

MANAGEMENT EDUCATION IN CONTEMPORARY INDIA

EDITED BY DR. KIRTI MAKWANA

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MANAGEMENT EDUCATION IN CONTEMPORARY INDIA

Dr. Kirti Makwana

Assistant Professor,

Indukaka Ipcowala Institute of Management (I2IM)

Faculty of Management Studies (FMS)

Charotar University of Science and Technology (CHARUSAT),

Gujarat, India.

Kripa-Drishti Publications, Pune.

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Editor: **Dr. Kirti Makwana**

Authored By: **Dr. Harish Kumar, Dr. Vinay Kumar,
Dr. Shachi Sood, Dr. Kirti Makwana**

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Mob: +91-8007068686

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CONTENT

1. Turning Around A Sick Business School (With Special Reference to University Governed Business Schools) - Dr. Harish Kumar	1
1.1 Academia-Industry Interface Interplay:	4
1.2 Implications:	7
1.3 Business School Excellence Model:	10
1.4 Suggestive Checklist for B-school Excellence Compliance:	12
1.5 References:	14
2. Taking the Floor: Developing Oral Skills for Communicative Purposes - Dr. Vinay Kumar, Dr. Shachi Sood	15
2.2 Language Games for Teaching and Learning Vocabulary:	17
2.3 Conclusion:	21
2.4 References:	22
3. Ranking Framework of Management Institutes in India - Dr. Kirti Makwana	23
3.1 Introduction:	23
3.2 National Institutional Ranking Framework (NIRF):	23
3.3 QS Ranking:	27
3.4 References:	32

1. Turning Around A Sick Business School (With Special Reference to University Governed Business Schools)

Dr. Harish Kumar

Professor,
Department of Management Studies,
Guru Ghasidas Vishwavidyalaya,
Bilaspur, Chhattisgarh, India.

Management teams aren't good at asking questions. In business school, we train them to be good at giving answers.

Clayton Christensen

Prologue:

According to the reports, only 10 to 15 percent of students passing out from business schools (B-schools) in India are employable. It puts greater onus on the shoulder of the business schools in general and university governed business schools in specific to equip their students with more and more technical, analytical, soft and conceptual skills so as to ensure bridging the gap between what industry want and what is being provided by business schools.

The expectations of the industry continually change with the passage of time. Some of the university governed business schools appear to be getting concerned to operate professionally. However, a big chunk of them is yet to be fully alarmed to be capable enough of meeting altering needs of the industry.

Managers prepared by business schools are required to be competently handling recessionary trends. Students passing out from business schools are required to be having a strong flair for research. Without research orientation they appear to be incomplete. The orientation of research further augments the probability of getting succeeded in VUCA business environment.

Aligning itself with global economic challenges and trends, Indian management education is undergoing a transition. With a tectonic shift in industry expectations, role of our B- schools has become more critical in preparation of leaders in disruptive economic scenario. Business environment in India is expanding horizons accommodating new-age sectors under its fold. While many business schools in the country have embraced the change, massive make over in educational approach is the need of the hour, opine industry experts. Bridging the widening academic-industry gap can be attributed to fluid economics at the global level. Industry required the managers who can withstand the test of time, opine the experts. Employers getting smart and are looking beyond mere score cards. (Kanchan Gogate, 2020)

With more and more management aspirants choosing to study in India, the role of our B-schools has become more critical in preparing leaders in disruptive economic scenario. B-schools have to gear up to the changing landscape of business.

Digital literacy is likely to stay in high demand in times to come. Time is most ripe to use online resources and technology in the teaching learning process. The business schools have a great responsibility in shaping students of diverse background to handle business efficiently and successfully. The curriculum has to be in line with contemporary business world. The students need to develop into business leaders with analytical skills, risk taking ability and groomed with high governance and ethical standards. The spirit of entrepreneurship needs to be nurtured. The business schools need to adopt relevant pedagogy. Open mind, innovative spirit and ability as well as willingness to use modern technology needs to be encouraged. This will ensure that we produce leaders who can globally compete and bring laurels to their institutions. (Kanchan Gogate, 2020)

B-schools today are looking at their students as change makers. After all, they know that young minds need to brace up to recessionary environments and a continuously evolving market. B-school education is going through a tectonic change. Students today are preferring schools that offer a degree with a difference. B-schools are standing at crossroads of maintaining quality and keeping pace with globalization.

Turning Around A Sick Business School (With Special Reference to University Governed Business Schools)

Management syllabus is also being upgraded in order to keep abreast with latest developments. Graduates are expected to be task masters and decision makers having knowledge of local businesses and at the same time understanding the intricacies of the international market. They need to be equipped to handle change and adapt to fluctuations in the market. Business schools today are making it mandatory to go for live projects and complete two internships in the year. (Diniar. Patel, 2019)

In today's VUCA business environment, it is essential that MBA pass-outs should possess required domain knowledge and skills. They need to have right attitude and sense of humility to succeed in this disruptive age. Thus B-schools should focus on honing leadership skills in their students by developing excellence in communication skills, increasing their sensitivity, making them tech-savvy and also developing them as team players.

Students need to be creative problem-solver and capable of out-of-the-box thinking. Management schools in India need to prepare students who can thrive in the turbulent environments that such ecosystems present while being sensitive to the grand challenges such as climatic change and sustainability that we confront today. (Kanchan Gogate, 2020)

Interestingly, students are looking at balancing quality education with job opportunities. Students in B-schools are encouraged to present papers, given training in soft skills and are made to handle critical situations as part of their course work. B-schools education has gone way beyond imparting knowledge. It is all about being on the shop floor, learning the ropes and making one-self employable. Companies today have a global footprint and without proficiency in English, it is impossible to move up the corporate scale. The road ahead for B-schools is keeping syllabi in sync with industry and ensuring that college corporate interface continues. It's not about finding a job that matters but about finding the right job. (Diniar. Patel, 2019)

Business environment is dynamic and disruption is something we have to learn to live with. B-schools must prepare the prospective students with the required skills, thought and action to normalize this as a day-to-day phenomenon.

