | 5 | Central | 7 | 99.57 | 104.85 | 100.14 | 92.85 | 89.00 | 83.14 | 93.57 | **684.16** |
| 96 | IMS Noida- Institute of Management Studies, Noida | Noida | Uttar Pradesh | 18 | North | 47 | 99.57 | 102.28 | 100.00 | 95.71 | 90.00 | 87.71 | 87.62 | **684.14** |
| 97 | Institute of Management Education Research and Training, Pune | Pune | Maharashtra | 38 | West | 45 | 99.50 | 112.85 | 100.00 | 84.28 | 84.28 | 81.68 | 86.00 | **680.91** |
| 97 | Pillai Institute of Management Studies and Research, Mumbai | Mumbai | Maharashtra | 38 | West | 45 | 99.50 | 107.14 | 99.71 | 87.85 | 89.45 | 85.71 | 88.57 | **680.91** |
| 98 | M Kumarasamy College of Engineering, Department of Management, Karur | Karur | Tamil Nadu | 11 | South | 44 | 99.28 | 107.14 | 99.57 | 90.00 | 87.14 | 80.42 | 86.14 | **678.87** |
| 98 | Indian Institute of Materials Management, Navi Mumbai | Navi Mumbai | Maharashtra | 39 | West | 46 | 99.14 | 105.71 | 99.57 | 89.57 | 92.85 | 81.04 | 85.71 | **678.85** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 99 | Justice KS Hegde Institute of Management - NITTE, Udupi | Udupi | Karnataka | 26 | South | 45 | 99.14 | 107.14 | 99.57 | 85.71 | 94.28 | 82.85 | 84.28 | **677.53** |
| 99 | Bapuji Academy of Management & Research, Devangere | Devangere | Karnataka | 27 | South | 45 | 99.14 | 101.71 | 99.42 | 90.00 | 90.28 | 90.02 | 92.85 | **677.52** |
| 100 | GNIOT Institute of Management Studies, Greater Noida | Greater Noida | Uttar Pradesh | 19 | North | 48 | 99.14 | 100.00 | 99.28 | 91.42 | 91.42 | 88.57 | 91.42 | **675.93** |
| 100 | Institute of Business Management and Rural Development, Ahilya Nagar | Ahilya Nagar | Maharashtra | 40 | West | 47 | 99.00 | 101.42 | 99.14 | 92.30 | 91.42 | 85.71 | 85.71 | **675.92** |
| 101 | CT University, Department of Management, Khurd | Khurd | Punjab | 6 | North | 49 | 99.00 | 101.42 | 99.14 | 87.85 | 94.42 | 87.57 | 90.42 | **674.21** |
| 101 | Institute of Management & Information Science, Bhubaneswar | Bhubaneswar | Odisha | 7 | East | 17 | 98.92 | 101.71 | 98.92 | 92.38 | 92.85 | 81.48 | 82.94 | **674.19** |
| 102 | K.S. Rangasamy College of Technology, Department of Management, Namakkal | Namakkal | Tamil Nadu | 12 | South | 46 | 98.92 | 101.42 | 98.71 | 91.44 | 92.85 | 81.71 | 81.42 | **672.00** |
| 102 | AMET Business School, Kanathur | Kanathur | Tamil Nadu | 12 | South | 46 | 98.57 | 111.42 | 98.71 | 81.42 | 85.55 | 82.38 | 82.85 | **671.99** |
| 103 | Poona Institute of Management Sciences and Entrepreneurship, Pune | Pune | Maharashtra | 41 | West | 48 | 98.42 | 108.57 | 98.57 | 82.14 | 93.12 | 81.42 | 81.42 | **670.91** |
| 103 | ITS School of Management, Ghaziabad | Ghaziabad | Uttar Pradesh | 20 | North | 50 | 98.14 | 109.71 | 98.57 | 84.92 | 85.28 | 78.67 | 82.85 | **670.90** |
| 104 | ITM-Institute For Technology & Management, Chennai | Chennai | Tamil Nadu | 13 | South | 47 | 97.78 | 104.28 | 98.50 | 85.77 | 88.57 | 87.14 | 88.57 | **669.61** |
| 104 | The Oxford College of Engineering, Department of Management, Bengaluru | Bengaluru | Karnataka | 28 | South | 47 | 97.71 | 103.42 | 99.00 | 91.42 | 84.64 | 81.28 | 82.85 | **669.62** |
| 105 | Kirloskar Institute of Management, Pune | Pune | Maharashtra | 42 | West | 49 | 97.80 | 101.42 | 98.42 | 85.84 | 91.50 | 85.95 | 92.85 | **667.36** |
| 105 | Institute of Excellence in Management Science (IEMS), Hubballi | Hubballi | Karnataka | 29 | South | 48 | 97.74 | 104.28 | 98.28 | 85.71 | 85.78 | 84.42 | 91.00 | **667.35** |
| 106 | KV Institute of Management & Information Studies, Kurumbapalayam | Kurumbapalayam | Tamil Nadu | 14 | South | 49 | 97.64 | 100.00 | 98.07 | 90.00 | 90.00 | 84.28 | 85.71 | **665.91** |
| 106 | MIMA Institute of Management, Pune | Pune | Maharashtra | 43 | West | 50 | 97.57 | 108.57 | 98.07 | 85.40 | 82.85 | 78.28 | 80.04 | **665.90** |
| 107 | Indira School of Business Studies, Pune | Pune | Maharashtra | 44 | West | 51 | 97.14 | 108.28 | 98.00 | 82.14 | 84.42 | 81.42 | 86.57 | **664.69** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 107 | IPS Academy, Institute of Business Management and Research, Indore | Indore | Madhya Pradesh | 6 | Central | 8 | 97.00 | 102.85 | 97.78 | 87.42 | 87.14 | 85.02 | 85.71 | **664.68** |
| 108 | DKTE Society s Textile & Engineering Institute Ichalkaranji, Kolhapur | Kolhapur | Maharashtra | 45 | West | 52 | 97.00 | 103.71 | 97.78 | 85.85 | 86.57 | 82.00 | 87.42 | **663.06** |
| 108 | International School of Informatics & Management Technical Campus, Jaipur | Jaipur | Rajasthan | 8 | North | 51 | 96.92 | 102.85 | 97.14 | 88.57 | 87.14 | 80.25 | 85.85 | **663.05** |
| 109 | BSSS Institute of Advanced Studies, Bhopal | Bhopal | Madhya Pradesh | 7 | Central | 9 | 96.85 | 107.14 | 97.50 | 81.42 | 83.64 | 80.14 | 92.85 | **661.73** |
| 109 | ISME-International School of Management Excellence, Bengaluru | Bengaluru | Karnataka | 30 | South | 50 | 96.85 | 102.85 | 97.14 | 84.51 | 85.85 | 88.57 | 88.57 | **661.73** |
| 110 | The Oxford College of Business Management, Bengaluru | Bengaluru | Karnataka | 31 | South | 51 | 96.71 | 103.71 | 97.07 | 85.71 | 85.85 | 82.85 | 84.14 | **660.50** |
| 110 | Sasmira's Business School, Mumbai | Mumbai | Maharashtra | 46 | West | 53 | 96.71 | 102.85 | 96.71 | 87.14 | 85.71 | 82.22 | 85.71 | **660.48** |
| 111 | Shri Sant Gajanan Maharaj College of Engineering, Department of Business Administration and Research, Shegaon | Shegaon | Maharashtra | 47 | West | 54 | 96.57 | 98.57 | 96.57 | 86.57 | 87.07 | 94.28 | 88.57 | **659.29** |
| 111 | Lala Lajpatrai Institute of Management, Mumbai | Mumbai | Maharashtra | 47 | West | 54 | 96.42 | 100.00 | 96.28 | 90.00 | 87.42 | 82.31 | 85.71 | **659.28** |
| 112 | Ballari Institute of Technology & Management, Billari | Ballari | Karnataka | 32 | South | 52 | 96.28 | 100.00 | 95.71 | 87.14 | 91.42 | 84.28 | 84.28 | **657.23** |
| 112 | C.P. & Berar Education Society's College, Faculty of Commerce & Management, Nagpur | Nagpur | Maharashtra | 48 | West | 55 | 96.28 | 102.85 | 95.71 | 84.18 | 85.14 | 88.57 | 85.71 | **657.23** |
| 113 | Global Business School, Hubli | Hubli | Karnataka | 33 | South | 53 | 96.21 | 103.99 | 96.64 | 81.42 | 90.00 | 81.42 | 84.28 | **655.87** |
| 113 | Sri Ramakrishna College of Arts and Science, (Formerly SNR Sons College), Coimbatore | Coimbatore | Tamil Nadu | 15 | South | 53 | 96.14 | 102.85 | 96.28 | 85.71 | 84.28 | 82.42 | 83.08 | **655.87** |
| 114 | The Oxford College of Business Management, Bangalore | Bengaluru | Karnataka | 34 | South | 54 | 96.00 | 100.00 | 96.14 | 84.28 | 84.57 | 90.00 | 88.57 | **654.19** |
| 114 | St. Joseph Degree and PG College, Hyderabad | Hyderabad | Telangana | 8 | South | 54 | 95.85 | 97.14 | 95.71 | 90.00 | 85.71 | 86.57 | 86.14 | **654.19** |
| 115 | Shri Ram Murti Smarak College of Engineering and Technology, Bareilly | Bareilly | Uttar Pradesh | 21 | North | 52 | 95.71 | 97.14 | 95.14 | 85.71 | 83.35 | 95.71 | 94.28 | **653.01** |

