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BIMTECH NEWSLETTER

SPECIAL ISSUE

Quality, Accreditation & Ranking -
A Silent Revolution in the Offing in Indian Higher Education

Shri M V_____ _aidu ji

A VERY TIMELY AND THOUGHTFUL BOOK ON THE ROLE OF QUALITY, ACCREDITATION AND RANKINGS IN IMPROVING INDIA'S HIGHER EDUCATION. IN A WORLD WHERE WHAT WILL MATTER MOST IS THE HUMAN TALENT, ENSURING QUALITY EDUCATION IS KEY TO INDIA'S PROSPERITY AND GLOBAL ADMIRATION.
JAGDISH N. SHETH
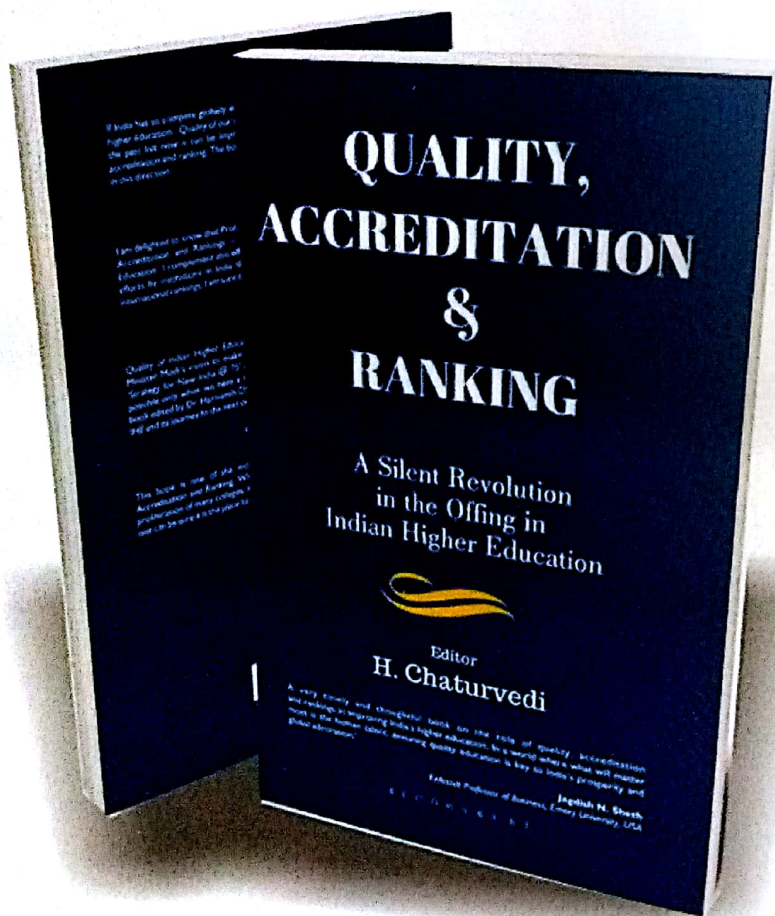KELLSTADT PROFESSOR OF BUSINESS
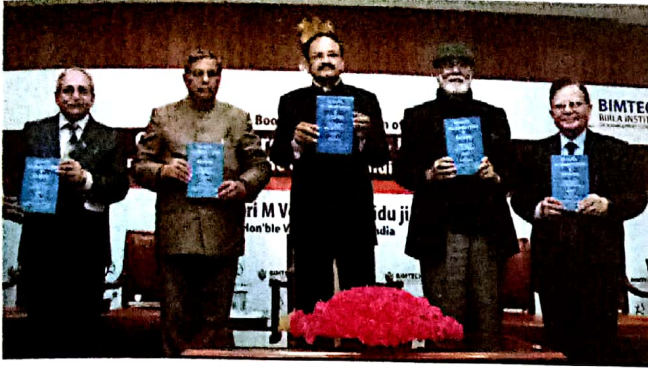EMORY UNIVERSITY, USA

Chief Guest

Hon'ble Shri M Venkaiah Naidu ji
Vice President of India

BOOK LAUNCH

held on **Thursday, February 14, 2019**

Edited by
Dr. H. Chaturvedi
Director, BIMTECH

SHRI M VENKAIAH NAIDU LAUNCHES DR H CHATURVEDI'S BOOK ON QUALITY, ACCREDITATION & RANKING AT NEW DELHI

New Delhi, 15th February, 2019: Vice President M Venkaiah Naidu has exhorted Indian business houses and prominent entrepreneurs to come forward and set up quality institutions in higher education so as to ensure a paradigm shift in promoting research and innovation in Indian universities and colleges.