Not only the course structure needs to be dynamic, but also the teaching methodology and the focus on nurturing the overall trades of a B-schools entrant. The course contents need to be reframed in terms of liberal education. Market dynamics are changing. Understanding new-age business rhetoric, which is dynamic and customer-driven, is all that is required for B-schools. Leadership and social responsibility are important along with the grasp of local and global business markets. Knowing your market well is essential. For a management professional, the basic knowledge of demographic characteristics and regional distribution of population is necessary. (Kanchan Gogate, 2020). The responsibility of preparing effective as well as efficient managers/leaders is of business schools. These able and competent professionals will prove to be a consistent source of supplying talented human resources to occupy administrative/managerial positions to strengthen the national economy. Thus, business schools play a highly significant role in accelerating the growth and development of national economy. Expectations from a business school are to collaborate with industry and facilitate it in accomplishing its goals which are mutually beneficial in nature, to assist industry in carrying out its R&D activities, to generate employment opportunities for it passing out students, to provide consulting to industry and generate revenues to improve its financial health and so on so forth.

1.1 Academia-Industry Interface Interplay:

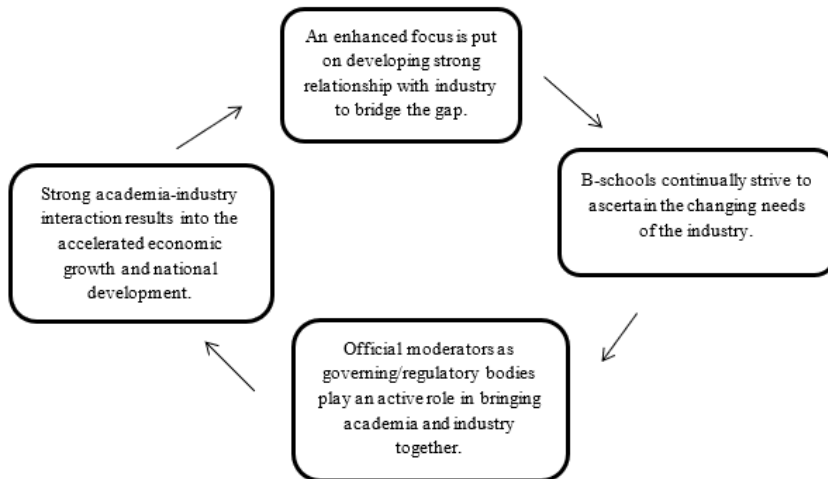
Academia and industry are meant for each other. They can hardly get divorced. Their objectives are complementary and their cause of existence is mutually beneficial. Academia-industry interface phenomenon can be well described in terms of virtuous cycle and vicious circle.

Virtuous Cycle: B-schools and industry both get equally concerned about the functioning of each other so as to accomplish their mutually beneficial goals.

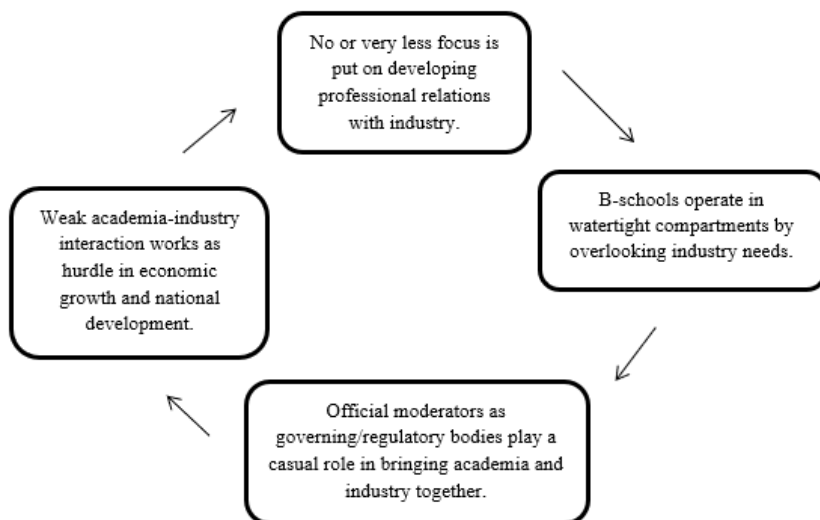
Vicious Circle: B-schools operate in isolation by neglecting the needs of the industry and vice versa. The following figures which are self-explanatory depict the phenomenon vividly.

Turning Around A Sick Business School (With Special Reference to University Governed Business Schools)

Virtuous Cycle:



Vicious Circle:



Maladies:

Quality of business schools is getting negatively affected owing to their mushroom growth in the country. Resultantly, they are suffering from several shortcomings and getting unable to be successful.

It is a matter of great concern and direly warrants the attention of the stakeholders. The ailments hampering the growth and development of business schools are as follows:

- Chalking out vision and mission statements as a cosmetic exercise only
- Inadequate and poor infra-structural facilities
- Lack of top management unswerving support
- No or weak industry interface/poor industry interaction
- Lack of collaboration with other national and global B-schools and industrial establishments
- Low students and employee happiness quotient
- Paucity of funds
- Lack of professionalism
- Poor entry level check for the purpose of admission
- No or poorly designed student orientation program
- Poorly designed course curricula/lack of timely revision of curricula
- Lack of learner centered teaching-learning process
- More emphasis on evaluation rather than feedback and learning
- Less emphasis on creativity and innovation
- Emphasis on traditional ways of teaching like lecture method etc.
- More focus on theory than application
- Lack of students support in terms of career counseling
- Poor learning environment/Lack of e-learning resources
- Crunch of good faculty/faculty with no or poor management education orientation
- Less focus on faculty training and development
- Less student faculty interaction
- Poor placement records
- Poor accreditation grading/rating

1.2 Implications:

If a casual attitude is shown towards the institution, its functioning does not get up to the mark. Poor functioning of B-schools causes to various inabilities resulting into the following implications:

- B-schools will not be able to cater to the shifting needs of industry.
- B-schools will not be competent enough to create a brand name and this will lead to failure in attracting companies of name and fame for on-campus placement.
- Unproductive functioning of business schools will work as a hindrance in alluring the quality students.
- Business schools with inadequate infrastructure will be unable to ensure quality education and research.
- Weak academia and industry interaction will affect the functioning of B-schools negatively and they will not be able to produce leaders laden with needed qualities and skills.
- Poorly managed B-schools will hardly be able to equip students with required abilities, attitude, skills, knowledge and habits to be efficacious managers/leaders.
- Business schools will not be able to produce good entrepreneurs in this VUCA business environment.
- Inadequate focus on soft skills development will only result into poorly groomed MBA pass outs.
- Poorly managed B-schools will only be able to produce unfinished products and the potential employers will unduly be burdened to finish such products to make them job ready.
- Weak research orientation may make the budding managers poor decision makers.