*Page 6

*Page 6

IIRF-2025 | BEST B-SCHOOLS (PVT.) OVERALL

| NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research) | BUSINESS SCHOOLS (PRIVATE) | CITY | STATE | STATE RANK | ZONE | ZONE RANK | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH (RS) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | WEIGHTED OVERALL INDEX SCORE (OUT OF 1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | [ACTUAL VALUES CONVERTED FOR 1000] | | | | | | | |
| 115 | Shri Vaishnav Vidyapeeth Vishwavidyalaya, Shri Vaishnav School of Management, Indore | Indore | Madhya Pradesh | 8 | Central | 10 | 95.57 | 97.14 | 94.28 | 88.57 | 84.65 | 91.42 | 91.42 | **653.01** |
| 116 | LBSIM Indore- Lal Bahadur Shastri Institute of Technology and Management, Indore | Indore | Madhya Pradesh | 9 | Central | 11 | 95.57 | 100.00 | 95.71 | 85.71 | 87.85 | 81.42 | 86.14 | **651.90** |
| 116 | Hindustan College of Arts & Science, Department of Management Studies, Coimbatore | Coimbatore | Tamil Nadu | 16 | South | 55 | 95.42 | 102.85 | 97.14 | 83.00 | 83.74 | 81.42 | 82.85 | **651.89** |
| 117 | Regional College of Management, Bhubaneswar | Bhubaneswar | Odisha | 8 | East | 18 | 95.28 | 101.42 | 94.28 | 82.85 | 85.85 | 85.92 | 90.71 | **650.41** |
| 117 | Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur | Kanpur | Uttar Pradesh | 22 | North | 53 | 94.71 | 101.42 | 94.57 | 85.71 | 84.57 | 84.28 | 85.28 | **650.41** |
| 118 | G H Raisoni College of Engineering, Nagpur | Nagpur | Maharashtra | 49 | West | 56 | 94.71 | 100.00 | 94.57 | 84.85 | 84.85 | 84.71 | 88.57 | **648.43** |
| 118 | Bhubaneswar Institute Of Management & Information Technology, Khordha | Khordha | Odisha | 9 | East | 19 | 94.57 | 101.42 | 94.00 | 85.71 | 84.28 | 83.22 | 84.00 | **648.42** |
| 119 | BGS Institute of Technology, Mandaya | Mandaya | Karnataka | 35 | South | 56 | 94.42 | 97.14 | 92.85 | 87.14 | 91.57 | 83.02 | 89.85 | **646.81** |
| 119 | Department of Management Sciences And Research, G.S. College of Commerce and Economics, Nagpur | Nagpur | Maharashtra | 50 | West | 57 | 94.42 | 100.00 | 92.85 | 84.28 | 84.40 | 89.85 | 88.57 | **646.80** |
| 120 | Koustuv Business School (KBS), Khordha | Khordha | Odisha | 10 | East | 20 | 94.28 | 101.71 | 92.85 | 85.71 | 83.71 | 79.14 | 84.57 | **644.95** |
| 120 | IIRM Hyderabad-Institute of Insurance and Risk Management | Hyderabad | Telangana | 9 | South | 57 | 93.85 | 102.85 | 93.85 | 81.42 | 90.00 | 80.22 | 81.42 | **644.94** |
| 121 | Saintgits Institute of Management, Kottayam | Kottayam | Kerala | 4 | South | 58 | 93.57 | 100.00 | 91.42 | 85.71 | 85.71 | 87.14 | 86.00 | **643.85** |
| 121 | Global Institute of Management, Khordha | Khordha | Odisha | 11 | South | 58 | 93.28 | 100.00 | 91.42 | 88.28 | 83.04 | 84.28 | 85.71 | **643.84** |
| 122 | Hindusthan College of Engineering & Technology (HICET), Coimbatore | Coimbatore | Tamil Nadu | 17 | South | 59 | 92.85 | 101.42 | 91.42 | 81.71 | 85.71 | 89.85 | 90.00 | **642.35** |
| 122 | Jerusalem College Of Engineering, Chennai | Chennai | Tamil Nadu | 17 | South | 59 | 92.85 | 101.42 | 90.00 | 85.71 | 85.71 | 84.42 | 84.57 | **641.31** |

*Page 6

*Page 6

| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS OFFER PGDM PROGRAM | CITY | STATE | STATE RANK |
|---|---|---|---|---|
| 1 | XLRI-Xavier Labour Relations Institute, Jamshedpur | Jamshedpur | Jharkhand | 1 |
| 2 | SPJIMR - S P Jain Institute of Management & Research, Mumbai | Mumbai | Maharashtra | 1 |
| 3 | MDI - Management Development Institute, Gurugram | Gurugram | Haryana | 1 |
| 4 | IMI-International Management Institute, New Delhi | New Delhi | Delhi | 1 |
| 5 | IMT-Institute of Management Technology, Ghaziabad | Ghaziabad | Uttar Pradesh | 1 |
| 6 | MICA, Ahmedabad | Ahmedabad | Gujarat | 1 |
| 7 | Great Lakes Institute of Management, Chennai | Chennai | Tamil Nadu | 1 |
| 8 | GIM - Goa Institute of Management, Goa | Goa | Goa | 1 |
| 9 | Dr. D. Y. Patil B-School, Pune | Pune | Maharashtra | 2 |
| 10 | N L Dalmia Institute of Management Studies and Research, Mumbai | Mumbai | Maharashtra | 3 |
| 11 | IMT Nagpur - Institute of Management Technology, Nagpur | Nagpur | Maharashtra | 4 |
| 12 | MDI Murshidabad - Management Development Institute, Murshidabad | Murshidabad | West Bengal | 1 |
| 13 | IMI Bhubaneswar - International Management Institute, Bhubaneswar | Bhubaneswar | Odisha | 1 |
| 14 | Rajagiri Centre For Business Studies, Kochi | Kochi | Kerala | 1 |
| 15 | LIBA Chennai - Loyola Institute of Business Administration, Chennai | Chennai | Tamil Nadu | 2 |
| 16 | Myra School of Business, Mysuru | Mysuru | Karnataka | 1 |
| 17 | Institute of Rural Management, Anand | Anand | Gujarat | 2 |
| 18 | IMT Hyderabad - Institute of Management Technology (IMT), Hyderabad | Hyderabad | Telangana | 1 |
| 19 | IMI Kolkata - International Management Institute, Kolkata | Kolkata | West Bengal | 2 |
| 20 | LBSIM New Delhi - Lal Bahadur Shastri Institute of Management, New Delhi | New Delhi | Delhi | 2 |
| 21 | IIEBM - Indus Business School, Pune | Pune | Maharashtra | 5 |
| 22 | BIMTECH - Birla Institute of Management Technology, Greater Noida | Greater Noida | Uttar Pradesh | 2 |
| 23 | Narayana Business School (NBS), Ahmedabad | Ahmedabad | Gujarat | 3 |
| 24 | Ramaiah Institute of Management Studies, Bengaluru | Bengaluru | Karnataka | 2 |
| 25 | Prin. L. N. Welingkar Institute of Management Development & Research, Mumbai | Mumbai | Maharashtra | 6 |
| 26 | SSIM Hyderabad - Siva Sivani Institute of Management, Hyderabad | Hyderabad | Telangana | 2 |
| 27 | Jagdish Sheth School of Management, Bengaluru | Bengaluru | Karnataka | 3 |
| 28 | TAXILA Business School, Jaipur | Jaipur | Rajasthan | 1 |
| 29 | IMS Ghaziabad - Institute of Management Studies, Ghaziabad | Ghaziabad | Uttar Pradesh | 3 |
| 30 | Jaipuria Institute of Management, Noida | Noida | Uttar Pradesh | 4 |





| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS OFFER PGDM PROGRAM | CITY | STATE | STATE RANK |
|---|---|---|---|---|
| 31 | XLRI Xavier School of Management, Jhajjar | Jhajjar | Haryana | 2 |
| 31 | Adani Institute of Digital Technology Management, Gandhi Nagar | Gandhinagar | Gujarat | 4 |
| 32 | Globsyn Business School, Kolkata | Kolkata | West Bengal | 3 |
| 33 | Asian Business School, Noida | Noida | Uttar Pradesh | 5 |
| 34 | XIME - Xavier Institute of Management & Enterpreneurship, Bengaluru | Bengaluru | Karnataka | 4 |
| 35 | IIMS, Pune | Pune | Maharashtra | 7 |
| 36 | Dayananda Sagar Business School, Bengaluru | Bengaluru | Karnataka | 5 |
| 37 | JIMS Rohini - Jagan Institute of Management Studies, Rohini | Delhi | Delhi | 3 |
| 38 | Apeejay School of Management, New Delhi | New Delhi | Delhi | 4 |
| 38 | Great Lakes Institute of Management, Gurugram | Gurugram | Haryana | 3 |
| 39 | SRISIIM - Sri Sharada Institute of Indian Management Research, New Delhi | New Delhi | Delhi | 5 |
| 40 | Jaipuria School of Business, Ghaziabad | Ghaziabad | Uttar Pradesh | 6 |
| 41 | Jagannath International Management School, New Delhi | New Delhi | Delhi | 6 |
| 41 | Indira Institute of Management PGDM, Pune | Pune | Maharashtra | 8 |
| 42 | ISBM Pune - International School of Business and Media, Pune | Pune | Maharashtra | 9 |
| 42 | Entrepreneurship Development Institute of India, Gandhi Nagar | Gandhinagar | Gujarat | 5 |
| 43 | NDIM - New Delhi Institute of Management, New Delhi | New Delhi | Delhi | 7 |
| 44 | ASM's Institute of Business Management & Research Centre, Pune | Pune | Maharashtra | 10 |
| 45 | GIBS Business School, Bengaluru | Bengaluru | Karnataka | 6 |
| 46 | SDM PG Centre For Management Studies & Research, Mangaluru | Mangaluru | Karnataka | 7 |
| 46 | Administrative Staff College of India, Hyderabad | Hyderabad | Telangana | 3 |
| 47 | Soil School of Business Design, Gurugram | Gurugram | Haryana | 4 |
| 47 | National Institute of Bank Management, Pune | Pune | Maharashtra | 11 |
| 48 | AIMS Institute, Bengaluru | Bengaluru | Karnataka | 8 |
| 48 | Institute of Business Management & Research - Wakad, Pune | Pune | Maharashtra | 12 |
| 49 | MSM Meerut - Master School of Management, Meerut | Meerut | Uttar Pradesh | 7 |
| 49 | Bharatiya Vidya Bhavan's Usha & Lakshmi Mittal Institute of Management, New Delhi | New Delhi | Delhi | 8 |
| 50 | SDM Institute For Management Development (SDMIMD), Mysuru | Mysuru | Karnataka | 9 |
| 50 | IILM Institute For Higher Education, New Delhi | New Delhi | Delhi | 9 |
| 51 | XISS - Xavier Institute of Social Services, Ranchi | Ranchi | Jharkhand | 2 |
| 52 | Thiagarajar School of Management, Madurai | Madurai | Tamil Nadu | 3 |

| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS OFFER PGDM PROGRAM | CITY | STATE | STATE RANK |
|---|---|---|---|---|
| 52 | Entrepreneurship & Management Processes International, New Delhi | New Delhi | Delhi | 10 |
| 53 | JIM-Jaipuria Institute of Management, Jaipur | Jaipur | Rajasthan | 2 |
| 54 | JK Business School, Gurugram | Gurugram | Haryana | 5 |
| 55 | Jaipuria Institute of Management, Lucknow | Lucknow | Uttar Pradesh | 8 |
| 56 | St. Joseph's Institute of Management, Bengaluru | Bengaluru | Karnataka | 10 |
| 57 | Kirloskar Institute of Management, Harihar | Harihar | Karnataka | 11 |
| 57 | M S Ramaiah Institute of Management, Bangalore | Bangalore | Karnataka | 11 |
| 58 | FIIB-Fortune Institute of International Business, New Delhi | New Delhi | Delhi | 11 |
| 59 | Madras School of Economics, Chennai | Chennai | Tamil Nadu | 4 |
| 60 | SCMS Cochin School of Business, Kochi | Kochi | Kerala | 2 |
| 61 | Vivekanand Education Society's Business School, Mumbai | Mumbai | Maharashtra | 13 |
| 61 | Bhavan's Centre For Communication and Management, Bhubaneswar | Bhubaneswar | Odisha | 2 |
| 62 | Deccan Education Society's Institute of Management Development and Research, Pune | Pune | Maharashtra | 14 |
| 63 | ASM Institute of International Business and Research, Pune | Pune | Maharashtra | 15 |
| 64 | Chetana's Institute of Management and Research, Mumbai | Mumbai | Maharashtra | 16 |
| 65 | IES'S Management College and Research Centre, Mumbai | Mumbai | Maharashtra | 17 |
| 66 | Institute of Public Enterprise, Hyderabad | Hyderabad | Telangana | 4 |
| 67 | Institute of Management, Bhubaneswar | Bhubaneswar | Odisha | 3 |
| 68 | IMS Noida- Institute of Management Studies, Noida | Noida | Uttar Pradesh | 9 |
| 68 | Prin L N Welingkar Institute of Management Development & Research, Bangalore | Bangalore | Karnataka | 12 |
| 69 | Engineering Staff College of India, Hyderabad | Hyderabad | Telangana | 5 |
| 69 | Indian Institute of Materials Management, Mumbai | Mumbai | Maharashtra | 18 |
| 70 | Dr. D. Y. Patil Pratishthans D Y Patil PGDM Institute Akurdi, Pune | Pune | Maharashtra | 19 |
| 70 | GNIOT Institute of Management Studies, Greater Noida | Greater Noida | Uttar Pradesh | 10 |
| 71 | Institute of Management & Information Science, Bhubaneswar | Bhubaneswar | Odisha | 4 |
| 72 | I.T.S School of Management, Ghaziabad | Ghaziabad | Uttar Pradesh | 11 |
| 73 | Badruka School of Management, Hyderabad | Hyderabad | Telangana | 6 |
| 73 | Kirloskar Institute of Management, Pune | Pune | Maharashtra | 20 |
| 74 | Indira School of Business Studies, Pune | Pune | Maharashtra | 21 |
| 74 | MIMA Institute of Management, Pune | Pune | Maharashtra | 21 |
| 75 | PCET's Pune Business School, Pune | Pune | Maharashtra | 22 |





| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS OFFER PGDM PROGRAM | CITY | STATE | STATE RANK |
|---|---|---|---|---|
| 76 | Regional College of Management, Bengaluru | Bangalore | Karnataka | 13 |
| 77 | International School of Management Excellence (ISME), Bengaluru | Bengaluru | Karnataka | 14 |
| 78 | Institute of Productivity & Management, Lucknow | Lucknow | Uttar Pradesh | 12 |
| 78 | Vaikunth Mehta National Institute of Cooperative Management, Pune | Pune | Maharashtra | 23 |
| 79 | Regional College of Management Bangalore | Bengaluru | Karnataka | 15 |
| 79 | Integral Institute of Advanced Management (IIAM), Vishakhapatnam | Vishakhapatnam | andhra Pradesh | 1 |
| 80 | Dr. Mar Theophilus Institute of Management Studies, Navi Mumbai | Navi Mumbai | Maharashtra | 24 |
| 81 | Sasmira's Business School, Mumbai | Mumbai | Maharashtra | 25 |
| 82 | ISBM School of Communication and Media Management, Pune | Pune | Maharashtra | 26 |
| 82 | Dr. Mar Theophilus Institute of Management Studies, Thane | Thane | Maharashtra | 26 |
| 83 | Sanjivani Business School, Ahmednagar | Ahmednagar | Maharashtra | 27 |
| 84 | Maharishi Arvind Institute of Science and Management (PGDM), Jaipur | Jaipur | Rajasthan | 3 |
| 84 | Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur | Kanpur | Uttar Pradesh | 13 |
| 85 | Koustuv Business School (KBS), Bhubaneswar | Bhubaneswar | Odisha | 5 |
| 86 | St. Francis Institute of Management and Research, Mumbai | Mumbai | Maharashtra | 28 |
| 86 | Planet Finance Business School, Krishna | Krishna | andhra Pradesh | 2 |
| 87 | Institute of Rural Management, Jaipur | Jaipur | Rajasthan | 4 |
| 88 | AIMS IBS Business School (Acliv Institute of Management Studies International Business School), Bengaluru | Bengaluru | Karnataka | 16 |
| 89 | Vignana Jyothi Institute of Management, Rangareddy | Rangareddy | Telangana | 7 |
| 90 | Vishwa Vishwani Institute of Systems and Management, Hyderabad | Hyderabad | Telangana | 8 |
| 91 | Valia School of Management, Mumbai | Mumbai | Maharashtra | 29 |
| 92 | Calcutta Business School, Kolkata | Kolkata | West Bengal | 4 |
| 93 | Prestige Institute of Business Management, Indore | Indore | Madhya Pradesh | 1 |
| 94 | Presidency College, Berhampur | Berhampur | Odisha | 6 |
| 95 | SIES School of Business Studies, Thane | Thane | Maharashtra | 30 |
| 96 | Synergy School of Business, Hyderabad | Hyderabad | Telangana | 9 |
| 97 | MET Institute of Management,Mumbai | Mumbai | Maharashtra | 31 |
| 98 | Pune Institute of Business Management, Pune | Pune | Maharashtra | 32 |
| 99 | Western Business School, Pune | Pune | Maharashtra | 33 |
| 100 | Poddar Business School, Jaipur | Jaipur | Rajasthan | 5 |

| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS OFFER EXECUTIVE EDUCATION | CITY | STATE |
|---|---|---|---|
| 1 | ISB Hyderabad - Indian School of Business, Hyderabad | Hyderabad | Telangana |
| 2 | XLRI- Xavier School of Management, Jamshedpur | Jamshedpur | Jharkhand |
| 3 | SPJIMR Mumbai - S. P. Jain Institute of Management & Research, Mumbai | Mumbai | Maharashtra |
| 4 | MDI Gurgaon- Management Development Institute, Gurgaon | Gurgaon | Haryana |
| 5 | SIBM Pune - Symbiosis Institute of Business Management, Pune | Pune | Maharashtra |
| 6 | XIM University, Bhubaneswar | Bhubaneswar | Odisha |
| 7 | SCMHRD Pune - Symbiosis Centre for Management and Human Resource Development, Pune | Pune | Maharashtra |
| 8 | IMI New Delhi - International Management Institute, New Delhi | New Delhi | Delhi NCR |
| 9 | IMT Ghaziabad - Institute of Management Technology, Ghaziabad | Ghaziabad | Uttar Pradesh |
| 10 | Woxsen University, Woxsen School of Business, Hyderabad | Hyderabad | Telangana |
| 11 | Ahmedabad University - Amrut Mody School of Management, Ahmedabad | Ahmedabad | Gujarat |
| 12 | Great Lakes Institute of Management, Chennai | Chennai | Tamil Nadu |
| 13 | ISB Mohali - Indian School of Business, Mohali | Mohali | Punjab |
| 14 | NLDIMSR Mumbai - N L Dalmia Institute of Management Studies and Research, Mumbai | Mumbai | Maharashtra |
| 15 | TAPMI - T A Pai Management Institute, Manipal | Manipal | Karnataka |
| 16 | IBS Hyderabad, ICFAI Business School, Hyderabad | Hyderabad | Telangana |
| 17 | Mahindra University, Hyderabad | Hyderabad | Telangana |
| 18 | Amity University, Gurgaon | Gurgaon | Haryana |
| 19 | NMIMS Online, Mumbai | Mumbai | Maharashtra |
| 20 | IRMA Anand - Institute of Rural Management, Anand | Anand | Gujarat |
| 21 | SIMS Pune - Symbiosis Institute of Management Studies, Pune | Pune | Maharashtra |
| 22 | Somaiya Vidyavihar University, Mumbai | Mumbai | Maharashtra |
| 23 | ISBM Pune - Indian School of Business Management and Administration, Pune | Pune | Maharashtra |
| 24 | Amity University, Mumbai | Mumbai | Maharashtra |
| 25 | Alliance University - Alliance School of Business, Bangalore | Bangalore | Karnataka |
| 26 | Christ University, Institute of Management, Bengaluru | Bangalore | Karnataka |
| 27 | OP Jindal University, School of Management, Raigarh | Raigarh | Chhattisgarh |





| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS OFFER EXECUTIVE EDUCATION | CITY | STATE |
|---|---|---|---|
| 28 | Sharda University, School of Business Studies, Greater Noida | Greater Noida | Uttar Pradesh |
| 29 | SIBM Bangalore - Symbiosis Institute of Business Management, Bangalore | Bangalore | Karnataka |
| 30 | Uttaranchal University Online, Dehradun | Dehradun | Uttarakhand |
| 31 | SRM University, Paari School of Business, Amaravathi | Amaravathi | Andhra Pradesh |
| 32 | RV University, School for Continuing Education and Professional Studies, Bangalore | Bangalore | Karnataka |
| 33 | World University of Design ,School of Bussiness, Sonepat | Sonepat | Haryana |
| 34 | Navrachana University - (NUV), School of Bussiness And Law, Vadodara | Vadodara | Gujarat |
| 35 | NMIMS University - Narsee Monjee Institute of Management Studies, School of Business Management, Bangalore | Bangalore | Karnataka |
| 36 | Pacific University, Pacific Academy of Higher Education & Research Society, Udaipur | Udaipur | Rajasthan |
| 37 | CIIMS - Central India Institute of Management Studies, Jabalpur | Jabalpur | Madhya Pradesh |
| 38 | Chhatrapati Shivaji Maharaj University - Faculty of Commerce, Management and Hospitality, Navi Mumbai | Navi Mumbai | Maharashtra |
| 39 | Dayananda Sagar University, Bangalore | Bangalore | Karnataka |
| 40 | ITM Skills University, Navi Mumbai | Navi Mumbai | Maharashtra |
| 41 | NMIMS (Deemed to be University) Narsee Monjee Institute of Management Studies, Hyderabad | Hyderabad | Telangana |
| 42 | IIKM - The Corporate B School, Chennai | Chennai | Tamil Nadu |
| 43 | CMJ University, Institute of Management Studies, Ri-Bhoi | Ri-Bhoi | Meghalaya |
| 44 | CMR University, School of Management, Bangalore | Bangalore | Karnataka |
| 45 | G. H. Raisoni University, School of Management Studies, Amravati | Amravati | Maharashtra |
| 46 | St. Xavier's University, Xavier Business School, Kolkata | Kolkata | West Bengal |
| 47 | Pandit Deendayal Energy University, School of Management, Gandhi Nagar | Gandhi Nagar | Gujarat |
| 48 | MIT-ADT Pune - MIT Art, Design and Technology University, MIT College of Management, Pune | Pune | Maharashtra |
| 49 | Mahatma Jyoti Rao Phoole University, Department of Management, Jaipur | Jaipur | Rajasthan |
| 50 | ISBM Kolkata - Indian School of Business Management & Administration, Kolkata | Kolkata | West Bengal |

| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS UNDER STATE PRIVATE UNIVERSITY | CITY | STATE | STATE RANK | ZONE | ZONE RANK |
|---|---|---|---|---|---|---|
| 1 | Woxsen University, Woxsen School of Business, Hyderabad | Hyderabad | Telangana | 1 | South | 1 |
| 2 | XIMB-Xavier Institute of Management, XIM University, Bhubaneswar | Bhubaneswar | Odisha | 1 | East | 1 |
| 3 | NIRMA University, Institute of Management, Ahmedabad | Ahmedabad | Gujarat | 1 | West | 1 |
| 4 | Somaiya Vidyavihar University, K.J. Somaiya Institute of Management, Mumbai | Mumbai | Maharashtra | 1 | West | 2 |
| 5 | Chitkara Business School, Rajpura-Patiala | Patiala | Punjab | 1 | North | 1 |
| 6 | AMITY Business School, Noida | Noida | Uttar Pradesh | 1 | North | 2 |
| 7 | Ahmedabad University - Amrut Mody School of Management, Ahmedabad | Ahmedabad | Gujarat | 2 | West | 3 |
| 8 | Mahindra University, School of Management, Hyderabad | Hyderabad | Telangana | 2 | South | 2 |
| 9 | Chandigarh University, University School of Business, Mohali | Mohali | Punjab | 2 | North | 3 |
| 10 | LPU-Lovely Professional University, Mittal School of Business, Jalandhar | Jalandhar | Punjab | 3 | North | 4 |
| 11 | OPJU- O P Jindal University, Raigarh | Raigarh | Chhattisgarh | 1 | Central | 1 |
| 12 | PES University, Department of Management Studies, Bengaluru | Bengaluru | Karnataka | 1 | South | 3 |
| 13 | ADAMAS University, School of Business, Kolkata | Kolkata | West Bengal | 1 | East | 2 |
| 14 | BML Munjal University, School of Management, Gurugram | Gurugram | Haryana | 1 | North | 5 |
| 15 | JSSCMS-JSS Centre For Management Studies, JSS Science & Technology University, Mysuru | Mysuru | Karnataka | 2 | South | 4 |
| 16 | NICMAR University, NICMAR Business School, Pune | pune | Maharashtra | 2 | West | 4 |
| 17 | DSU-Dayananda Sagar University, School of Commerce & Management Studies, Bengaluru | Bengaluru | Karnataka | 3 | South | 5 |
| 18 | MSRUAS-Ramaiah University of Applied Sciences, Faculty of Management & Commerce, Bengaluru | Bengaluru | Karnataka | 4 | South | 6 |
| 19 | Alliance University, Alliance School of Business, Bengaluru | Bengaluru | Karnataka | 5 | South | 7 |
| 20 | UPES-Dehradun, School of Business, Dehradun | Dehradun | Uttarakhand | 1 | North | 6 |
| 21 | ICFAI University, ICFAI Business School, Dehradun | Dehradun | Uttarakhand | 2 | North | 7 |
| 22 | JGBS-Jindal Global Business School, Sonipat | Sonipat | Haryana | 2 | North | 8 |
| 23 | COER University, College of Business Studies, Roorkee | Roorkee | Uttarakhand | 3 | North | 9 |
| 24 | ICFAI University, ICFAI Business School, Jaipur | Jaipur | Rajasthan | 1 | North | 10 |
| 25 | School of Management, G D Goenka University, Gurugram | Gurugram | Haryana | 3 | North | 11 |