Vice President Naidu was speaking on the occasion of a book launching function organized at his resident by the Education Promotion Society for India (EPSI), BIMTECH and Bloomsbury Pvt Ltd. The book titled "Quality, Accreditation and Ranking – A Silent Revolution in the Offing in Indian Higher Education" edited by EPSI's Alternate President, Dr H Chaturvedi was released by the Hon'ble Vice President Naidu. On this occasion, the UGC Chairman, Dr DP Singh and Management Guru Padma Shri Dr Pritam Singh were present as the Guest-of-Honour.

Speaking after releasing the book, Vice President Naidu said the focus of successive governments for the past many years has been to achieve "access, equity and excellence". Although substantial progress has been made over the years, a lot more needs to be done, particularly on the excellence front, he added.

Pointing out that quality assurance was important to improve higher education sector, he said the root cause of the problem in private and government-funded institutions was commercialization and poor governance respectively. The true quality of education should be assessed by its ability to foster responsible citizenship and social cohesiveness, and inculcate moral and ethical values in students. This important aspect of quality education goes beyond the contours of the course curriculum and the actual teaching–learning processes that take place inside the classroom, he added.

Shri Naidu said that higher education transforms an individual into a responsible human being with social, moral and ethical values embedded in him or her apart from making the person more productive. Thus, quality assurance and accreditation mechanism should acknowledge the transformative role of education in a broader sense, he added.

The Vice President said that quality assurance mechanism helps the students to choose courses and institutions on the basis of grades or ranks. It would enable them to make informed choice. From the perspective of the institutions, accreditation and ranking would help them to identify gaps in their delivery mechanism, the Vice President said.

Quoting the UNESCO Institute of Statistics data, Shri Naidu said that there were only 215 researchers per million inhabitants in India as on 2015 and women researchers' participation was minimal. "We cannot continue with business as usual approach and there should be a paradigm shift in promoting research in higher educational institutions", he added.

The Vice President urged HEIs to accord greater importance to research and innovation and promote an eco-system for creativity to thrive. He said that having a research facility at Post Graduate College level should become a criterion for obtaining accreditation by bodies such as UGC (University Grants Commission) or NAAC (National Assessment and Accreditation Council).

The Book released by the Vice President contains articles, essays and research papers authored by some of the prominent educationists, policy makers, researchers and a media person, presents an analysis of the past and present scenario in the Indian Higher Education. The book also focuses on how to raise the quality of our colleges and universities to enable them compete globally.

VICE PRESIDENT'S ADDRESS

At the outset, let me compliment Dr. H Chaturvedi and his fellow authors for compiling a volume on the theme of "Quality, Accreditation and Ranking – A Silent Revolution in the Offing in Indian Higher Education".

The book containing articles, essays and research papers authored by some of the prominent educationists, policy makers, researchers and a media person, presents an analysis of the past and present scenario in the Indian Higher Education. The book also outlines the views of the authors on how to raise the quality of our colleges and universities to enable them compete globally.

Friends,

Indian higher education has expanded quite rapidly during the last three decades, which also coincided with the post-liberalisation era of the Indian economy. It is a fact that now at global level, on the basis of its size, expanse and enrolment numbers, India is ranked second after China.

Till 1947, higher education was accessible to a privileged few--mostly urban and elite class. The first three universities in India during the British rule were founded in Calcutta, Bombay and Madras in 1856. Till Independence, the size of our higher education system was small. In the year 1950-51, there were only 27 universities, 578 colleges and a total enrolment of 2.4 lakh students. A decade later (1960-61), the enrolment has risen to a mere 11 lakh students and the Gross Enrolment Ratio (GER) was a poor 1.1 percent.