Challenges Ahead:

A B-school is required to be scanning its environment ceaselessly and meticulously in order to cope up changes posing challenges to it. The following challenges seem to be taken up by a B-school by horns, if it longs to survive and excel:

- Prove the worth of its existence in the scenario of mushroom growth of business schools;
- Be fully professional in approach and functioning;
- Maintain a strong interface and incessant interaction with the industry;
- Have a global perspective.

Remedies:

A B-school can prove the worth of its existence at the juncture when there is a mushroom growth of such schools and the quality of education and research is being diluted by embracing the following propositions:

- Enhanced focus on students' employability
- Creation of state-of-the-art facilities, such facilities may include the following:
 - Well-constructed spacious building with good ambiance to house the business school
 - Spacious class rooms and conference/seminar hall duly equipped with the necessary gadgets
 - An excellent library with adequate physical and e-learning resources
 - Wi-Fi enabled campus
 - Well-furnished residential facilities for students, faculty and staff
 - Good catering facilities with lot of focus on hygiene
 - Eco-friendly campus
 - Fitness center
 - Recreational and sports facilities
 - Health care center
 - Career counseling center
- More focus on learning than evaluation
- Well thought and clearly chalked out vision and mission statements
- Enunciated course outcomes, program outcomes and specific program outcomes
- Close academia-industry interaction so as to cater to the need of each other meaningfully, interface with industry can be strengthened through many ways, to mention few:

Turning Around A Sick Business School (With Special Reference to University Governed Business Schools)

- A sustained scanning of changing industry needs is to be done on the part of the academia
- Participation of business executives in various administrative and academic bodies as University Court, Executive Council, Academic Council, Board of Studies and Internal Quality Assessment Cell, likewise, educators need to be included in the executive bodies of the industry
- Experts from industry ought to be invited for interaction with students and faculty, faculty should stay with industry people time to time
- Collaborative research projects can be undertaken
- Industry can extend help business schools through CSR initiatives
- Added focus on developing soft skills of students so as to enhance their managerial effectiveness
- Equipping the budding managers with all necessary skills, abilities, attitude, knowledge and habits
- Course curricula ought to be timely revisited and revised. This revision must be based on the feedback received from employers, alumni, experts and students. Timely revision will facilitate the business schools in meaningfully responding to the varying needs of the industry.
- Focus on using ICT initiatives as SWAYAM, MOOCS, SWAYAMPURABHA etc.
- Stringent entry level check on aspirants in taking admission as everybody is not born to be manager
- Formulation and implementation of appropriate policies by regulatory/governing bodies in relation to quality control and institutional effectiveness
- Use of effective feedback and follow up mechanism so as to ensure the meaningful accomplishment of institutional goals
- Incessant and lively interaction with alumni so as to strengthen everlasting relationship with them as they are the crucial source in terms of learning, financial support and employment
- Preparation of entrepreneurs to not only provide self-employment but also to create job opportunities
- Benchmarking the performance criteria against the key result areas determined by the world class business schools across the globe will

help in bridging the performance gap and develop the habit of continuous improvement.

Unfortunately, placements are rated on the basis of pay package today, which is not correct as there are other anchors as brand name, skill relevance, future prospects, share price and so on.

Company which offers highest pay package is rated number one. Considering only the salary may put an undue pressure on students and lead to mismatch between the job and the job holders.

Career counseling cells should be there in business schools so as to ensure the match between students' core competencies and the job profiles.

Such cells can also take care of mental wellbeing of the students so as to facilitate them to cope up with stress generated by the rigor of the course and the criticality of placement.

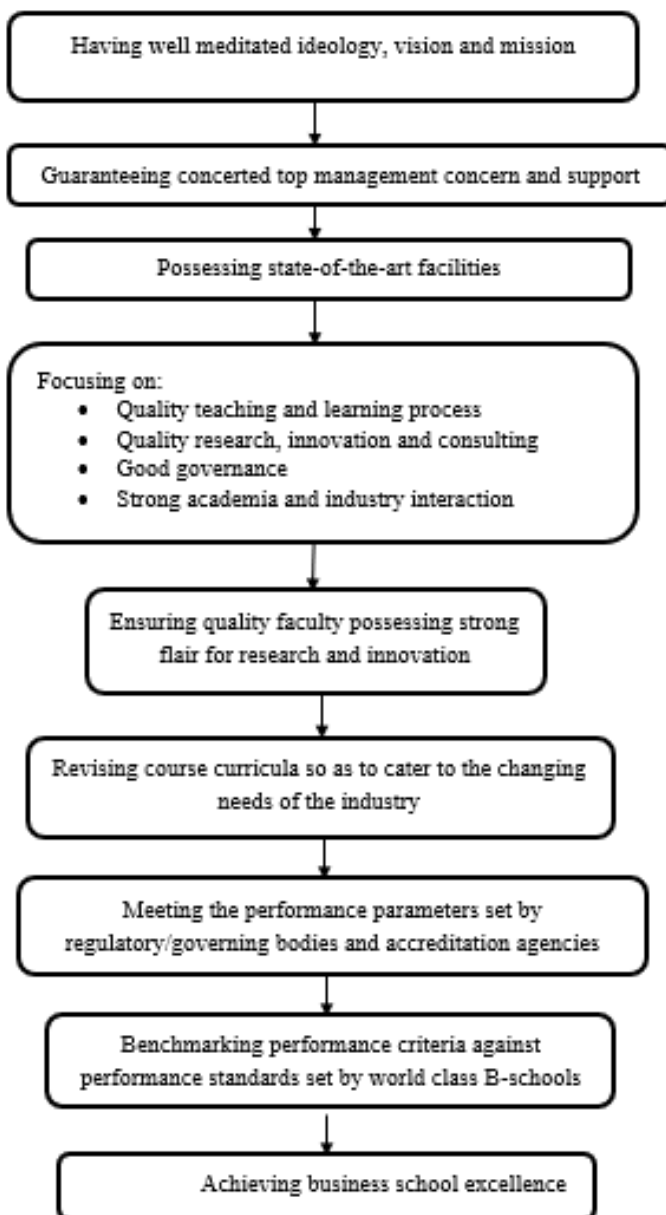
1.3 Business School Excellence Model:

A range of models revolving around the success of a business school has been advocated by various experts.