| RANK* (Based on Survey/ Perceptive and Secondary Research) | B-SCHOOLS UNDER STATE PRIVATE UNIVERSITY | CITY | STATE | STATE RANK | ZONE | ZONE RANK |
|---|---|---|---|---|---|---|
| 26 | Amity Business School, Kolkata | Kolkata | West Bengal | 2 | East | 3 |
| 27 | ITM Skill University, ITM Business School, Navi Mumbai | Navi Mumbai | Maharashtra | 3 | West | 5 |
| 28 | MIT-World Peace University, WPU School of Business, Pune | Pune | Maharashtra | 4 | West | 6 |
| 29 | Presidency University, School of Management, Bengaluru | Bengaluru | Karnataka | 6 | South | 7 |
| 30 | Pimpri Chinchwad University, School of Management, Pune | Pune | Maharashtra | 5 | West | 7 |
| 31 | Brainware University, School of Management & Commerce, Kolkata | Kolkata | West Bengal | 3 | East | 4 |
| 32 | Bennett University, School of Management, Greater Noida | Greater Noida | Uttar Pradesh | 2 | North | 12 |
| 33 | SRM University, Department of Management Studies, Sonipat | Sonipat | Haryana | 4 | North | 13 |
| 34 | Sri Sri University, Faculty of Management Studies, Cuttack | Cuttack | Odisha | 2 | East | 5 |
| 35 | Parul University, Parul Institute of Management and Research, Vadodara | Vadodara | Gujarat | 3 | West | 8 |
| 36 | Bharathidasan University, Bharathidasan Institute of Management - BIM, Tiruchirappalli | Tiruchirappalli | Tamil Nadu | 1 | South | 9 |
| 37 | Integral University, Department of Commerce & Business Management, Lucknow | Lucknow | Uttar Pradesh | 3 | North | 14 |
| 38 | CMR University, CMR Institute of Management Studies, Bengaluru | Bengaluru | Karnataka | 7 | South | 10 |
| 39 | Amity University Punjab, Amity School of Business Administration, Mohali | Mohali | Punjab | 4 | North | 15 |
| 40 | SRM University, Paari School of Business, Guntur | Guntur | Andhra Pradesh | 1 | South | 11 |
| 41 | Amity University, Amity Business School, Gurugram | Gurugram | Haryana | 5 | North | 16 |
| 42 | Sangam University, School of Management Studies (SOMS), Bhilwara | Bhilwara | Rajasthan | 2 | North | 17 |
| 43 | Amity University, Amity Business School, Raipur | Raipur | Chhattisgarh | 2 | Central | 2 |
| 44 | Poornima University, Faculty of Management & Commerce, Jaipur | Jaipur | Rajasthan | 3 | North | 18 |
| 45 | ICFAI University, Sikkim | Sikkim | Sikkim | 1 | North-East | 1 |
| 46 | Manav Rachna University, Faridabad | Faridabad | Haryana | 6 | North | 19 |
| 47 | Amity Business School, Patna | Patna | Bihar | 1 | East | 6 |
| 48 | VIT Business School, Bhopal | Bhopal | Madhya Pradesh | 1 | Central | 3 |
| 49 | Amity Business School, Jharkhand | Ranchi | Jharkhand | 1 | East | 7 |
| 50 | SAGE University, Institute of Management, Indore | Indore | Madhya Pradesh | 2 | Central | 4 |

| RANK* | NAME OF THE UNIVERSITY | CITY | STATE |
|---|---|---|---|
| 1 | Symbiosis International University, Pune | Pune | Maharashtra |
| 2 | Narsee Monjee Institute of Management Studies, Mumbai | Mumbai | Maharashtra |
| 3 | Manipal Academy of Higher Education, Manipal | Manipal | Karnataka |
| 4 | ICFAI Foundation for Higher Education, ICFAI Business School, Hyderabad | Hyderabad | Telangana |
| 5 | Dr. D.Y. Patil Vidyapeeth, Pune | Pune | Maharashtra |
| 6 | Birla Institute of Technology & Science, Department of Management, Pilani | Pilani | Rajasthan |
| 7 | Birla Institute of Technology, Department of Management, Ranchi | Ranchi | Jharkhand |
| 7 | Vellore Institute of Technology, Vellore | Vellore | Tamil Nadu |
| 8 | Amrita Vishwa Vidyapeetham, School of Business, Coimbatore | Coimbatore | Tamil Nadu |
| 9 | Kalinga Institute of Industrial Technology, KIIT School of Management , Bhubaneswar | Bhubaneswar | Odisha |
| 10 | Bharati Vidyapeeth, Pune | Pune | Maharashtra |
| 11 | Siksha 'O' Anusandhan, Bhubaneswar | Bhubaneswar | Odisha |
| 11 | Christ, School of Business and Management (Central Campus), Bangalore | Bangalore | Karnataka |
| 12 | S.R.M Institute of Science and Technology, Chengalpattu | Chengalpattu | Tamil Nadu |
| 12 | Graphic Era, Department of Management, Dehradun | Dehradun | Uttarakhand |
| 13 | Jain, CMS Business School , Bangalore | Bangalore | Karnataka |
| 14 | D. Y. Patil, Vijay Patil School of Management, Navi Mumbai | Navi Mumbai | Maharashtra |
| 15 | Sri Ramachandra Institute of Higher Education and Research, Chennai | Chennai | Tamil Nadu |
| 15 | Sathyabama Institute of Science and Technology, Chennai | Chennai | Tamil Nadu |
| 16 | Manav Rachna International Institute of Research and Studies, Faridabad | Faridabad | Haryana |
| 17 | Jamia Hamdard, School of Management and Bussiness studies, New Delhi | New Delhi | Delhi |
| 18 | Gandhi Institute of Technology and Management (GITAM), GITAM School of Business, Visakhapatnam | Visakhapatnam | Andhra Pradesh |
| 19 | Datta Meghe Institute of Higher Education and Research, School of Allied Sciences Courses, Wardha | Wardha | Maharashtra |
| 20 | Banasthai Vidyapith, Faculty of Management Studies, Tonk | Tonk | Rajasthan |
| 20 | B.S. Abdur Rahman Institute of Science and Technology, Department of Management Studies, Chennai | Chennai | Tamil Nadu |
| 21 | HITS Chennai - Hindustan Institute of Technology and Science, School of Management, Chennai | Chennai | Tamil Nadu |
| 21 | NITTE, Udupi | Udupi | Karnataka |
| 22 | Saveetha Institute of Medical and Technical Sciences, Chennai | Chennai | Tamil Nadu |
| 22 | Academy of Maritime Education and Training, AMET Business School, Chennai | Chennai | Tamil Nadu |
| 23 | Thapar Institute of Engineering & Technology, Patiala | Patiala | Punjab |
| 23 | Sam Higginbottom Institute of Agriculture, Technology & Sciences, Prayagraj | Prayagraj | Uttar Pradesh |
| 24 | Sri Sathya Sai Institute of Higher Learning, Anantapur | Anantapur | Andhra Pradesh |
| 24 | D.Y Patil Educational Society, School of Engineering & Management, Kolhapur | Kolhapur | Maharashtra |
| 25 | Kalasalingam Academy of Research and Education, Kalasalingam Business School, Virudhunagar | Virudhunagar | Tamil Nadu |
| 25 | TERI School of Advanced studies, New Delhi | New Delhi | Delhi |
| 26 | Vinayaka Mission's Research Foundation, Salem | Salem | Tamil Nadu |
| 26 | Karpagam Academy of Higher Education, Faculty of Arts, Science, Commerce and Management, Coimbatore | Coimbatore | Tamil Nadu |
| 27 | Janardan Rai Nagar Rajasthan Vidyapeeth, Faculty of Management Studies, Udaipur | Udaipur | Rajasthan |
| 27 | JSS Academy of Higher Education & Research, Department of Management Studies, Mysore | Mysore | Karnataka |
| 28 | Shanmugha Arts Science Technology & Research Academy (SASTRA), Thanjavur | Thanjavur | Tamil Nadu |
| 28 | Dr. M.G.R. Educational and Research Institute, Faculty of Management Studies, Chennai | Chennai | Tamil Nadu |
| 29 | Avinashilingam Institute for Home Science & Higher Education for Women, School of Commerce and Management, Coimbatore | Coimbatore | Tamil Nadu |
| 30 | Karunya Institute of Technology and Sciences, Karunya School of Management, Coimbatore | Coimbatore | Tamil Nadu |
| 30 | Maharishi Markandeshwar, Ambala | Ambala | Haryana |