However, the situation has changed drastically in the last few decades with the expansion of higher education. According to the latest All India Survey on Higher Education (2017-18), there are 903 universities and the total number of colleges stands at 49,061. Currently, the total number of students enrolled in our colleges and universities is about 36.7 million.

Although our GER has improved to 25.8 per cent, it lags behind the global average of 33 percent and those of the emerging economies like Brazil (46 percent), Russia (78 percent) and China (36 percent).

Clearly the focus of successive governments for the past many years has been to achieve three important goals-- 'access, equity and excellence". Although substantial progress has been made over the years a lot more needs to be done to achieve all the three goals, particularly on the excellence front.

According to the latest data of accreditation of colleges and universities provided by NAAC, only 341 universities and

7,695 colleges have achieved NAAC accreditation so far, which is barely 20 percent of our total number of universities and colleges. It means that around 80 percent colleges and universities are still not accredited! It is really a matter of concern that out of 5 institutions, only 1 institution has so been accredited and whose quality can be relied upon by students, parents and recruiters.

The Ministry of HRD and regulatory bodies like UGC, AIC MCI and NCTE have initiated a series of reforms and ha introduced several schemes to bring "quality" to the top agenda of Indian Higher Education.

Some of the significant measures undertaken in this reg include linking state funding to public universities with qua assessment under Rastriya Uchchatar Shiksha Abhiyan (RUSA proposal to set up 20 eminent institutions or universities and introduction of 3-tiered graded autonomy system. Besides, the "Quality Mandate" issued by the UGC has to be achieved by all higher education institutions by the year 2020.

Quality assurance is important for improving higher education sector. The root cause of the problem in private and government-funded institutions is commercialization and poor governance respectively. While the problems have to be tackled differently, a single standardised solution may not ensure improvement in quality across Higher Education institutions.

Any quality assurance mechanism should not ignore the fact that education generates externalities. The true quality of education should be assessed by its ability to foster responsible citizenship and social cohesiveness, and inculcate moral and ethical values in students. This important aspect of quality education goes beyond the contours of the course curriculum and the actual teaching–learning processes that take place inside the classroom.
Higher education transforms an individual into a responsible human being with social, moral and ethical values embedded in him or her apart from making the person more productive. Thus, the quality assurance and accreditation mechanism should acknowledge the transformative role of education in a broader sense and facilitate in widening the horizons of the Indian higher education system.

When it comes to choosing courses and institutions, students suffer from "information asymmetry", which makes it difficult for them to assess the quality and arrive at a decision. Accreditation and ranking would therefore provide them with information as to which institution conforms to well-defined standards set by the regulatory authority.

Ranking also provides information about the performance of Higher Educational Institutions within a competitive set up. Further, the quality assurance mechanism helps the students to choose courses and institutions on the basis of grades or ranks. It will enable them to make informed choice.

From the perspective of the institutions, accreditation and ranking would help them to identify gaps in their delivery mechanism. It encourages the HEIs to put in an extra effort and improve their ranking, which indeed is the need of the hour.

Our higher educational institutions must accord greater importance to research and innovation and create an eco-system for creativity to thrive.

According to UNESCO Institute of Statistics data, there are only 215 researchers per million inhabitants in India as on 2015 and women researchers' participation is very nominal. We cannot continue with business as usual approach and there should be a paradigm shift in promoting research in higher educational institutions.

Every educational Institution must have a dedicated research wing. Having a research facility at Post Graduate College level should be a criterion for obtaining accreditation by bodies such as UGC (University Grants Commission) or NAAC (National Assessment and Accreditation Council).

In the end, I once again congratulate Dr. H Chaturvedi and his co-authors for bringing out this book which will be a useful a compendium for all Indian institutions and Universities in charting out their future road map for becoming quality institutions

I also appreciate initiative of the Educational Prom Society for India (EPSI), Bloomsbury India P BIMTECH for organizing this function and for the release of the book

Jaihind !"

