

“Planning for the Unplanned in the New Era of B-School Education”- A Talk Fest

With the growing economy, engineering education is taking its cues from the business and corporate world, to be more effective and relevant in the 21st century by becoming innovative, flexible and responsive to the dictates of the changing environment. In the context of the current scenario, “digital transformation and technological innovation” is the need of the hour.

The success of any institute depends to a great extent on the motivations, capacities, guidance, experiences and visionary approach of its leaders. The ideas and views of these leaders create and nurture the B-Schools as the “knowledge centres of education”. The opinions of these leaders hold immense importance in paving a path for the growth of management education in the entire country. Therefore a few eminent “Visionary Leaders” were requested to provide their insights and perspective on the following questions for a better understanding.

Q How has the COVID impacted your current educational practices? What are the various initiatives that have taken place in following areas during present time:

- ❖ Teaching & Pedagogy
- ❖ Research
- ❖ Summer Internship & Placements
- ❖ Industry Interface
- ❖ Admissions

Prof. Bharat Bhaskar – Director
Indian Institute of Management (IIM), Raipur, Chhattisgarh

COVID has accelerated the use and adoption of digital platform in businesses and education. The digital technologies were already disrupting and moving much of business into digital platforms. Industry 4.0 was already a reality waiting for disruptive adoption. The education sector was also witnessing the impact of digital technologies as it was enriching the content and enlarging the access to quality education to hitherto unreached segments. With Covid-19 pandemic, it has also witnessed digital transformations on a large scale. Institutes of technical and higher education have risen to the occasion and faced those challenges with promptness and agility. IIM Raipur has undertaken multiple initiatives to ensure modifications in educational practices that are in line with the needs of the hour.

Teaching and Pedagogy: IIM Raipur has made a smooth and quick transition to online teaching. While we cannot wait to get our beloved students back to the classroom (whenever the situation allows), the institute has fully supported its faculty and students in ensuring teaching does not suffer. Being an early adopter of digital technology, IIM Raipur was already using digital technology enabled Virtual education to the Industry Executives. Having a prior exposure through Online classes for Management Development for executives, we were able to quickly augment and scale up requisite infrastructure for delivering classes in the virtual mode to PGP students as well and all faculty have comfortably adapted to the new environment.



Business school pedagogy is primarily based on teaching management cases. Since case teaching is a highly interactive pedagogy, the virtual mode did pose challenges initially. But the faculty and students powered through and ensured that learning does not suffer.

Summer Internship and Placements : The lockdown began right before the summer internships. But all the summer internships were smoothly carried out in the virtual mode. And the institute is already preparing for the next round of placements. The recruitment processes are slated to happen virtually, and the institute has arranged the infrastructural support needed for the same.

Industry Interface : Every year IIM Raipur invites top industrialists and executives for seminars, conferences, and leadership programs. COVID’s impact on the industry interface at IIM Raipur has actually been reverse. With no travel constraints on the executives, the institute has already organised more than 40+ webinars with high ranking executives. Students are interacting with the industry executives on a regular basis which is helping them understand the fabric of the business world during COVID, and the road ahead.

Admissions : IIM Raipur’s admissions process was undertaken smoothly even during COVID. The institute has admitted participants to its full capacity and continues to provide the required support.

Prof. Ramesh Behl – Director
International Management Institute, Bhubaneswar, Odisha

The threat of COVID-19 across the world has impacted every one of us. In India, when the lockdown was announced, suddenly we experienced the disruption in our



scheduled work and academic activities. Immediately, we at IMI-B has taken a two-pronged approach to ensure that the learning for the students continues without any disruption, guidance from faculty mentors is made available to students and other activities like admission, internships and placements happen on time. To address this, immediately institute has implemented

- a) Asynchronous method of teaching, research and learning
- and b) Synchronous method for face-to-face interactions.