| RANK* | BUSINESS SCHOOLS | CITY | STATE | STATE RANK | ZONE | ZONE RANK |
|---|---|---|---|---|---|---|
| 1 | Woxsen University, Woxsen School of Business, Hyderabad | Hyderabad | Telangana | 1 | South | 1 |
| 2 | MYRA School of Business, Mysuru | Mysuru | Karnataka | 1 | South | 2 |
| 3 | Dr. D. Y. Patil B-School, Pune | Pune | Maharashtra | 1 | West | 1 |
| 4 | NBS - Narayana Business School, Ahmedabad | Ahmedabad | Gujarat | 1 | West | 2 |
| 5 | JAGSoM - Jagdish Sheth School of Management, Bengaluru | Bengaluru | Karnataka | 2 | South | 3 |
| 6 | IIEBM - Indus Business School, Pune | Pune | Maharashtra | 2 | West | 3 |
| 7 | SOIL School of Business Design, Manesar, Gurugram | Gurugram | Haryana | 1 | North | 1 |
| 8 | Vijay Patil School of Management, Navi Mumbai | Navi Mumbai | Maharashtra | 3 | West | 4 |
| 9 | TAXILA Business School, Jaipur | Jaipur | Rajasthan | 1 | North | 2 |
| 10 | Globsyn Business School, Kolkata | Kolkata | West Bengal | 1 | East | 1 |
| 11 | SSIM - Siva Sivani Institute of Management, Hyderabad | Hyderabad | Telangana | 2 | South | 4 |
| 12 | ABS Noida - Asian Business School, Noida | Noida | Uttar Pradesh | 1 | North | 3 |
| 13 | ADAMAS University, School of Business, Kolkata | Kolkata | West Bengal | 2 | East | 2 |
| 14 | Suryadatta Institute of Management & Mass Communication, Pune | Pune | Maharashtra | 4 | West | 5 |
| 15 | ISBM - International School of Business & Media, Pune | Pune | Maharashtra | 5 | West | 6 |
| 16 | OPJU - O P Jindal University, Raigarh | Raigarh | Chhattisgarh | 1 | Central | 1 |
| 17 | JSB - Jaipuria School of Business, Ghaziabad | Ghaziabad | Uttar Pradesh | 2 | North | 4 |
| 18 | GIBS Business School, Bengaluru | Bengaluru | Karnataka | 3 | South | 5 |
| 19 | PCET's Pune Business School, Pune | Pune | Maharashtra | 6 | West | 7 |
| 20 | IIMS Pune | Pune | Maharashtra | 7 | West | 8 |
| 21 | RVIM - RV Institute of Management, Bengaluru | Bengaluru | Karnataka | 4 | South | 6 |
| 22 | MIMA Institute of Management, Pune | Pune | Maharashtra | 8 | West | 9 |
| 23 | St. Francis College, Bengaluru | Bengaluru | Karnataka | 5 | South | 7 |
| 24 | SRM University, Paari School of Business, Guntur | Guntur | Andhra Pradesh | 1 | South | 8 |
| 25 | HIMT - Harlal Institute of Management Technology, Greater Noida | Greater Noida | Uttar Pradesh | 3 | North | 5 |

| RANK* | BUSINESS SCHOOLS | CITY | STATE | SATE RANK |
|---|---|---|---|---|
| 1 | RV University, School of Business, Bangalore | Bangalore | Karnataka | 1 |
| 2 | IFIM College, Bengaluru | Bengaluru | Karnataka | 2 |
| 3 | Sardar Patel University, School of Commerce and Management, Balaghat | Balaghat | Madhya Pradesh | 1 |
| 4 | Vijaybhoomi University, Department of Management, Raigad | Raigad | Maharashtra | 1 |
| 5 | Sharnbasva University, | Gulbarga | Karnataka | 3 |
| 6 | Dr. C.V. Raman University, Khandwa | Khandwa | Madhya Pradesh | 2 |
| 7 | Arihant Institute of Commerce and Management, Thalaghattapura | Bengaluru | Karnataka | 4 |
| 8 | Atlas Skilltech University - ISME, School of Management & Entrepreneurship, Mumbai | Mumbai | Maharashtra | 2 |
| 9 | BGS College of Engineering and Technology, Bengaluru | Bengaluru | Karnataka | 5 |
| 10 | Arham Management Institute, Pune | Pune | Maharashtra | 3 |
| 11 | Mysuru Royal Institute of Technology, Mandya | Mandya | Karnataka | 6 |
| 12 | Medhavi Institute of Management, Jabalpur | Jabalpur | Madhya Pradesh | 3 |
| 13 | JAIN (Deemed To Be University) Off Campus Kochi, Ernakulam | Ernakulam | Kerala | 1 |
| 14 | SAM Global University, Faculty of Management, Bhopal | Bhopal | Madhya Pradesh | 4 |
| 15 | Sparsh Himalaya University, School of Management Studies, Dehradun | Dehradun | Uttarakhand | 1 |
| 16 | Nirmala College of Management Studies, Thrissur | Thrissur | Kerala | 2 |
| 17 | Rai Technology University, College of Management Studies, Bangalore | Bangalore | Karnataka | 7 |
| 18 | Durgadevi Saraf Global Business School, Mumbai | Mumbai | Maharashtra | 4 |
| 19 | Eklavya University, Damoh | Damoh | Madhya Pradesh | 5 |
| 20 | Sanjeev Agrawal Global Educational University, Bhopal | Bhopal | Madhya Pradesh | 6 |
| 21 | F S University, FS School of Commerce & Management, Shikohabad | Shikohabad | Uttar Pradesh | 1 |
| 22 | Shubham University, Bhopal | Bhopal | Madhya Pradesh | 7 |
| 23 | The Chanakya University, Bangalore | Bangalore | Karnataka | 8 |
| 24 | Presidency College, Raisen | Raisen | Madhya Pradesh | 8 |
| 25 | Abhyuday University - School of Management, Khargone | Khargone | Madhya Pradesh | 9 |
| 26 | Agrawan Heritage University - Faculty of Management, Agra | Agra | Uttar Pradesh | 2 |
| 27 | Amity University, Bengaluru | Bengaluru | Karnataka | 9 |





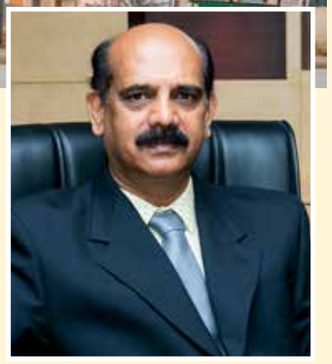
| RANK* | BUSINESS SCHOOLS | CITY | STATE | SATE RANK |
|---|---|---|---|---|
| 28 | Chirayu University - Chirayu School of Management and Research, Bhainsakhedi | Bhainsakhedi | Madhya Pradesh | 10 |
| 29 | DES Pune University, School of Business and Management, Pune | Pune | Maharashtra | 5 |
| 30 | G M University, Faculty of Commerce and Management, Davanagere | Davanagere | Karnataka | 10 |
| 31 | JNCT Professional University, Bhopal | Bhopal | Madhya Pradesh | 11 |
| 32 | Gyanodaya University, Faculty of Management Studies, Neemuch | Neemuch | Madhya Pradesh | 12 |
| 33 | K M University, Faculty of Management & Commerce, Mathura | Mathura | Uttar Pradesh | 3 |
| 34 | Jagran Lakecity University, Faculty of Management and Commerce, Bhopal | Bhopal | Madhya Pradesh | 13 |
| 35 | Jai Minesh Adivasi University, Faculty of Management, Kota | Kota | Rajasthan | 1 |
| 36 | Kishkinda University, Faculty of Commerce & Management, Ballari | Ballari | Karnataka | 11 |
| 37 | Mahaveer University, Faculty of Commerce and Management, Meerut | Meerut | Uttar Pradesh | 4 |
| 38 | Major S. D. Singh University, Faculty of Management and Commerce, Farrukhabad | Farrukhabad | Uttar Pradesh | 5 |
| 39 | Jaihind Institute of Management and Research, Pune | Pune | Maharashtra | 6 |
| 40 | MIT Vishwaprayag University, Solapur | Solapur | Maharashtra | 7 |
| 41 | Sanjivani Institute of Management Studies, Ahmednagar | Ahmednagar | Maharashtra | 8 |
| 42 | Sapthagiri NPS University, School of Management Studies, Bengaluru | Bengaluru | Karnataka | 12 |
| 43 | Parivarthana Business School, Mysore | Mysore | Karnataka | 13 |
| 44 | Chandigarh University - Faculty of Business and Commerce, Unnao | Unnao | Uttar Pradesh | 6 |
| 45 | Future University, Faculty of Management, Bareilly | Bareilly | Uttar Pradesh | 7 |
| 46 | HRIT University, Faculty of Management Studies & Commerce, Ghaziabad | Ghaziabad | Uttar Pradesh | 8 |
| 47 | Ramdeobaba University, School of Management, Nagpur | Nagpur | Maharashtra | 9 |
| 48 | Bhopal Institute of Technology and Management, Raisen | Raisen | Madhya Pradesh | 14 |
| 49 | Sree Narayana Institute of Technology, Adoor | Pathanamthitta | Kerala | 3 |
| 50 | Rewa Gurjar Institute of Management Studies, Khargone | Khargone | Madhya Pradesh | 15 |

# ST. FRANCIS COLLEGE





**BRO. PETER**
Director



**DR. R. N. SUBBA RAO**
Principal

## Honoring Tradition, Building Futures: The Legacy of St. Francis College

St. Francis College, Bengaluru, part of a distinguished legacy established by the Franciscan Missionary Brothers in 1901 under German missionary Bro. Paulus Moritz, embodies a mission of education and service. With its headquarters in Mumbai, the Congregation operates 64 centers across India and internationally, extending its presence to countries like Germany, Switzerland and USA. These institutions focus on education, technical training and care for marginalized communities.

Established in 2019, St. Francis College is a Minority Christian institution managed by the Franciscan Brothers. Rooted in the principles of moral integrity, social responsibility, and the pursuit of excellence, the college promotes a secular ethos, welcoming students from all religions, castes, and communities. Its inclusive environment fosters holistic development, empowering students for personal and professional success.

Renowned for integrating academic rigor with practical learning, St. Francis College delivers a comprehensive educational experience. Guided by visionary leadership, the institution inspires students to become socially responsible leaders, prepared to excel in a dynamic world.