SPEECH
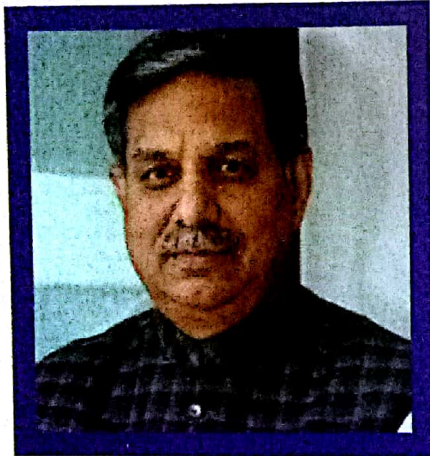
Dr D P Singh
Chairman, UGC

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DURING THE LAST FOUR YEARS, THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MHRD), GOVERNMENT OF INDIA, HAS TAKEN SOME IMPORTANT INITIATIVES FOR IMPROVING THE QUALITY OF HIGHER EDUCATION IN OUR HIGHER EDUCATIONAL INSTITUTIONS

Higher Education in India, has been a significant contributor to the evolution of human civilisation and consciousness. At a global level, higher education has played a significant role during the last three centuries in creating a global community of nations and harbinger of era of renaissance, facilitating the major industrial revolutions.

During the last four years, the Ministry of Human Resource Development (MHRD), Government of India, has taken some important initiatives for improving the quality of higher education in our Higher Educational Institutions (HEIs). Some of these significant initiatives are the following:

1. Continuance of the scheme of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) till March, 2020. This scheme seeks to improve access, equity and quality in state higher education institutions through a reforms-based approach and links state funding to performance. For the next two years, allocation will be almost three times the funds allocated during 2013-17.

2. Accreditation of higher education institutions has now been made mandatory. The accreditation system has moved away from being intrusive to a more enabling and nurturing model. A pace-setting shift has been the launch of a Revised Accreditation Framework (RAF) through an end-to-end use of technology. The Framework is a judicious balance of Quantitative and Qualitative Metrics for evaluation of Higher Education Institutions (HEIs). The effort is supplemented through an online Student Satisfaction Survey (SSS).

3. Under the University Grants Commission (UGC) a three tiered graded autonomy regulatory system has been introduced. It is based on the categorization of institutions as per their accreditation score given by

NAAC or other empanelled agencies, or by ranking in reputed world rankings. Institutions and universities of two kinds (Category-I and II) are given significant autonomy based on their accreditation scores.

4. Twenty universities - 10 each from the public and private sector are being selected as `Institutions of Eminence'. They will be assisted to become 'world class universities' within 10 years or so. Each of the public universities selected under this scheme will get a funding of Rs.1,000 crores to facilitate attaining world class standards in teaching and research.

5. Along with accreditation, rankings have also been an effective mechanism at global level to create pressure on universities and colleges for continuous improvement. Global ranking like The Times Higher Education (THE), SJTU, and QS have been a big help for aspirants to select right universities or colleges for starting their future career. The Government of India, MHRD has also taken a big step by introducing a National Institutional Ranking Framework (NIRF) in 2016. It has inculcated a positive competition among HEIs and helped in setting inspirational benchmarks.

In July 2018, the UGC articulated a progressive for higher education titled "Quality Mandate". The Mandate strives at overall improvement of the Quality of Higher Education through specific objectives by 2020. Some of the salient features are:

Improvement of Graduate Outcomes Linking of students with Society and Industry Development of Soft skills in students Examination reforms Ensuring that all HEIs get NAAC accreditation with a minimum score of 2.50 by 2022.

The UGC is relentlessly pursuing the implementation of the "Quality Mandate" through a number of Expert Committees, stakeholder meetings, the inputs of which are being disseminated to HEIs as Regulations. A few achievements are: development of Learning Outcome based Curriculum Framework (LOCF), SWAYAM, MOOC programmes, Annual Refresher Programme in Teaching (ARPIT) and Consortium for Academic and Research Ethics (CARE) for creation and maintenance of "Reference List of Quality Journals".