- ❖ IMI-B's asynchronous approach is based on creating and distributing content online, giving access to research databases, Newspapers, e-learning resources and e-library links etc. to all users. We tied up with Coursera and number of other MOOCs courses to deliver quality certification courses to our students.
- ❖ The synchronous approach was used to connect faculty and students through Microsoft Teams and Zoom platforms. IMI-B has utilised these online platforms to conduct project presentations, admission interviews, faculty-student interactions, faculty meetings and research seminars.
- ❖ To support our existing students in their Summer Internship Programme, complete e-library access was extended to them. Also, every student is allocated a faculty mentor, who was guiding the student through his or her internship period and otherwise.
- ❖ **Teaching:** We have made our online classes interactive using role plays, simulations, exercises, case studies etc. Faculty member use break-out rooms for group activities and peer level learnings.
- ❖ **Research:** Faculty members got motivated to complete their pending research and also to initiate new research during the lockdown. Faculty members were given access to all online databases and also all other e-resources to support their research. Online Research seminars were organized on twice a week basis, which were attended by all the faculty members and also by the research fellows.
- ❖ **Summer Internship & Placements:** Almost all our recruiters who offered summer internships and final placements to our students honoured their offers except for one company. Most of our students have joined their respective companies and are doing well. No summer Internship was cancelled and all our students completed their summer internships successfully.
- ❖ **Industry Interface:** We strengthened our Industry linkages during this Covid times. We organised weekly webinars with four-five industry leaders for our students, faculty and alumni members. In last five months, over 100 industry leaders connected with us and participated in webinars, e-meetings, discussion forums, mentorship activities etc.
- ❖ **Admissions:** We had completed our key admission processes before the lockdown. Counselling sessions were organized through zoom platform. Webinars were also organised for the prospective students.

**Prof. Madhu Veeraraghavan – Director
T A Pai Management Institute (TAPMI), Manipal,
Karnataka**

Teaching & Pedagogy

TAPMI has made significant changes to its academic processes. The institute has invested in increased internet bandwidth, smart boards and online evaluation platforms to conduct classes and evaluations. Extensive training and brainstorming sessions have been conducted with the faculty and academic staff of the institute. All materials like cases and textbooks have been provided in a digital format to students.



Research

Most of the collaboration happened was via digital mediums, campus visits and joint participation in international conferences. We have also initiated a research collaboration with the University of Southampton, where most of the interaction happens on digital platforms.

Summer Internship & Placements

TAPMI has also mapped critical processes for the successful completion of internships and final placements. We have made a promising start this year with a steady flow of pre-placement offers and interviews. Several recruiters have already announced plans for final placements and summer internships. online platform.

Industry Interface

We have taken decisive steps to sustain and enhance the quality of industry interface at TAPMI. The institute runs a webinar series called “Ignite”, nearly a 100 such webinars have been conducted in the last few months. We have also launched a similar initiative with our alumni.

Admissions

We have welcomed a record batch of 553 students across four programs this year. This is a testimony to our stellar reputation built on the hard work of the last thirty-four years. In the last admission cycle, we had to conduct the interviews for the Hyderabad centre in the online mode. This year we have already begun preparations for conducting the entire process online, the relevant technology platforms are being evaluated.

**Brig (Dr.) Rajiv Divekar – Director
Symbiosis Institute of Management Studies, Pune,
Maharashtra**



The COVID-19 has created a turmoil all over the world and has made all of us change a fair amount of our conventional practices. Now, “Virtual is the new reality”. As an institute Symbiosis Institute of Management Studies (SIMS) has also adapted to the need of the hour and have made a few changes on **both the academic as well the administrative front**. These times are a test of an institution's alertness and the zeal to respond to the changing dynamics that makes it to rethink, reevaluate, amend and adapt the fundamental approach and make efforts

to go out with the old and come in with the new and SIMS is doing it every day.

Teaching & Pedagogy:

The virtual classrooms have proved to be a bliss and saviour for all of us. We cannot disregard how digital transformation is acting as a virtual anchor and foothold between the desks and the board. **Faculty at SIMS are trying to make their lectures much more interactive by paying a lot of emphasis on Case studies** to help the students learn new cognitive skills, as well as improve their analytical and evaluation skills, which will come in handy in their Corporate journey. In order to reduce the screen time for the students, more focus is given on experiential learning & adequate breaks are given to students.

Research:

We as an institute, during the lockdown, encouraged our students to work extensively in this field. Each student is assigned a faculty mentor to guide on the research papers, and together they have done a historical job by getting so many research papers accepted and published in various esteemed research journals. Over 150 students already have their research papers published in Scopus indexed journals and a lot of them are in the midst of the process of acceptance and publication.