A model is being proposed with a view to augment the chances of success of a business school.

The following model, if adopted in totality, the success of a B-school can be ensured.

Turning Around A Sick Business School (With Special Reference to University Governed Business Schools)



1.4 Suggestive Checklist for B-school Excellence Compliance:

If the following checklist is complied with and the questions are answered in affirmative, it can be vouched for the fact that the functioning of a business school is up to the mark:

- Has the genesis of the B-school been historic?
- Have the promoters of the B-school been heroic?
- Is the vision and mission statement well contemplated and chalked out with clarity?
- Does the B-school possess state-of-the-art facilities?
- Is the B-school learning oriented and academic events as lectures, discussions, seminars, conferences and workshops are recurrently organized?
- Does the B-school have quality faculty? Is the faculty ceaselessly trained and developed?
- Is there a rigorous entry level check to ensure that only the deserving candidates are admitted?
- Is sustained interaction retained with industry to bridge the academia-industry gap, support the students to get hands on experience and to have a feel of real working environment?
- Is syllabi revised time to time so as to meet the changing industry needs?
- Does the B-school have a well-managed Career Counseling Cell/Centre to assist the students to successfully complete the course and to be suitably placed?
- Is an appropriate balance struck between theory and application?
- Is learning student centric?
- Are the performance criteria benchmarked time to time against the key result areas determined by the world class institutions?
- Does the B-school have collaborative programs with industry and other renowned institutions in name of R & D, faculty/industry experts exchange etc.
- Is the B-school financially sound?
- Does the B-school generate funds through consulting?
- Are the faculty members actively engaged in research?
- Are there adequate research outcomes in terms of publications and contribution in policy formulation?

Turning Around A Sick Business School (With Special Reference to University Governed Business Schools)

- Is adequate number of electives available in terms of program breadth?
- Is the B-school headed by an able leader with good credentials, a strong sense of commitment and team spirit?
- Does the B-school meet the operational criteria prescribed by regulatory/governing bodies as UGC, AICTE, NBA, NAAC etc.?
- Is the institution rated with a higher grade as 'A' or above?
- Is there a consistent interaction among the stakeholders as educators, industry, government, students, NGOs etc. in order to improve the quality of management education?
- Is there adequate focus on skill development as there are business schools coming up specifically with a concern for skill development?

Epilogue:

It is a matter of great concern that a very negligible percentage of students passing out from business schools in India are employable. It puts greater onus on the shoulders of the business schools in general and university governed business schools in specific to arm their students with more and more technical, analytical, soft and conceptual skills so as to ensure bridging the gap between what is expected by industry and what is being provided by business schools.

The responsibility of preparing effective as well as efficient managers/leaders is of business schools. Quality of business schools is getting negatively affected owing to mushroom growth. Resultantly, they are suffering from several shortcomings and getting unable to be successful.

It is a matter of great concern and direly warrants the attention of the stakeholders. If a casual attitude is shown towards an institution, its functioning is affected negatively. Poor functioning of B-schools causes to various inabilities spoiling their image. A B-school can prove the worth of its existence at the juncture when there is a mushroom growth of such schools and the quality of education and research is being diluted by embracing the given performance benchmarks and standards. The proposed model and suggested checklist can be referred to in order to make the functioning of a business school worthwhile.

1.5 References:

1. Kanchan Gogate@times group.com, The Times of India, 9th Jan., 2020, Raipur
2. Diniar Patel @times group.com, The Times of India, 23rd Dec., 2019, Raipur

2. Taking the Floor: Developing Oral Skills for Communicative Purposes

Dr. Vinay Kumar

Assistant Professor,
Department of Management Studies,
BGSB University, Rajouri,
J&K, India.

Dr. Shachi Sood

Assistant Professor,
Department of English,
BGSB University, Rajouri,
J&K, India.

Abstract:

This paper outlines the benefits of developing speaking skills in the language class and it further talks about the different strategies that can be adopted by a language teacher to develop sense of motivation among the students to shun off their shy ness which is beneficial for both the participants and the practitioners. It is hoped that the ideas shared in the paper can help teachers in English as a foreign language class to effectively make use of the different strategies as a means for improving their student's English language abilities.

2.1 Introduction:

Since the mid-twenties the century, The whole world has become narrow, approachable, close-knit and intimate because English is the first global *linguafranca* that the majority of the population in the whole world can speak. More than 350 million people around the world speak English as their first language and more than 430 million are speaking it as these cond language. At present, English has become less a foreign language of communication for native speakers and more as a *linguafranca* for communication between its second language speakers.

It all happened so quickly. In the 1950's, the possibility of emergence of English as a global language was demand uncertain. But fifty years on, English as a language exists as a political and cultural reality. Speaking a common language presents us with unprecedented possibilities for mutual understanding, thus enables us to find new opportunities for international co-operation, intelligibility and mutual respect. "Millennial retrospectives and prognostication continued in the same vein, with several major newspapers finding in the subject of the English language an apt symbol for the themes of globalization, diversification progress and identity addressed in their special editions." (Ryan, 1999) But giving English an International status is not solely the result of military domination but it required an economic strength to maintain and proliferate it.

During the nineteenth and twentieth centuries, the economic development began to prevail on the global level supported by communication boom-telephone, radio, telegram resulting in the bloom of international market, trade and advertisement. The power of media crossed national boundaries and technology in the form of movies boosted entertainment industries which had a world-wide impact. Where every out travel you see signs and boards written in English, whenever you visit any hotel in a foreign country, they will understand English and have a menu in English. It is also used as a medium of communication in domains such as educational institutions, law, aviation, media etc. In order to enter into these domains, one should have the knowledge of the global language as early as possible. Translation has play edacrucial role in human interaction for thousand so years. When ambassadors and monarchs meet on international stage, they need interpreters to convey their messages. But the more a community is linguistically mixed, the less there will be parasitically dependency of a community on individuals to ensure communication. So, finding a language to act as *linguafranca* or 'common language' can solve these problems.