For competing globally and meeting challenges of the 4th industrial Revolution, Indian universities and colleges will have to work very hard with a pragmatic outlook to remove redundancies in the system. There is a huge requirement of embracing disruptive technologies like Artificial Intelligence (AI), Robotics, 3D, Internet of Things (IOT), Machine Learning, Data Analytics, Block chain, etc. in the working as well as in the teaching —learning process.

This volume titled "Quality, Accreditation & Ranking - A Silent Revolution in Offing in the Indian Higher Education" edited by Dr. H. Chaturvedi, Director, BIMTECH presents views and thoughts of some of the leading educationists and academic leaders on various aspects of quality assurance, accreditation, rankings and also the regulatory policies associated with these quality enhancement mechanisms. These articles, essays, research papers and cases are very topical and insightful for designing and formulating future policies and processes related to quality assurance in higher education.

DR MEENA BHATIA INTERVIEWED DR H CHATURVEDI ABOUT HIS NEW BOOK ||||||||||||||||||||||||||||||||||||||||||

AROUND 80% OF THE INSTITUTIONS ARE OFFERING EITHER AVERAGE QUALITY WHICH IS NOT ACCEPTABLE BY THE RECRUITERS AND FROM THE INTERNATIONAL STANDARDS AND AT THE BOTTOM THERE ARE VERY POOR QUALITY INSTITUTIONS WHICH ARE ON THE VERGE OF CLOSURE. DURING THE LAST 5 YEARS, HUNDREDS OF ENGINEERING COLLEGES AND B-SCHOOLS HAVE SHUT DOWN. SO I THINK THIS IS THE SCENARIO WHICH IS CREATING CONCERN AMONG THE POLICYMAKERS AS WELL AS AMONG THE ACADEMICIANS LIKE ME.
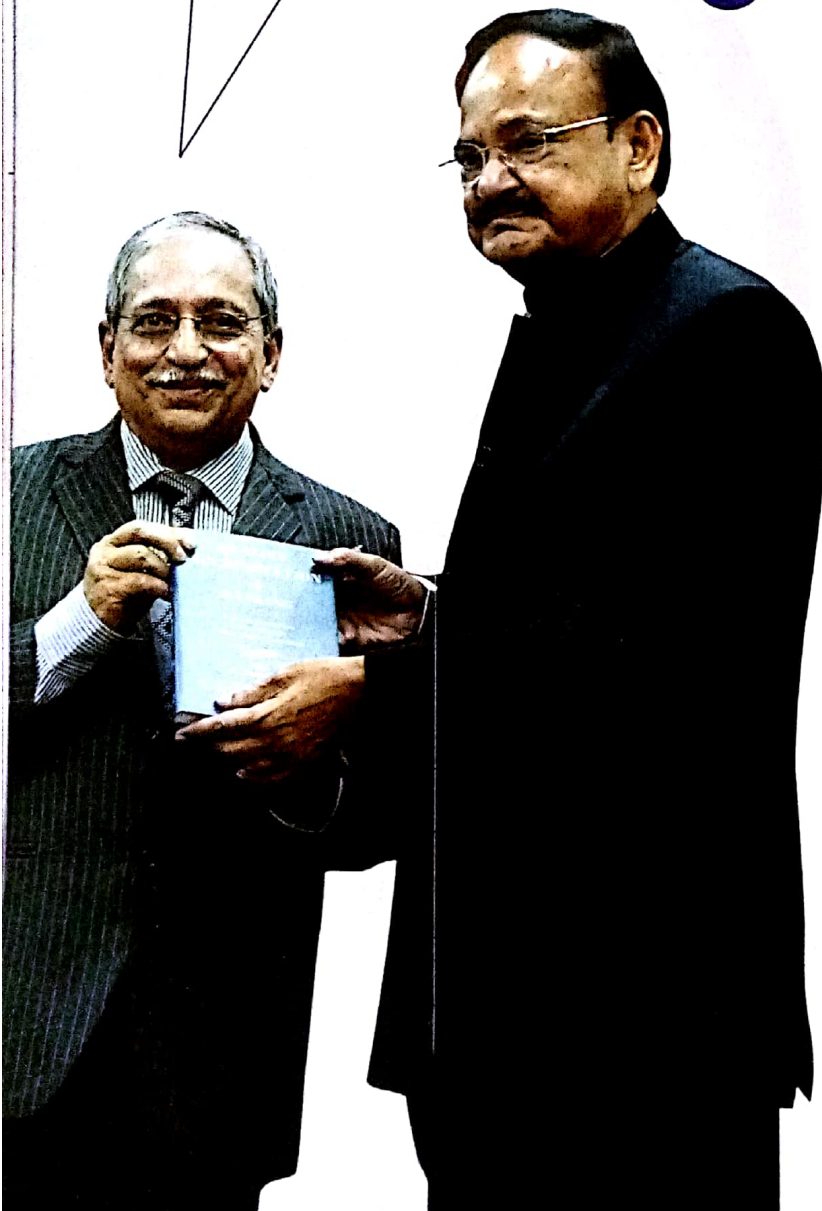
Q. Heartiest congratulations for the release of your book, "Quality, Accreditation & Ranking – A Silent Revolution in the Offing in Indian Higher Education" recently released by the Honorable Vice President of India Shri M Venkaiah Naidu ji.
May I ask you what motivated you to put together this volume, sir?