Summer Internship & Placements:

The summer of 2020 was nothing short of a roller coaster ride where a lot of the internships were delayed but nonetheless, almost all our students completed their virtual internships in different organisations working from home. Also, many of our students have secured live projects and are working on them, which has further honed their skills which will come handy in their final placements and corporate journey. Our placement season will be starting very soon and we expect to get a very good placement to our students like the last years. Many students have already received pre-placement offers from the organizations where they did summer internship and are all geared to begin their corporate journey.

Industry Interface:

SIMS has virtually hosted many corporate leaders and industry experts from varied sectors for guest sessions, colloquiums, orientations & events during the last couple of months. SIMS very recently in the month of October conducted the 9th Edition of its Global Leaders' Summit which was graced by the virtual presence of many esteemed global CEOs & leading personalities from the corporate world.

Admissions:

Our admission process for the Batch of 2022 had already finished by February 2020, before Covid-19 irrupted in our country and all the students have virtually joined the course and are attending the virtual classes. Admission process for the next year has already begun and is ongoing smoothly.

Prof. G. V. Muralidhara – Director ICFAI Business School, Bengaluru, Karnataka

COVID has impacted the educational practices that we follow in a significant manner. At the same time, it has provided us an opportunity to think of developing alternate mechanisms for teaching and learning. Being a process oriented organization we have been able to quickly transition

to the new normal and ensure that the students continue to experience high quality learning that they are used to at the campus.



Teaching & Pedagogy

We have approached the redesigning of the pedagogy and teaching keeping the student experience and learning journey at the centre. We used a combination of our in-house learning management system along with an online video conferencing platform to provide an appropriate mix of asynchronous content and synchronous live sessions to ensure effective learning. To enable this, all the faculty members were provided extensive training on hosting sessions online. Trained Academic Assistants took care of all the background work as Account Administrators so that the faculty members could concentrate on the conduct of sessions. To keep the sessions interesting and engaging the faculty members employed innovative methods including case discussions, individual and group exercises and ensured that the sessions are highly interactive. We also shared with the faculty members inputs on the best practices on online teaching, student engagement and classroom management from institutions like Harvard Business School which helped in continuous improvement in the quality of delivery. Considering the changed situation we recorded videos by faculty members on the same and provided these on our learning management system.

We have instituted a system of Professor in-charge of sections to get periodic feedback from students regarding the online classes so as to implement appropriate course corrections. In addition to regular classes the students also participated in co-curricular and extra-curricular activities online. We also arranged online Yoga workshops which helped the students maintain their health and fitness.

Research

At IBS Bengaluru we have created an environment that promotes high-quality learning experience, in an adaptive environment, with a focus on relevance, rigor and research. Our faculty members continued to be engaged in research activities and efforts to upgrade their skills. We conducted online workshops for our faculty members to enhance their research skills and publication of research articles. There has been a substantial increase in the number of articles published by the faculty members in reputed, peer reviewed journals. Our faculty members also authored/co-authored textbooks on management subjects. We continue to be actively engaged in case research and published several case studies on contemporary topics in international repositories.

Summer Internship & Placements

In addition to making our students industry ready through a curriculum that is developed and continuously updated with input from industry experts, we also focus on equipping the students to showcase their capabilities effectively during interviews. We designed and delivered an online CV writing workshop which the students could complete at their own pace. Similarly a self-paced online workshop on Excel skills was conducted. Since the recruiters were planning to conduct the selection process online we had to equip the students to participate in these processes confidently. We conducted several

training sessions on aptitude tests, psychometric tests, group discussions, and online interviews. Online mock interviews were conducted by industry professionals and individual qualitative feedback was provided to students. Senior alumni provided mentoring. When the restrictions came into effect due to the pandemic, our students were already progressing in their summer internship assignments with companies. Most of the companies permitted the interns to work from home by making slight modifications and our students were quick to adapt to the changed mode. For students interning in companies who could not allow the interns to continue in WFH mode, we provided alternate assignments. Continuous mentoring and guidance was provided to students by faculty guides. Thus we ensured that students were not affected and they were able to complete the internship successfully.