As a result of the increasing demand of English language, the learners are nowadays keen to acquire proficiency in speaking besides academic excellence. So, they join course related to, 'Spoken English' where the emphasis is laid on learning grammatical rules which further leaves the student in as Tate of chaos and confusion where they are unable to apply the learned grammatical rules in the day today communication. Here, the

English teacher can be a savior and a facilitator to develop the speaking skills among the learners. The present paper attempts to put emphasis on the significance of teaching speaking skills in the classroom and the different strategies like audio-visual aids, games, listening music etc. that can be adopted by the teachers to inculcate the habit of speaking among the students in general and Management Students in particular.

What makes teaching speaking so difficult? There is always a doubt among the learners about successful speaking. The fluency-oriented approach says that minor grammatical/pronunciation errors are insignificant during the early stages of learning the language. So, putting rigorous efforts in the early stages is considered harmful because speaking can be developed through meaningful communication. This view is supported by many English language teachers. The other view is the accuracy-oriented approach that lay emphasis on grammatical rules and appropriate pronunciation. The focus is on teaching of the newly introduced grammatical rules and their application. This view is supported by many linguists but is archaic. So, the language teacher has the onus to combine speaking and learning altogether to help the learner to improve the skills.

A true learning and understanding of language don't happen in many language class-rooms in India. The first and the foremost reason is that the students are not provided with the ample opportunities to speak their target language. Students should be encouraged to participate in activities like seminars, debates, oral presentations, group discussions, skit, role-plays so that they can practice the language fluently. Teachers can also divide the min small groups so that they can have healthy discussions on some day-to-day interesting topics. Language acquisition is equally important as understanding a subject because the former involves active participation of the learner and the latter requires passive which pertains to acquiring knowledge through listening to a lecture or reading a book.

2.2 Language Games for Teaching and Learning Vocabulary:

Language games provide a meaningful medium to understand the context and they provide language practice in the various skills- speaking, writing, listening and reading. "Traditionally, games have been used in the language class as warm-ups at the beginning of the class, fill-ins

when there is extra time near the end of the class, or as an occasional bit of spice stirred into the curriculum to add variety. All these are fine, but games can also constitute a more substantial part of language courses.” (Rixon, 1981)

Moreover, language games can turn the table by making a dull subject interesting. Games help the student to learn the target language but in a playful method. They test or teach structure of a vocabulary in a lively manner. Games also develop interest and executes o-operation among the students. Games can also be used as a way to revise and recycle previously taught language. (Uberman, 1998). All the games have some things in common like there are certain set of rules for each game, a competitive element and some kind of paraphernalia like boards, chalks, slips, dice, counters etc. Discussed below are some games that can be used for enhancing speaking skills among the students:

- **Expressive Picture Activity:** The teacher has to pair the students and have to give each student a card with a picture of an author/event, and after witnessing the picture the student has to place it face down and he/she will describe the picture to their partner to draw it again through the explanation.
- **Slap the Board:** For this activity, the teacher has to divide the class into two teams and have to write the words that the students need to learn on the board. The teacher will read a word from the board and ask the students to elaborate the meaning. But prior to that the students have to discuss the meanings within their teams. When the teacher will speak the word, the first student from the line has to come and slap the word. The first slapper to give the definition will get a point for the team. Then, these two students will go and stand at the back of the line. The teacher has to maintain the record of the marks. Continue until all the words have been slapped.
- **Rub out and Write:** This game will help the students to learn new words so that they can enhance their vocabulary. Divide the class into two groups. Draw a circle and write the meanings or translation of words inside the circle. The number of translated words in the circle should be equal to the number of students in the class. Call the students according to their roll no's and ask them to translate the words into English and to say few lines about the translated word. Continue until the circle is complete.

- **Who is telling the truth?:** In this game, every student has to write three facts about himself/ herself on a piece of paper. It should be ensured that the name and roll number of each student should be written at the top of the page. Then, the teacher has to collect all the sheets and has to call three students at the front. The teacher will read aloud one of the facts from the sheets that he/she has collected. All the three students will claim that that the fact is theirs and will try to convince the rest of the students about it. Then the class will start the question-and-answer session with the students and will determine that who is telling the truth and who is lying.
- **Hidden word:** The teacher will give a random topic and a random word that doesn't pertain to that topic to each student. Then, each student has to prepare a speech on the given topic but has to hide the word in the given topic.
The student has to make sure that the rest of the students should not be able to spot the hidden word. The other students will listen to the speech carefully and try to guess the word.
- **Pictionary:** The teacher will make some flash cards related to some literary personalities, historical events, movements, places etc. The teacher has to divide the class into two teams. The members from each team will come to the teacher and see the flash card and has to guess the word against the clock. If the students guess the right one, then he/she will win a point for the team.
- **Ladders:** The teacher has to draw two ladders on the board. Then has to write a word at the end of each ladder e.g. lemon, then, the teacher has to call the students one by one from each team and the student has to write a new word starting with the last letter of the former word like the teacher has written word 'lemon', the student has to write word with letter 'n' and so on. The students also have to speak few lines about the written word. Whosoever team completes the ladder first, will be declared the winner.

While practicing language games in the classrooms, the teacher has to make the instructions simple so that every student should equally participate. Then, the seating arrangement for the students should be properly organized and it should be ensured that there should be some feedback after the activity. Moreover, the above-mentioned games are good to revise the lectures at the end of the week/class.

The following are mentioned few more practices through which a language teacher can enhance speaking skills among students:

- **Debates:** It is a brilliant way to improve speaking skills and is chiefly helpful in giving knowledge about the development of a persuasive argument. A debate is a structured argument in which each student will be given a piece of paper with “agree” written on one side and “disagree” written on the other side. The teacher will read a controversial statement and each student will raise the paper showing the agree or disagree side depending upon their opinion. Then, the students will be asked to explain their position that why they have either supported or rejected the statement. The basic communication skills like the manner in which the students make the argument, the varying to new which makes the debate interesting, the ability to concisely and clearly express the ideas, the arguments used to develop our own side and how to rebut others side can be hanced during debate sessions.
- **Impromptu speak:** An Impromptu speech is when a person is asked to speak in public but without prior information. The teacher has to prep realis to of topics that has to be assigned to the students on which they will be able to talk about. The class need to be divided into two teams and each student shall be given a number that is the order in which they have to speak. The students have to start with a topic without preparation and they can continue for 45 seconds. While the student is speaking, the participants of the other team have to listen carefully for the vocabulary, grammatical mistakes, tone mistakes and other errors and if they will be successful to point out the mistakes well, then they get a point. This activity will help to develop confidence among the students to speak in public without he situation.
- **Storytelling Activity:** Story telling is about telling stories. In the language classroom, storytelling carries a special value. Students can identify words, imagination, expression they have imbibed regularly and can see them taking a shape in their stories.