Ans. As you know, I have deep commitment to Indian Higher Education as the Director of this leading school of India BIMTECH for the last 20 years as well as involvement with the Education Promotion Society (EPSI) for India as its Executive President. We have been working in this area quite extremely and deeply. In 20__ we decided that we shall organize series of conferences the country and all those conferences will be focused on quality assurance, accreditation, and ranking of educational institutions. We have been supporting the AICTE, the University Grants Commission (UGC) and also the Ministry of HRD.

In those conferences, I could meet the large number of academicians, University Vice-chancellors policymakers and also recruiters from the industry. Everybody was concerned that if India has to surge ahead and if India has to become a superpower in the economy, it has to improve the average quality of its higher education institutions. So, I realized that there is a dire need for a book on Quality Assurance, accreditation, and ranking. This motivated me and I started working in early 2018 on this project and I could complete my work around October 2018. I am glad that the book is in the hands of the people, who were asking me to write and compile a book on this vital aspect of Higher Education.

Q. Please tell us about the current status of quality assurance accreditation and ranking in India.

Ans. I know that it is hardly 20-25 years journey of accreditation body in our country. Similarly, ranking also started around early in the year 2000 in business education and later in engineering education. During the last two decades, a lot of efforts have been made by the Ministry of HRD and the accreditation bodies like NAAC and NBA and some other bodies. These bodies are offering accreditation services but the progress has been very slow and I can quote the data from the reports of NAAC and NBA that out of 900 + Universities and 45000 + colleges, already 20% Universities and colleges have been accredited so far. We have in our pyramid of Higher Education, on the top of the pyramid there are IIMs, IITs, NITs, and some B-schools and Technical schools from the private sector which offer the internationally competitive quality of education. But in the middle and the bottom, we face the real problem.

So, around 80% of the institutions are offering either average quality which is not acceptable by the recruiters and from the international standards and at the bottom there are very poor quality institutions which are on the verge of closure. During the last 5 years, hundreds of engineering colleges and B-schools have shut down. So I think this is the scenario which is creating concern among the policymakers as well as among the academicians like me.

Q. Sir, as you just mentioned that a large number of Universities and colleges both in government as well as private sector in India are being run with poor or clean shoddy quality, what is the main reason for this phenomenon?

Ans. I think there are several reasons responsible for this. Number one reason is that in our country quality consciousness and awareness has been mostly confined to manufacturing industries. The concept of quality came from the manufacturing sector to the service sector and now the aviation industry, hospitality industry, the financial services industry, health sector are a conscious about quality issues. There has been sizeable improvement in quality in these sectors but in higher education this awareness is taking a bit of time to take root. But you want to improve quality, you need to invest a lot of resources, infrastructure, and faculty development.

In top government institutions, investments are being made by the Ministry of HRD, Government of India. The budget of Higher Education is mostly spent on central universities, IIM and IIT, but the lack of standards is mostly seen in public universities, affiliated colleges around the country and also some of the private colleges and Universities where the founders or the top management are not only focused on improving the quality or even if this meant they are lacking in resources.