Industry Interface

The institute has always maintained an excellent connect with the industry. We continued to successfully interface with the industry and arranged several programs for the benefit of students. Sunday talk shows by industry professionals, guest lectures by industry experts, and practice personal interviews for our students are some examples of the initiatives in this direction. Our recruiters also helped us in designing certification programs on contemporary topics. Our faculty members also designed and delivered management development programs for the benefit of industry professionals. We also shared our online teaching and assessment practices with the recruiters who appreciated the resilience that we have exhibited in ensuring continuity.

Admissions and Stakeholder Engagement

We continued to maintain connect with the students and faculty members of UG colleges through online student development programs and faculty knowledge sharing programs which were delivered by our faculty members. Our faculty members shared their experience in conducting online sessions, the pedagogic approaches used to make the sessions engaging as well as the experience and knowledge they had gained, with the faculty members of UG colleges through faculty knowledge sharing programs. This provided the UG faculty members from even small towns exposure to the best practices from around the world. Aspiring candidates were provided guidance and information through virtual sessions and social media.

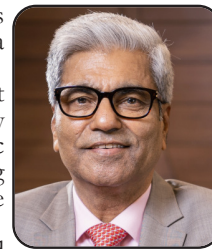
Dr. P. Shyama Raju – Chancellor
REVA University, Bengaluru, Karnataka

Teaching & Pedagogy

REVA University was quick to react to the situation and both the teaching staff and students adapted themselves to the new situation. It was unanimously decided to ensure that all schools move to remote instruction in second week of March, 2020 itself. REVA already had an LCS system in campus, where important lectures are captured and beamed to students. Faculty were already in the practice of using this facility for students for their recap sessions. The ERP was always used to populate all course handouts, ppts of topics and notes to students. LMS and moodle was even otherwise in use for assignment submission. Other areas of support included the following:

- ❖ Students were given virtual demo sessions, practical class sessions and case studies.

- ❖ Project support and assignments and IA was conducted in a timely manner.
- ❖ Student feedback and parent feedback was taken occasionally and several academic governance sessions, mentoring sessions were taken up online by the University.
- ❖ Staff engaged in meetings and also the University went ahead with international conferences as scheduled, hackathons and also webinars and guest talks from international faculty.
- ❖ Coursera for Campus was given to students free of cost so that skill development sessions for the senior classes could go on without any disturbance in their placement schedules.
- ❖ With technology and integration of technology remaining prime for the University, REVA is digital right from ERP usage to Lecture Capturing systems to ICT support in all lecture halls, to tab based assessment, to online assessments to usage of Office 365 and MS Teams for seamless integration of technology in learning.



Research

The Research and Innovation team at REVA focussed on keeping the morale of scholars high during these times. The Dean with the support from IT team, created official IDs for the scholars with a view to conducting review meetings on line. Several scholars who were on the verge of thesis submission, were given assurance that the University was in a position to conduct the online review meetings and VIVA VOCE at any time after the permission from UGC was granted.

Summer Internship & Placements

The dedicated Placement and Training Cell of REVA University offers systematic training and internship programmes to enhance the employability skillsets of the career aspirants. The 3600 training programmes are designed to meet the global industry standards that enable the students to gain insights for a successful career.

Industry Interface : UIIC (University Industry Interaction Centre) and REVA NEST of REVA University conduct various innovative and entrepreneurship activities in the university for the students. These innovation and entrepreneurship cells identify and encourage the ground breaking ideas of young talent by organizing periodic workshops, discussions, seminars, hackathons, idea competitions, community outreach programmes, training sessions, industry visits, innovation campaigns and entrepreneurship awareness camps to encourage student innovators.

Admissions

Admission went on as planned during. Aspiring students were encouraged to visit the University website during these times. Contactless admission was promoted and students were given support in ensuring the application process is closed online. We have online payments for application forms and also for other tuition payment. Students can see the campus virtually on our website and see every block, every part of the campus. Hostel reservations can be done online, so it saves parents of the worry about blocking residence.