## Inspiring Transformation with Franciscan Values: A Vision for Tomorrow

'To be a chrysalis, where young students are transformed into graduate/ postgraduate entrepreneurs and innovative leaders of tomorrow's world, consistent with the Franciscan vision of integrity, peace, and love.'

**Empowering Minds with Integrity and Purpose: The Mission of St. Francis College**

'To churn out highly competent graduates/ postgraduates with a commitment to result-oriented work, a perennial zest for learning, a quest for excellence, an open mind, and the universal values of honesty, dignity, and mutual care.'

## Key Highlights of St.Francis College

### Academic Excellence and Innovation

St. Francis College offers value-driven academic programs designed to cultivate critical and creative thinking through experiential learning, presentations, seminars, and workshops. These initiatives foster intellectual growth and a spirit of inquiry among students. The college has achieved remarkable milestones, with students securing 15 university ranks in its first graduating batch and 14 in the second.

**Holistic Character and Personality Development:**

Development of Character is essential for the holistic development of a student. Character includes behaviour, values and attitudes to life and others. Self-discipline is the essence of character development. The College lays emphasis on discipline to ensure social well-being, order, and harmony.

### Concern for Nature and Society

St. Francis regards human beings as the highest form of God's creation and hence responsible to care and nurture the lower creations. We, the community of SFC, try to imbibe and assimilate the spirit of St. Francis - his spirit of caring and nurturing of all creatures through various awareness campaigns and programs

### Living the SFC Spirit: Together in Diversity and Purpose

At St. Francis College, inclusivity is at the heart of campus life. SFC creates a welcoming environment that celebrates diversity and unity, where every voice feels valued. Through dedicated spaces, programs, and initiatives, SFC fosters a community that embraces social justice, encourages personal growth, and supports the unique backgrounds of all students. Here, students, faculty, and staff are empowered to engage with diverse perspectives, promoting a sense of shared responsibility in building a just, peaceful and harmonious global society.

### Comprehensive Academic, Extracurricular and Co-Curricular Opportunities

Deep-rooted industry partnerships equip students with real-world exposure through internships, workshops and placements. These connections ensure that graduates are well-prepared to meet industry challenges.

- **Importance to Cultural Activities and Sports**: With a vibrant calendar of events, the college emphasizes both cultural engagement and physical fitness.
- **Clubs, Committees, and Cells**: Offering diverse clubs, St. Francis College nurtures students' talents, leadership skills, and community engagement.
- **Support for NCC, NSS, and Civil Defence**: By participating in national and social service initiatives, students are encouraged to contribute meaningfully to society.
- **Scholarships for Meritorious Students**: Recognizing academic excellence, the college provides scholarships to support and motivate high-achieving students.







## Diverse Academic Pathways: Comprehensive Programs for Future Leaders

St. Francis College offers a wide array of undergraduate and postgraduate programs, spanning Commerce, Management, Science, Arts and Computer Applications with a notable emphasis on all disciplines. The curriculum spans areas such as finance, marketing, human resources, business analytics, logistics and supply chain management, aviation management and entrepreneurship, providing students with a comprehensive foundation in business principles and practices. The courses are tailored to meet the needs of today's dynamic business environment, that integrates practical learning through workshops, projects and experiential activities, aiming to build essential skills for career readiness and success.



## Bridging Academia and Industry: Strengthening Career Connections

St. Francis College prides itself on deep-rooted partnerships with industry leaders, offering students invaluable connections and direct pathways to internships, workshops, and placements. These partnerships ensure students are well-versed in the latest industry standards and ready to tackle real-world challenges from day one.

## Innovation at the Core: Research and Discovery Centres at St. Francis

To spark curiosity and innovation, St. Francis College has invested in specialized research and innovation centres that encourage ground breaking projects across fields like technology, business, and social sciences. These centers not only support faculty and students in research but also foster creativity, innovation, analytical skills, and hands-on problem-solving experience.

## Expanding Horizons: Embracing Global Perspectives and Diversity

St. Francis College promotes an inclusive campus culture, bringing together students from all backgrounds and fostering a global perspective through study abroad programs, international events, and diverse student communities. This environment prepares students to thrive in multicultural settings and expand their worldviews.

## Impact Beyond Campus: Success Stories of St. Francis Alumni

Graduates of St. Francis College have made significant contributions across industries, from leading multinational companies to impactful startups. Their accomplishments stand as a testament to the college's high-quality education, network, and supportive alumni community.

## Shaping Tomorrow's Leaders: Comprehensive Career Readiness and Placement

The Placement Cell at St. Francis College is dedicated to ensuring students are career-ready through continuous skill-building, training sessions, and workshops. It bridges students with industry leaders and organizes placement drives, inviting reputable companies from various sectors for recruitment. The cell provides guidance on resume building, interview preparation, and professional development, equipping students to successfully transition from college to the workforce. With its strong industry connections, the Placement Cell plays a crucial role in facilitating internships and job placements.



## Strategic Horizons: Pioneering Pathways to Future Excellence

The college looks forward to expanding its academic offerings, investing in state-of-the-art of infrastructure and facilities, and fostering further industry ties. By constantly evolving to meet future educational demands, St. Francis College is committed to equipping students with the skills and experiences they need to lead and innovate.

## Contact Information

For those interested in pursuing a transformative and quality education at St. Francis College, kindly explore our website and walk-in to experience the liveliness of institution

**Website**: www.stfranciscollege.edu.in

**Phone**: +91 80 25531037 / 9449260409

**Address**: St. Francis College, PB.NO. 3417, 3rd Block, 8th Main, Koramangala Bengaluru - 560034.

Email : info@stfranciscollege.edu.in

## IFIM, BENGALURU

# HOLISTIC EDUCATION
## FOR BUILDING CAREERS




**IFIM** Institutions, is the destination for holistic education for building careers. This multifaceted approach goes beyond traditional education to nurture both intellectual and personal growth. Here, we aim to nurture well-rounded individuals with a strong foundation in all aspects of human development. IFIM Institution emphasizes meaningful learning experiences that are relevant and engaging to students.

The group is an amalgamation of Management, technology and law departments from IFIM College and IFIM Law School, strategically located campus in Electronic City, Bengaluru. The Mission of the group is to nurture holistic, socially responsible and continuously employable professions

Nestled amidst industry giants, IFIM institutions benefits from a prime location that fosters collaboration and real-world learning opportunities. Our unwavering commitment to quality education is reflected in our ISO 21000 certification for governance processes. Moreover, we are honored by the support



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- 50+ Founders, CEOs & CFOs
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- Global Exposure
- Startup Assistance
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of our distinguished alumni who have made significant contributions to society, further solidifying IFIM's reputation as a premier academic institution.

IFIM college, was established in 2009, with its affiliation to Bangalore University. IFIM college is accredited by NAAC with A grade in its first cycle post completion of 6 years of existence subsequent to which the college earned its autonomous status from UGC making it one of the youngest colleges to earn this status. The infrastructure of IFIM Institution is state of the art and the institution takes great pride in its faculty. The faculty team is committed to the success of learners. IFIM institutions are well known for offering courses are co-taught by leading industry practitioners and academicians IFIM Institutions goal is to impart holistic education to build careers with emphasis on intellectual development, social responsibility, emotional and physical well-being and creative development.

The unique academic model of education has made the institute stand out when it comes to supporting holistic development of students. IFIM's approach towards learner's success strives to instil in the students a desire for lifelong learning Award winning practice courses such as personality enhancement program, social immersion, research incubation, corporate mentoring and industry internship are included in the curriculum architecture in addition to the academic courses.

IFIM Institutions has forged strategic partnerships with renowned international organizations like ACCA, IRM, CMT, including KPMG, to offer innovative and globally relevant programs. Our collaboration with KPMG has led to the launch of a pioneering program in Professional Accounting, incorporating international standards to equip our students with the skills necessary to excel in the global business landscape. The approach is learner centric with emphasis on Knowledge, Skill and Attitude. Experienced faculty from industry and academia, learning pathways curated by the best in the field makes IFIM Institutions the destination for holistic education in the country.