Frequent use of this activity in the classroom can help the students to learn new words and expression with ideal emotional reverberation. For this activity, the teacher has to divide students into groups comprising off our students in each group. Three of the

students from each group have to sit in the front row and one has to stand behind and act as the leader. The leader will give a stack of cards with different nouns written on it. The leader has to give first noun to one student that the story telling can be started, the student will continue telling the story unless the leader hand over another card to the other member in the team who will take over the story further. This activity will enable the students to empathize with unknown situations/ person/ places and encourage active participation. It will also wide their imagination, increase verbal proficiency and enhance listening skills.

- **Oral Presentation:** We have to interact with the other members of the society throughout our lives and here in, lies the importance of acquiring communication skills. To inculcate effective speaking skills among students it is also pertinent to develop an inclination to wards oral presentation of the subject.

Presentation is the process of displaying and explaining the content of a topic to an audience. King (2002) adds that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that the presentations have been shown to encourage students to become active and autonomous learners.

Presentations are student centric and require the use of all of the four language skills, i.e. reading, writing, speaking and listening. The teachers can provide students with realistic language tasks in which they can make use of good vocabulary and moreover, they can also rely upon posters and PowerPoint presentation to make it a esthetically more beautiful.

2.3 Conclusion:

From the above discussion, it can be concluded that to improve English language and communication skills among the students, teaching should be student centric and the students should be involved in meaningful activities which they can enjoy also. Then, we could see the students in these classes becoming active learners and despite the challenges involved in using the above-mentioned activities in the classroom, the

teacher will find out that they can be valuable activities in helping learners to improve their speaking skills, develop their research skills, improve their creativity and gain confidence speaking in front of others.

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3. Ranking Framework of Management Institutes in India

Dr. Kirti Makwana

Assistant Professor,
Indukaka Ipcowala Institute of Management (I2IM)
Faculty of Management Studies (FMS)
Charotar University of Science and Technology (CHARUSAT),
Gujarat, India.

3.1 Introduction:

Ranking of the institutes and universities based on several parameters is a global phenomenon that helps to measure the effectiveness of higher education (Sheeja, Mathew K, & Cherukodan, 2018).

There are various ranking systems at the national and international levels. QS Ranking, Times Higher Education Ranking and Academic Ranking of World Universities (Shanghai Ranking) are the most popular ranking systems at the international level.

NIRF, NAAC and NBA are the responsible bodies each of which considers various parameters like Teaching, Learning and Resources, Research and Professional Practices, Graduation Outcomes, Outreach and Inclusivity, and Perception for assessing the performance of institutions in India (Sivakumaren & Rajkumar, 2019).

The ranking has a predominant role in deciding the industry funding, government funding, faculty recruitment, and recruitment of students (Altmann, Abbasi, & Hwang, 2009)

3.2 National Institutional Ranking Framework (NIRF):

The National Institutional Ranking Framework (NIRF) was permitted by the Ministry of Human Resource Development, (MHRD) Government

of India and hurred by the Ministry of Human Resource Development in the year 2015.

This agenda summary a procedure to rank institutions across the country. The procedure attracts the total endorsements wide-range of understanding arrived at by a Core Committee set up by MHRD, for identification of the broad limits to rank at different institutions and universities.

NIRF, unlike other international university ranking schemes which are based on educational and research excellence, combines broad but often fuzzy parameters which cover aspects classified broadly under the heads as mentioned in the figure below:

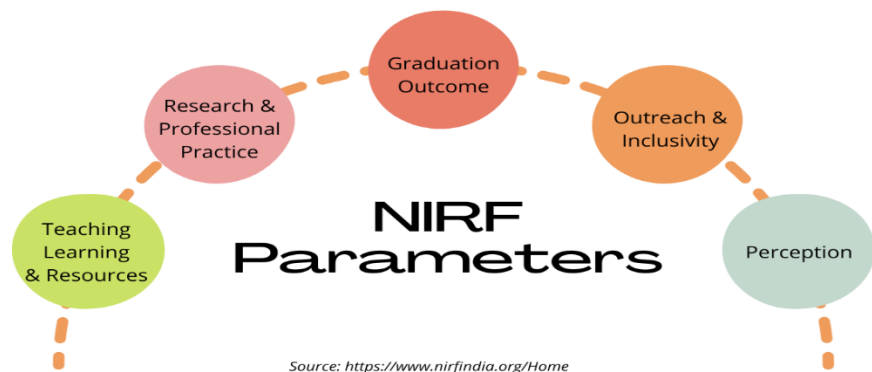


Figure 3.1: NIRF Ranking Parameters

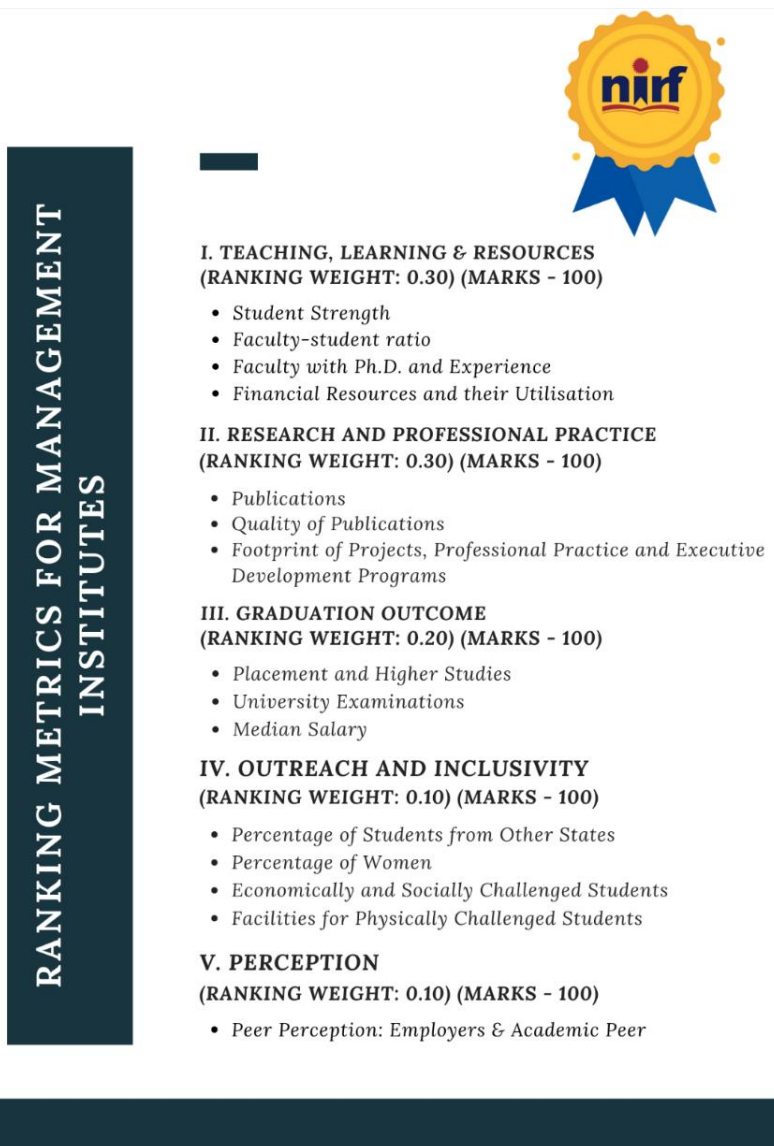


Figure 3.2: NIRF Ranking Parameters (with Weightage)

Table 3.1: Participation Numbers Management Institutes in NIRF Ranking

Year	No. of Management Institutes	Centrally Funded Technical Institutes- /Universities
2022	751	27
2021	659	34
2020	630	34
2019	555	34
2018	487	28

Table 3.2: Top 10 Management Institutes with Their Ranking During

(Last Five Years)

Name of the Institute	2018	2019	2020	2021	2022
Indian Institute of Management Ahmedabad	1	2	1	1	1
Indian Institute of Management Bangalore	2	1	2	2	2
Indian Institute of Management Calcutta	3	3	3	3	3
Indian Institute of Technology, Delhi	8	9	8	5	4
Indian Institute of Management Kozhikode	6	8	6	4	5
Indian Institute of Management Lucknow	4	4	4	7	6
Indian Institute of Management Indore	11	5	7	6	7

Ranking Framework of Management Institutes in India

Name of the Institute	2018	2019	2020	2021	2022
Xavier Labour Relations Institute (XLRI)	10	7	9	8	8
National Institute of Industrial Engineering, Mumbai	14	29	12	12	9
Indian Institute of Technology Madras	--	15	14	13	10

In the year 2022 ranking, out of all 20 IIMs in India, IIM Bodh Gaya was ranked with the lowest score – 45.82 (ranked 73rd position).

Whereas, Indian Institute of Management Sirmaur was ranked 69th position with 46.46 score, Indian Institute of Management Sambalpur was ranked 66th position with 47.11 score. Indian Institute of Management Jammu (IIMJ) has been ranked 36th with 53.58 score.

Indian Institute of Management Kashipur was ranked 23rd with 59.06 score. This scenario shows that other premium institutes / B – Schools are on par with IIMs and giving stiff competition to IIMs.

Appendix -1 represents, ranking of B – Schools in India as per the 2022 ranking (Top 50 Management Institutes in India). As observed in Appendix -1, Tamilnadu and Maharashtra have the highest number of Management Institutes (06 each) ranked in the top 50 B – Schools by NIRF, followed by Uttar Pradesh (05).

3.3 QS Ranking:

The QS World University Rankings is an annual publication of university rankings which comprises the global overall and subject rankings (which name the world’s top universities for the study of 51 different subjects and five composite faculty areas).

The QS World University Rankings is the most-widely read university rankings in the world. The QS Rankings has key indicators, such as Academic Reputation, Employer Reputation, and Faculty to Student

Ratio, but also considers a set of performance metrics carefully tailored for the region.

The figure below shows various parameters defined by QS ranking framework to assess/evaluate the university/institute.

Table 3.3: QS Rankings of Management Institutes of India

Name of the Institute	2023 Rank (Score)	2022 Rank (Score)
IIM Ahmedabad	44 (68.2)	29 (70.4)
Indian Institute of Management Bangalore	50 (65.9)	37 (66.5)
IIM Calcutta	68 (61)	51 (60.9)
Indian School of Business	78 (58.9)	--
Indian Institute of Management Indore	151-200	--
Indian Institute of Management Lucknow		121-130
S. P. Jain IMR		--
XLRI- Xavier School of Management		141-150
Management Development Institute Gurgaon	201-250	--
Great Lakes Institute of Management Chennai	--	151+
Indian Institute of Management (IIM) - Kozhikode	--	151+
Indian Institute of Management Indore		
Indian Institute of Management Udaipur		
T A PAI Management Institute		
Jagdish Sheth School of Management		
T A PAI Management Institute, Manipal		