Dr. Bidyanand Jha – Associate Professor & Dean Academics
Kirloskar Institute of Advanced Management Studies, Pune, Maharashtra



- ❖ Though we have gone through many health hazards globally, COVID-19 came with various unprecedented dimensions of illness and was announced as a PANDEMIC.
- ❖ We had a Board of Examination (BoE) meeting and we decided that for the senior batch, we will conduct the online examination and for the junior batch we will conduct the remaining examination on their return to the campus post their internship.
- ❖ We conducted the online open book examination and completed the process of assessment for the senior batch and informed the junior batch that the examination will be conducted post their return to the campus.
- ❖ We were using technology in our operations earlier as well, but we revisited and tried to figure out how we can maximise the use of the same.
- ❖ The engagement plan included knowledge engagement, discussion forums, parents meet, and value added sessions. When the entire world was panicking about the admissions, we had a series of engagement plan which helped us in retention of the admitted students and also engaging the prospects.
- ❖ KIAMS tied up with MOOC courses and offered the free courses to all our prospective students and developed an end-to-end process of ensuring the learning for the prospect and also for our current students during the lock-down.
- ❖ Having access to all the Kirloskar Group executives, we involved them in taking some expert sessions for the prospective students, which gave us a good mileage. Interacting with the MD, CEO, and SBU Heads was a unique experience for the students and also for the parents.
- ❖ KIAMS has been using technology in their learning and development process, so we had a fair amount of experience of handling online sessions, however, teaching the full course online was not a cake walk. All our faculties prepared their e-contents, e-assessment mode, and e-engagement model for their respective courses.
- ❖ We got an access to the real time situation of the industry and got a chance to develop management cases on the same. All our faculties are developing management cases to be published along with the respective SBU heads.
- ❖ The development of empirical research and management cases has given our research cell a boost and now it has become a new normal for KIAMS faculty and the respective SBU heads.
- ❖ With regard to placements and internships, the offers made by some of the companies were withdrawn and for some the joining date was extended. For the junior batch, the internship offers were withdrawn and prospective companies had closed the internship recruitment.

- ❖ All Kirloskar group companies and their associates opened the opportunity for our students to do projects, where the learning can be ensured. On top of that KIAMS has a very good alumni network, who helped the prospective students to do some projects which required work from home.
- ❖ Parallel to this process, our corporate relation team, constantly organised guest talks, online briefing, search for prospects, and small duration projects for all our students to keep them engaged.
- ❖ As far as final placement is concerned, we collated the list of unplaced students, and worked closely to find alternate opportunities. The students and placement cell worked together in order to overcome this challenge.

Prof. Jyoti Tilak – Director & Campus Head
ICFAI Business School, Pune, Maharashtra

COVID-19 has thrown up unexpected challenges across the board. In the field of Higher Education (HE), the cataclysmic change in approach to teaching & learning in line with sudden spurt in technology orientation posed new hurdles which called for a dramatic change in approach and execution of teachers' and students' roles. The first impact was witnessed on the internships where most students went for WFH assignments and worked on online survey or secondary research whatever was possible. Migration to online, lack of skills to develop courses, teach, assess and engage students online, poor or no IT infrastructure at home, connectivity issues, etc. were prime concerns. To overcome this, we at IBS Pune went into rigorous training programs in all shapes and sizes to enhance skill set of faculty members and staff and to ensure learning outcomes were uncompromised and remained student-centric. Clear and frequent internal and external communication was the key. Faculty was advised to upgrade IT infrastructure at home to support online classes. It was emphasized to students and parents that online was the best possible and immediate solution to continued learning during this lockdown.



Student engagement was tried through a combination of synchronous and asynchronous methods to give positive experiences. Faculty members collaborated with students to motivate them to submit research papers at various forums. Efforts were made to address psychological and behavioural issues like frustration, depression, loneliness, etc. by organising related webinars (happiness, mental wellbeing).

Prof. (Dr.) R P Banerjee – Chairman & Director
Eastern Institute for Integrated Learning in Management (EILM), Kolkata, West Bengal

The spell of COVID has swayed across almost all aspects of education in the world. There have been fundamental transformations in the mode of teaching and its pedagogy. At EILM-Kolkata the teaching and pedagogy have been adopted in the following ways:

- ❖ Online Teaching through digital classroom mode involving desktop computers, laptop, digital pad, digital camera, and internet boosters.