The third reason which I found is that the accreditation work is also slow. From 2000 onwards till 2015, it used to take a lot of time to receive the accreditation team from NAAC and NBA. Of course during the last 4-5 years, their working has improved and the time spent taken by them to send out teams has also shortened.

Q. So what are the recommendations to the Ministry of Human Resource Development, UGC and accreditation bodies so that India could see a quality revolution in the coming five years?

Ans. My recommendation to Ministry of HRD and regulating bodies as well as accreditation agencies is that they have to create an ecosystem where the benefits of accreditation are visible to all stakeholders. Right now, benefits are not visible but the government during the last two years has announced many policies. Under those policies, it now becomes compulsorily to the Universities and colleges if they have to grow ahead and if they have to start new programmess and if they have to seek a grant from the government, they will have to show their accreditation scores. An important policy announcement has been made by the Ministry as well as the University Grants Commission and also AICTE that, henceforth good institutions having good accreditation scores will be given greater autonomy. They have defined levels of autonomy,

1. Level 1 and
2. Level 2

and based on their scores obtained or received by Universities and colleges from NAAC and NBA, the autonomy level is decided and they are granted the autonomy. So, I think some major initiatives have been taken by the Ministry of HRD.

For more prominent initiatives which EPSI has been demanding that there be multiple accreditations, agencies and accreditation should be done by the third party rather than government-owned agencies because the government gives license and at the same time, they also become accreditation agencies this may not be considered good around the world. So, I think there is a need that government should farm out the accreditation work to independent agencies and bodies, similar to USA, Europe and few other countries of the world. There should be multiple agencies for accreditation and rating and let there be healthy competition and on this persistent demand of the EPSI, the Ministry of HRD has taken a decision and UGC has notified that there will be multiple accreditation agencies hereafter.

Q. Sir how are you making sure that your book reaches policymakers at MHRD the owners of private Institutions and Universities and larger academic fraternity.

Ans. We are devising a marketing plan for promoting this book to the top policy makers and ministers such as Mr. Prakash Javadekar, Higher education Secretary Mr. Subramaniam and to other top policymakers. I have also decided to go personally and to make a brief presentation and also present them a copy of the book. Secondly, to all the Vice-Chancellors of the important universities, I will send a copy of the book and request them that they should ask their libraries to buy a couple of copies from the publishers i.e. Bloomsbury. Thirdly, we are also trying to get the book reviewed by important dailies and magazines.

And finally, I will be approaching the state governments that buy the book in bulk and should distribute it to the colleges locally in the respective States. So this will be our marketing strategy to ensure that the book reaches all those who need it.

Thank you so much for your time and many congratulations once again.

(This video interview has been taken by Dr Meena Bhatia, Faculty, Finance at BIMTECH. The transcript for this publication has been prepared by Er. Surabhi Cheema, Research Fellow)

Dr Meena Bhatia
Faculty, BIMTECH

Er. Surabhi Cheema
Research Fellow

Messages

Quality Assurance is a tough subject in any field and more so in higher education. This edited book of Prof. Chaturvedi deals with this very relevant and difficult subject with a 360 view and discusses a range of standards and accreditations to throw a comprehensive picture. This should be of great use to educationists, education administrators, private investors into education and policy makers interested in transferring Indian higher education.

Dr. Santrupt B Misra
CEO, Birla Carbon; Director, Chemicals;
& Director, Group H.R.
Aditya Birla Management Corporation Pvt. Ltd.

The book "Quality, Accreditation and Rankings" underscores the importance of quality education in the realm of Higher Education in India. While a large number of higher education institutions have come up in recent years, only a few institutions have really evolved to become institutes of repute. I am sure your new book will definitely help forward-looking institutes develop a "quality roadmap" and thereby attract meritorious students who value quality education.