Ranking Framework of Management Institutes in India

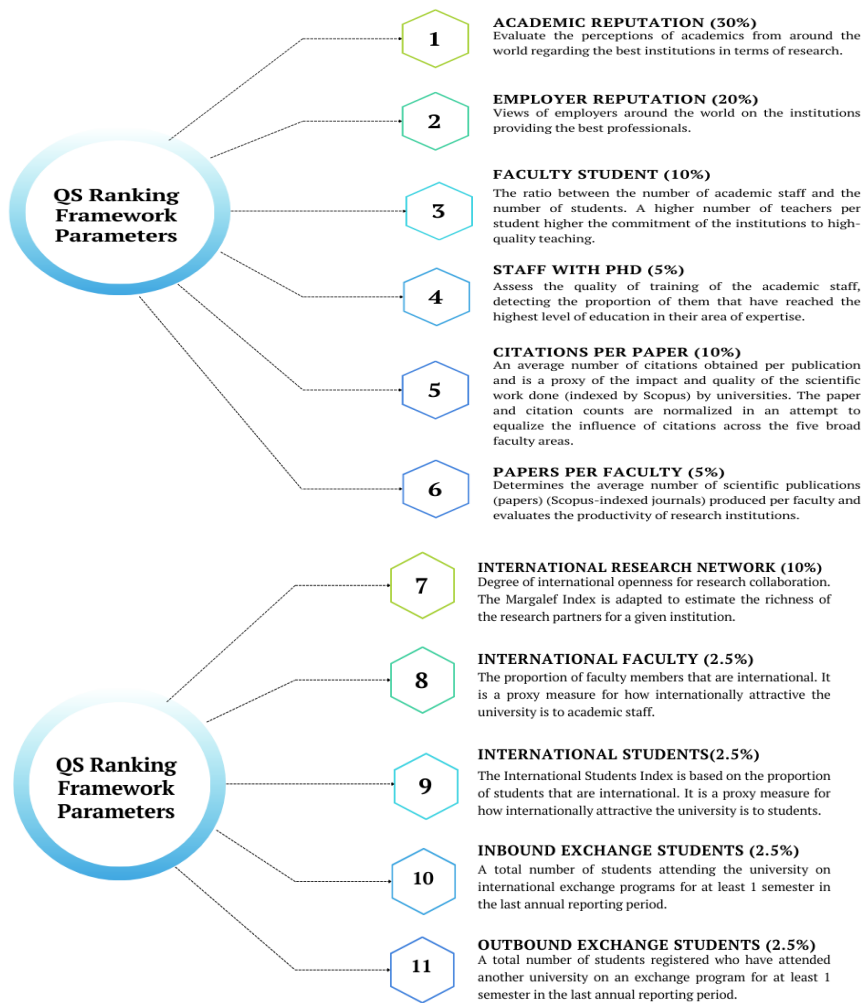


Figure 3.3: QS Ranking Parameters (with Weightage)

Appendix -1

Ranking of B – Schools in India as per the 2022 Ranking

Name	State	Rank
Indian Institute of Management Ahmedabad	Gujarat	1
Indian Institute of Management Bangalore	Karnataka	2
Indian Institute of Management Calcutta	West Bengal	3
Indian Institute of Technology, Delhi	Delhi	4
Indian Institute of Management Kozhikode	Kerala	5
Indian Institute of Management Lucknow	Uttar Pradesh	6
Indian Institute of Management Indore	Madhya Pradesh	7
Xavier Labour Relations Institute (XLRI)	Jharkhand	8
National Institute of Industrial Engineering, Mumbai	Maharashtra	9
Indian Institute of Technology Madras	Tamil Nadu	10
Indian Institute of Technology, Bombay	Maharashtra	11
Indian Institute of Technology, Kharagpur	West Bengal	12
Management Development Institute	Haryana	13
Indian Institute of Management Raipur	Chhattisgarh	14
Indian Institute of Management Ranchi	Jharkhand	15
Indian Institute of Management Rohtak	Haryana	16
Symbiosis Institute of Business Management	Maharashtra	17
Indian Institute of Management Tiruchirappalli	Tamil Nadu	18
Indian Institute of Technology, Roorkee	Uttarakhand	19
Indian Institute of Technology Kanpur	Uttar Pradesh	20
S. P. Jain Institute of Management & Research	Maharashtra	21

Ranking Framework of Management Institutes in India

Name	State	Rank
Indian Institute of Management Udaipur	Rajasthan	22
Indian Institute of Management Kashipur	Uttarakhand	23
Indian Institute of Foreign Trade	Delhi	24
SVKM's Narsee Monjee Institute of Management Studies	Maharashtra	25
Indian Institute of Management Shillong	Meghalaya	26
Amrita Vishwa Vidyapeetham	Tamil Nadu	27
Amity University	Uttar Pradesh	28
Jamia Millia Islamia, New Delhi	Delhi	29
International Management Institute	Delhi	30
Great Lakes Institute of Management	Tamil Nadu	31
ICFAI Foundation for Higher Education, Hyderabad	Telangana	32
Indian Institute of Management Visakhapatnam	Andhra Pradesh	33
Lovely Professional University	Punjab	34
XIM University	Odisha	35
GOA Institute of Management	Goa	36
Indian Institute of Management Jammu (IIMJ)	Jammu and Kashmir	36
T. A. Pai Management Institute Manipal	Karnataka	38
National Institute of Technology, Tiruchirappalli	Tamil Nadu	39
Chandigarh University	Punjab	40
University of Petroleum and Energy Studies	Uttarakhand	41
MICA	Gujarat	42
Indian Institute of Management	Maharashtra	43
Institute of Management Technology, Ghaziabad	Uttar Pradesh	44

Name	State	Rank
Nirma University	Gujarat	45
Indian Institute of Technology (Indian School of Mines)	Jharkhand	46
Koneru Lakshmaiah Education Foundation University	Andhra Pradesh	47
Kalinga Institute of Industrial Technology	Odisha	48
Anna University	Tamil Nadu	49
Banaras Hindu University	Uttar Pradesh	50

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About the Editor



Dr. Kirti Makwana

*Assistant Professor,
Charotar University of Science and Technology (CHARUSAT),
Gujarat, India.*

She is a Doctorate in Management with brilliant academic records both at Undergraduate (B.E.E.C.) and Postgraduate (MBA) levels. Having more than 13 years of experience in academics with academic interest and expertise in Human Resource Management, Quantitative Techniques, Operations Research and General Management.

She has contributed as a PI and Co-PI for many government and non-government funded projects. Being a voracious researcher, Dr. Kirti has published a number of papers in referred National & International Journals and chapters in books, and participated in a range of forums. She has also presented various academic as well as research-based papers at several national and international conferences. Acknowledging her deep insights in the research domains in these areas, she has been recognised as the Ph. D. Supervisor. Extensively known for her conceptual clarity, practical orientation and research insights, she has been regularly invited to deliver expert sessions in reputed institutions and universities across the nation.



Kripa-Drishti Publications
A-503 Poorva Heights, Pashan-Sus Road, Near Sai Chowk,
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