- ❖ Teachers have taught from their respective homes during the lockdown period and on relaxation by the Government they have been teaching from the designated campus using the digital connection technology.
- ❖ Whereas, the teachers have been teaching through the routine set for that purpose for each paper, in order to make the learning more effective and personalised, each class have been fragmented into multiple segments to reach out to each and every students and get their respective interaction and involvements.
- ❖ Teaching pedagogy has been redesigned in such a way for each focused concept the teacher offers hands on workshop and reverse presentation by the students.
- ❖ Each class generates a blind feedback system to support the teacher and student to have a better and cohesive learning in the next session.



Research :

The EIILM-Kolkata Research Centre has initiated the process for Ph.D. enrolment. Several areas of research have been identified, some of which are as follows:

- ❖ The changing structure of consumer market.
- ❖ Understanding the changes occurred in the demand for manufactured goods and services.
- ❖ Neo emergence in social sector including health and education and the dynamics of values as an impact of the onset of new technologies and new processes.

Summer Internship & Placements:

Close to 550 students have all got their summer internship during this period of pandemic which itself is a landmark achieved by the institution, quite unusual considering the scenario across. Final placement for the students has galloped and has reached almost last 20% remaining as on date and expecting to finish the remaining placements within the next few weeks.

Industry Interface:

Physical interaction with people and place of industry is not happening now, however, the institution has gone for a series of international and national webinar, leadership talks wherein the students at large, members of faculty, former student, invitees from outside, industry professionals and general public have participated in.

Admissions:

Because of the changes in examinations at the higher school level and in undergraduate level in colleges, there has been a serious challenge in the admission process. However, the institute has been able to garner and support from the society and already completed above 90% level of the target. Some of the highlighting challenges for the admissions are:

- ❖ Aversion for students residing at faraway place to relocate to a distant city.
- ❖ The fear psychosis regarding the depth and spread of COVID in the next period.
- ❖ Economic challenges faced by the general household, in many places have directly challenged the depth and spread of postgraduate education and also undergraduate education.

The need of the hour is for the students to be agile and have a growth-oriented mindset. What are your views on this? Share your institute's practices to inculcate these skills.

**Prof. Bharat Bhaskar – Director
Indian Institute of Management (IIM), Raipur,
Chhattisgarh**

Education is that aspect of life which never stops. We learn and unlearn, whether we realise or not. Educators all over the world have stood up to COVID's challenge and have exhibited phenomenal adaptation to a very rapidly transitioning teaching environment.

Students have also risen to the occasion and understood the importance of continued learning. But for students, the challenge has just begun. With COVID, the world economy is on the brink of a recession and students who graduated in 2020 or will graduate in 2021 face a hostile economic environment. They are stepping into high levels of uncertainty in the business world.

But there are multiple silver linings if one were to look into the past for inspiration. After the period of great recession in 2008, 2009 was declared the year of creativity and innovation. From that test of fire, some of the strongest steels of the business world today were born. The students need to draw inspiration and direction from those stories of grit and resilience and power through. In the uncertainties of the future, it is an agile and growth-oriented mindset that can take them on the road to identifying new

opportunities and inculcating the required vision for a better world.

Students would benefit from developing a mindset for creativity and innovation. Being creative requires one to combine their knowledge of various disciplines, accumulated from various sources, and apply them to solve real problems. In times like these, more than ever, one needs to develop their creative muscles. Students can do this by developing skills of association between multiple disciplines, observing more keenly the world around them, questioning the status quo (which COVID has shattered anyway), networking and finding the right set of people who can identify with their vision, and not being afraid to experiment with their creative ideas in the world.

The development of this mindset and agility demands contribution from the individual students and the institute at large. Students need to rethink the way they approach problems, and train themselves to be more adaptive to the current dynamic environment. The educational practice at IIM Raipur is focussed on resetting the student mindsets and making them better fits for the world ahead. The courses offered at the institute aim to build robust foundational literacies, competencies, and character qualities among its students. The participants of various programs at the institute

receive management training for their day to day core activities. These programs also provide a platform for the students to improve their communication and collaboration skills and improve the way they approach complex challenges.