## "IFIM Imparts holistic education"




*The wheel of holistic education at IFIM*

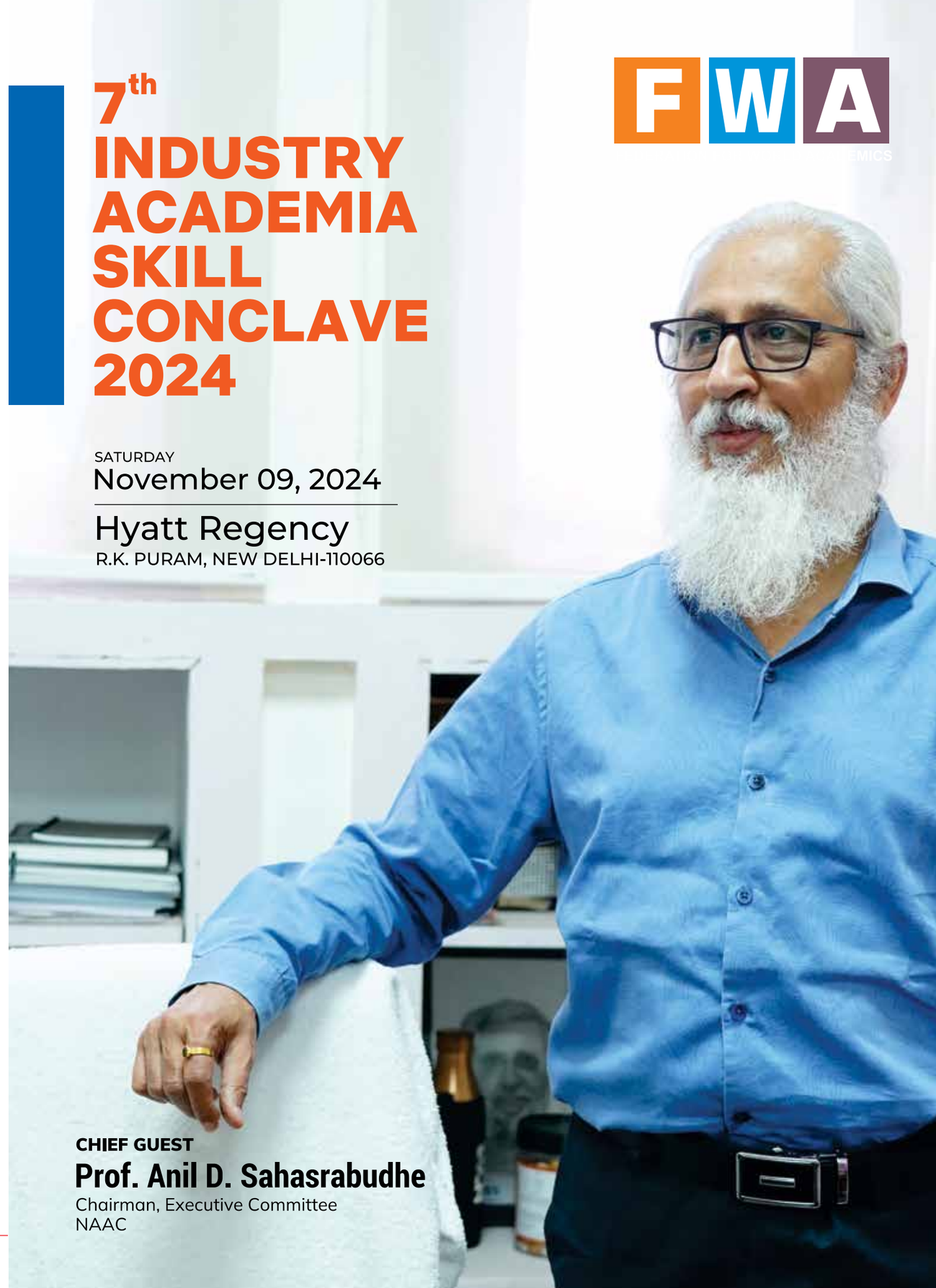



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ACADEMICS

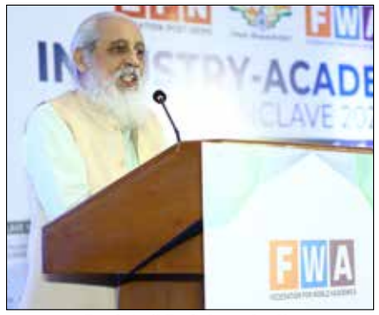
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SATURDAY
November 09, 2024

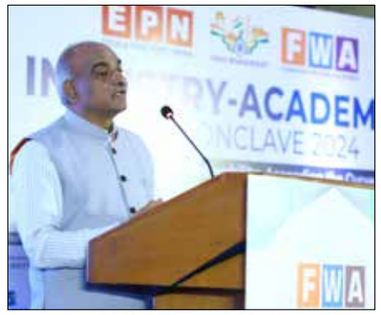
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*for* Visionary Leadership in Higher Education and Building Great Institutions



**Prof. Dr. Sanjay B. Chordiya**
*for* Exemplary Higher Education Evangelist



On behalf **Dr. Amol Gawande**
*for* Icon of Leadership in Career-Focused Education



On behalf **Dr. Vijay D Patil**
*for* Exemplary Leadership in Advancing Scholarly Excellence within Higher Education.



**Dr. Suresh DS**
*for* Best Director of Fostering a Culture of Engineering Education in Rural Areas







On behalf **Dr. Purushottam Bung**
*for* Impactful leader in enhancing the quality and accessibility of management education



**Anirban Banerjee**
*for* Foremost Leader in Developing Innovative Marketing and Branding Strategies



On behalf **Dr. A.S. Ganesan**
*for* Exemplary Leadership in building great institution of Science and Research in India



**Rahul Dasgupta**
*for* Impactful Leader in Enhancing Excellence in Management Education



**Amit Gupta**
*for* Visionary Leader of Academic Excellence in India



On behalf **Dr. VSK Reddy**
*for* Visionary Leadership in Creating Academic Excellence in Higher Education



On behalf **Prof. (Dr.). Samit Ray**
*for* Edupreneur of the Year



**Sanjeev Singh Chauhan**
*for* Exemplary Award for Higher Education Evangelist



**Anupam Chouksey**
*for* Visionary Leader of Academic Excellence
in India



On behalf **Kanthraj Urs**
*for* Visionary Leader of Academic Excellence
in India



On behalf **Lokesh Mehra**
*for* Leadership in Fostering a culture of excellence
in marketing and branding



An Honour to the Chief Guest **Prof. Anil D. Sahasrabudhe,**
Chairman, Executive Committee, NAAC







Felicitation & Citation Ceremony to the Eminent Speaker
for his valuable contribution in FWA Industry Academia Skill
Conclave-2025 present to **Prof. B.S. Sahay**



Felicitation & Citation Ceremony to the Eminent Speaker
for his valuable contribution in FWA Industry Academia Skill
Conclave-2025 present to **Prof. Bhimaraya Metri**



Felicitation & Citation Ceremony to the Eminent Speaker
for his valuable contribution in FWA Industry Academia Skill
Conclave-2025 present to **Prof. Dr. Sanjay B. Chordiya**



Felicitation & Citation Ceremony to the Eminent Speaker
for his valuable contribution in FWA Industry Academia Skill
Conclave-2025 present to **Dr. B. Sridhar Reddy**



Felicitation & Citation Ceremony to the Eminent Speaker
for his valuable contribution in FWA Industry Academia Skill
Conclave-2025 present to **Prof. K L Narayana**



Felicitation & Citation Ceremony to the Eminent Speaker
for his valuable contribution in FWA Industry Academia Skill
Conclave-2025 present to **Prof. (Dr.) Muddu Vinay**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Prof. (Dr). Raman Kr. Jha**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Dr. Sapna Rakesh**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Dr. Vandana Mishra Chaturvedi**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Dr. Gururaj Kidiyoor**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Prof. Shankar Iyer**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Dr. Poonam Kashyap**







Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Dr. Pallavi Chaudhary**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Nivedan Rathi**



Felicitation & Citation Ceremony to the Eminent Speaker for his valuable contribution in FWA Industry Academia Skill Conclave-2025 present to **Ashish Gupta**



Glimpses of FWA Annual Skill Conclave-2024





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# MATHEMATICS CHALLENGE

## CMT - SERIES PROBLEMS - by GANIT MATH (गणित मठ)

- composed by -
Teachers' Teacher , Maths Wizard



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संस्थापक - गणित मठ

### CMT-2020/ 61 :

$$If\ m = \left\{\left(\frac{x\sqrt{x}}{1-\sqrt{\frac{y}{x+y}}}\right)+\left(\frac{y\sqrt{y}}{1+\sqrt{\frac{x}{x+y}}}\right)\right\};$$

$$n = x^3 \div \left(1 - y \div \sqrt{x^2+y^2}\right) + y^3 \div \left(1 + x \div \sqrt{x^2+y^2}\right);$$

$$and,\ \frac{n}{m} = p\left(x\sqrt{x} - x\sqrt{y} + y\sqrt{x} - y\sqrt{y}\right) + Q$$

$$= p\left(y\sqrt{y} - y\sqrt{x} + x\sqrt{y} - x\sqrt{x}\right) + R;$$

$$(where\ x \neq 0,\ y \neq 0)$$

$$then,\ \{m(Q+R)\} \div (np) = ?$$

### CMT-2020/ 62 :

$$If\ \frac{x^2}{y\sqrt{11}+z\sqrt{13}} = \frac{y^2}{z\sqrt{13}+x\sqrt{7}} = \frac{z^2}{x\sqrt{7}+y\sqrt{11}} = 101$$

$$then,$$

$$\frac{\sqrt{7}}{x+101\sqrt{7}} + \frac{\sqrt{11}}{y+101\sqrt{11}} + \frac{\sqrt{13}}{z+101\sqrt{13}} = ?$$

... must practise from

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*If $x^2+y^2=\alpha$ and $xy=\beta$, then find the value of : $x^{16}+y^{16}$, $x^{15}+y^{15}$, and, $x^{12}+y^{12}$ in terms of $\alpha$ and $\beta$ in the simplest form.*

...a part of Ganitanand-Facts

http://www.ganitmath.in/Books.aspx

### ANSWERS : CMT-2020/60: 140

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