Fr. E. Abraham S J.
Director, XLRI, Jamshedpur

We in India need to promote and support excellence in higher education but a few island of excellence amidst sea of mediocrity would be no solution. Hence, we must aim at mitigating quality gap between the best and the rest of the higher educational institution. Quality in higher education has to become a movement with the focus to improve the overall quality of all higher educational institutions. The efforts of Professor Chaturvedi shall therefore have to be appreciated. I hope that the book edited by Dr Chaturvedi will be useful for all those who want to contribute for a quality revolution in Indian Higher Education.

Furqan Qamar
Secretary General, AIU

This is an important book for everyone who cares about Indian education. The country needs to make higher education accessible to all and make it suitable for continuous development of knowledge. This compilation of papers, articles and cases provides vital insights into the ways to achieve that goal,

Rekha Sethi
Director General, AIMA
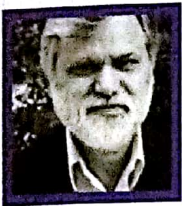
Rightly or wrongly, the world regards accreditation of courses and rankings of educational institutions as hallmarks of quality education. While China-based Academic Ranking of World Universities has gained international recognition, India has relatively lagged in this field. This book will greatly help in raising awareness of the subject in India.

Dr Pradeep Taneja
Professor & Fellow
The University of Melbourne, Australia

Future wars in the global economy will be fought on the basis of talent advantage enjoyed by nations. India must expand its intellectual capital to win in the emerging knowledge economy. Raising the quality of higher education, while making it accessible to wider sections, is essential to India's future growth and knowledge leadership. This book makes a compelling case for making Indian higher education more vibrant, viable and globally competitive.

Kamal Singh
Director General,
UN Global Compact Network India, New Delhi

One of the biggest key challenges before the Indian Higher Education (IHE) is poor employability and a big gap between skills set required by the industry and offerings made by our universities and colleges. The book edited by Dr H Chaturvedi has taken up a pressing need of applying quality assurance, accreditation and rankings for the radical improvement of quality in IHE.

Dhananjay Singh
Director General, National HRD Network

CONTRIBUTORS TO THE VOLUME ARE

M Anandakrishnann	Ravi P Singh	Rajiv R Thakur
Mohandas Pai	Rudraneel Chattopadhyay	Deepak Singh
D P Singh	Thothathri Raman	A Bose
Anup Singh	G N Patel	Arpitha Reddy
Onkar Singh	Amit Agnihotri	Aditi Mudgal
Jagannath Patil	Ajoy Kumar Dey	
Latha Pillai	Shankapal	

If India has to compete globally in the 21st century, it has to rejuvenate and reinvent its higher education. Quality of our universities and colleges has been an issue of concern in the past but now it can be improved continuously by getting them prepared for the accreditation and ranking. The book edited by Dr H Chaturvedi is a commendable effort in this direction.

Dr Harivansh Narayan Singh
Deputy Chairman, Rajya Sabha

I am delighted to know that Prof. Harivansh Chaturvedi has edited a book titled "Quality, Accreditation and Rankings - A Silent Revolution in Offing in the Indian Higher Education". I complement this effort at a time when there are growing quality conscious efforts by institutions in India through accreditation and participation in national and international rankings. I am sure this volume will provide light to the aspiring institutes.

Dr Anil D Sahasrabudhe
Chairman, AICTE

Quality of Indian Higher Education (IHE) needs radical improvements to fulfil Prime Minister Modi's vision to make India a Knowledge Hub. Niti Ayog's recent document "Strategy for New India @ 75" also talks about it. These radical improvements can be possible only when we have a robust quality assurance and accreditation system. The book edited by Dr. Harivansh Chaturvedi provides a future roadmap for rejuvenating the IHE and its journey to the next orbit at global level.

Padma Shri Dr Pritam Singh
CEO, LEAD & Ex-Director, IIM, Lucknow & MDI Gururgram

This book is one of the most interesting compendium of knowledge of Quality Accreditation and Ranking. With Higher Education becoming easily accessible and the proliferation of many colleges, it is important to have a system to know the places where one can be sure it is the place to head to. A long awaited book, very valuable and timely.

S V Nathan
Partner & Chief Talent Officer, Deloitte India

150 YEARS OF CELEBRATING THE MAHATMA

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SPECIAL ISSUE