In order to inculcate these 21st century educational skills, IIM Raipur offers an experiential learning environment where students can learn by doing. The core curriculum and elective courses at the institute require students to do action projects where they apply management concepts to real business situations and observe the results. It not only improves their understanding and application skills but also helps them identify and create new solutions. The institute is committed to developing mindful, curious, resilient leaders who are more persistent and aware of the task that lies ahead.

Prof. Ramesh Behl – Director
International Management Institute, Bhubaneswar, Odisha

For students to be agile and having a growth-oriented mindset, it is important institute should focus more on overall development of students. IMI-Bhubaneswar is a students-driven institute and student is always at the forefront of all activities inside and outside the classroom, which helps in their overall development. Students organise industry leader interactions, organise events, placement activities, cultural events, sports events etc. Students also participate in entrepreneurship events and competitions and part of IMI-Incubation foundation. We at IMI-Bhubaneswar have created a complete eco-system for their overall development, so that they remain agile. During COVID-19, all the students were forced to stay at home as a result of which they missed the campus life. We ensured that the students do not miss campus life, so we are holding many programmes/activities relating to youth affairs, online inter/intra college competitions, organising personal, psychological, and professional counseling sessions.

Prof. Madhu Veeraghavan – Director
T A Pai Management Institute (TAPMI), Manipal, Karnataka

This is a stressful time for the student community; we need to work with them to build their confidence and capabilities. The institute is taking a holistic view on this issue, and we want our students to have conceptual clarity, industry-relevant skills and resilience to face these challenging times. We have launched several initiatives to achieve these objectives:

- ❖ A comprehensive Personality Development Program to address issues like CV preparation, group discussions and personal interviews. We have processes in place to give personalised feedback for each of these components.
- ❖ We realise that students are going through a difficult time; some students have been infected by the virus, and so have their families. In these challenging times, we have created a team of faculty whom students can contact for emotional support and counselling.
- ❖ TAPMI also has a faculty advisory system where ten students are attached to a faculty; they can contact the faculty at any time to discuss professional and personal problems.



Brig (Dr.) Rajiv Divekar - Director
Symbiosis Institute of Management Studies, Pune, Maharashtra

This sudden change in circumstances owing to the pandemic has affected not only students but educators as well, leaving them with little option but to innovate and adapt. I believe being flexible and adaptive is extremely important to succeed in any facet of life not just in the current scenario but even under normal circumstances. It is extremely crucial to accept changes and evolve as per the situation. Under these uncertain times, students need to be competitive, to evolve, and develop a skill set that will be relevant under the current situation and help them in their future as well. SIMS students have also readily embraced the new norm and are doing exceedingly well. Among other things, they have won a plethora of national-level B-School competitions and have displayed their go-getter mentality by being very active and making the most of all the opportunities in the last couple of months including doing a number of online courses.

SIMS has been proactive and quick to re-design, digitise and deliver technology-mediated learning and teaching and has made the much needed paradigm shift. To name a few practices that we use to inculcate these skills include the “Mentor-Mentee” program where every student has been assigned a faculty mentor to guide them not only in their academics & research work but also emotionally anchor them. SIMS also has a “Brand Ambassador” program under which we help students prepare for B-School competitions, and a “Webinar Series” where industry experts from various domains share their insights with our students. Apart from this we have regular interactive sessions with our esteemed alumni who handhold the new batch and guide them.

Prof. G. V. Muralidhara – Director
ICFAI Business School, Bengaluru, Karnataka

Our students are entering a business environment that is impacted greatly by technology and this necessitates the students to keep adapting to the changing requirements of the industry and be lifelong learners. They should be ready to learn with the flow and keep upgrading themselves to be relevant. Our approach in training our students has been to make them learn how to learn. We help them in developing

critical thinking skills through appropriate pedagogic interventions. We organized a workshop for our students on growth mindset to help them develop an appreciation for the need to develop growth oriented mindset and also practice the same. We encourage our students to experiment, make mistakes and learn. An encouraging and facilitating environment helps students coming from different backgrounds to transform themselves into confident individuals who look at challenges as opportunities for growth.

**Dr. P. Shyama Raju – Chancellor
REVA University, Bengaluru, Karnataka**

REVA always believed in going Digital and the last five year efforts were in ensuring that the perspective plan set for the University is met with in all aspects. Hence, these times of COVID did not hamper the teaching-learning system at REVA. Online classes continued to be an integral part of the REVA academic program and the B-School had many programs run as ancillary programs too to support the students in all aspects and enrich their skills.

In accordance with this objective in mind, Coursera for Campus had already been initiated and implemented by REVA University for the academic year 2020-2021. In its first phase and keeping COVID conditions in mind, more than 5000 free Coursera for Campus licences were given to students and focus was on skill development courses and courses that would add value to the outgoing student profile. With Coursera in Campus, the objective is to enable our University to offer high quality, job-relevant, online learning to students and faculty. REVA being one of the youngest Multi-Disciplinary Universities in India, the vision is to ensure learners are benefitted from these courses. Apart from this the Career Development Centre ensured that online training in personality development and all course based employability enhancement programs were run online. The University also offers in normal times a blended mode of learning as core courses are offered offline and most of the electives, employability enhancement programmes, skill development courses and life skills development courses are offered online.

**Dr. Bidyanand Jha – Associate Professor & Dean
Academics**

**Kirloskar Institute of Advanced Management Studies,
Pune, Maharashtra**

Yes, the need of the hour is to look at the positive side of the situation. KIAMS always believe in developing such practices which imbibe positivity. In the academic institutes, no one was knowing that this situation is so grave and going to bring series of changes and challenges in front of us. Academic Institutes were going through a litmus test. Stakeholders had to be growth oriented, otherwise the survival itself was questioned!

Fear, monotony and depression were mongering around our students. Dropping GDP, Lock-down extension, Loss of Jobs, etc. were points to be addressed by us. In such situations, bringing positive thoughts and keeping them engaged in acquiring knowledge was our prime focus. We devised a blue print to involve Industry, Alumni and Partner organisation in this process. We were in touch with our students, through phone calls, video chats, and kept on

building confidence that we are with them in this pandemic and together we will find solutions for all the problems which may occur.

At KIAMS we divide the entire process in 3 aspects namely, “Self-Audit and Learning”, “Environmental Audit and Learning” and “Growth Audit and Learning” as a process of Individual Development Plan.

The process of self-audit includes their skill assessment, interest assessment and dream assessment. This process is a robust process which starts in their orientation program and is a continuous process. It is a time-tabled activity. The internal faculty and external faculty mentors gets engaged with each individual and tries to capture their skills, personality traits, etc. to map the current state of the individual in terms of professional development.

This becomes the feeder to the next level of knowledge i.e. environmental audit and learning. In this process, the current skills and desires are mapped with the business environment and employment market. This is a process of identifying the domain in which the individual wants to make their career.

And then the third phase is developing them for the upcoming challenges through “Growth Audit and Learning”. This is our individual development plan which ensures relevant input to the individual to make best out of the process. This process keeps our students motivated, and they can realise the change in their skills. They closely work with the dream to make it true. We cannot claim that we are 100% achieving the set result, but we are moving forward positively. However, we keep a self-tracker for KIAMS in order to measure the performance and growth areas.

**Prof. Jyoti Tilak – Director & Campus Head,
ICFAI Business School, Pune, Maharashtra**

Online teaching has broken the mindset and proven everything is possible and nothing can dampen one’s spirits. Speakers from international locations addressed the students (which would not have been possible in the physical world) and shared their insights. Whether it was bringing industry people in the zoom classes or conducting students’ activities like freshers, club events, Learn and Lead to name a few. Nothing stopped. With students coming forward to organise all this they definitely displayed a lot of agility and witnessing all types of opportunities (within and beyond the boundaries of zoom and college), students did seem to develop growth mindset as all academic as well as non-academic activities were conducted meticulously.

**Prof. (Dr.) R P Banerjee - Chairman & Director
Eastern Institute for Integrated Learning in
Management (EILM), Kolkata, West Bengal**

Yes, the situation demands a reorientation of the mindset of young people studying at the undergraduate and postgraduate levels. Some of the highlighting features could be –

- ❖ higher degree of adaptability,
- ❖ greater frequency of being in touch with the mentors and the learning system,
- ❖ higher degree of commitment towards academics and inputs.

Compiled By : GHRDC Team