

QS Rankings 2018 for BRICS region: IIT Bombay trumps IISc Bangalore, makes it to Top 10

There is some good and not so good news for Indian universities. In the latest set of international university rankings released by Quacquarelli Symonds, QS, IITs Bombay, Delhi and Madras along with IISc Bangalore have made it to Top 20 universities. The list mentioned refers to the QS Rankings for 2017 of Top Universities in BRICS or Brazil, Russia, India, China and South Africa region. IISc continues to slip. In an earlier ranking too, the top institute in the country had failed to make a mark. Also Read | IISc Bangalore slips to 51, IIT Delhi to 41 ranking while NTU, Singapore wrests top spot in QS Asia Ranking 2018. List of Indian Universities with Rank in the QS World University Rankings 2018 BRICS Region Top 100.

Rank	Name of the University
9	Indian Institute of Technology Bombay (IITB)
10	Indian Institute of Science (IISc) Bangalore
17	Indian Institute of Technology Delhi (IITD)
18	Indian Institute of Technology Madras (IITM)
21	Indian Institute of Technology Kanpur (IITK)
24	Indian Institute of Technology Kharagpur (IIT-KGP)
41	University of Delhi
51	Indian Institute of Technology Roorkee (IITR)
52	Indian Institute of Technology Guwahati (IITG)
64	University of Calcutta
74	Jadavpur University
82	University of Mumbai
85	Anna University
100	Indian Institute of Technology, Hyderabad

In the rankings, IIT Bombay draws the top spot at number 9 among the Indian universities, pushing back IISc Bangalore to tenth position. This is a slip for IISc Bangalore which was at number 6 last year. IIT Delhi has also slipped from 15th position to 17th position while IIT Madras has gained a position from 19 to 18th rank in 2018 rankings. The top slots, however, have all been picked by Chinese Universities with Tsinghua University, Peking University and Fudan University picking up the first, second and third rank respectively. Extending the rankings, Delhi University has picked the 41st position, followed by University of Calcutta at number 64 and Jadavpur University at number 74. The complete list of Indian Universities in Top 100 of QS World University Rankings 2018 for BRICS region is provided below. A total of 14 universities from India have made it to top 100.

(Your comments & Views on the above along with your name and email address are welcome on nafenindia@nafenindia.com)

"Sustaining Quality in Management Education"

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When we look at today's young generation, we find that management education is the most sought after higher education option for a majority of the brightest and most talented graduates. However, unfortunately, many of these students aspiring to go for management education do not seem to understand what actually this means and how should they go about choosing the right institution for it. After spending two years with a non-descript management institute or a department of management of a university, they suddenly realise that putting "M" before B.A. does not necessarily mean real management education. Many promises are broken, dreams are shattered and only frustration is what follows for the students as well as their parents.

When we talk about the management education, we are basically referring to the shaping up of the student to develop the competency and capability either as an intrapreneur (to join and help an organisation to grow) or as an entrepreneur (to establish and grow one's own organisation). In those cases where the student chooses to be an intrapreneur, the organisations recruit people based entirely on the capability as observed and perceived by them after the potential shortlisted applicants go through their custom-made selection process which generally consists of personal interviews but at times also of some written test, group discussion and exercises. When we talk about the capability of a manager vis-à-vis non-manager the difference is very simple : manager gives "results" while a non-manager carries out the "activities". Therefore, a person is recruited for a managerial career with any organisation based entirely on his capability to deliver results and retained only as long as he continues to have this capability. This capability does not necessarily always come from possessing a piece of paper whether called "degree" or "diploma" in Management. Of course, doing "diploma" or "degree" from a good management institute certainly helps a lot in developing this capability.

How does one select a good management institute for acquiring this capability? The tendency in India has generally been to go for the "recognised" courses or management institutes. But recognised by whom? Here people forget the basic concept of a customer. While for a teacher the customer is the student, for a management

institute the customer is the corporate world, other organisations and the society at large. Therefore, the management institute should be recognised by the corporate world, which is the largest recruiter of the management students. However, unfortunately the gullible students aspiring for a managerial career and their parents tend to generally look only for the governmental seal of recognition or approval.

In 1987 the Government of India had established a statutory body called "All India Council for Technical Education" (AICTE) with a mandate to ensure and regulate quality in management education in India. In a short period of its existence, AICTE has approved almost 1000 management institutions in the country. However, as per an Expert Committee Report submitted in May 2001 to the Union Minister for Human Resource Development, a large majority of these AICTE approved management institutions to the extent of shockingly high of 90% are sub-standard. Though these institutions have the "approval" or "recognition" by the AICTE but a large majority of these do not have the required faculty, facilities, courses and programmes. Therefore, as per this Report, while the students studying in these institutions end up having an MBA degree but do not land up in a managerial career. It is a well-known fact that the approvals or recognitions by the AICTE have generally been given on considerations other than merit. No wonder, the best of management institutions in India like IIM Ahmedabad and many others, like the Management Department of BITS Pilani, have decided to remain without seeking the AICTE approval.

If AICTE approval is no guarantee for quality management education then how does one choose a management institute, which would really lead a student to truly a managerial career? It is very simple! Just look at the following crucial aspects, which make a quality management institute :

Faculty:

The institute must have permanent or regular faculty in all the main areas of Management like Marketing, Human Resources, Economics, Information Technology, Accounting & Finance, Quantitative Methods and Production. Each of these faculty members must meet at least one of the three criteria - senior managerial experience with a leading organisation alongwith ability to relate the same to the management concepts, consultancy experience in the corporate world and research experience in management. If the faculty are simply graduates,

post-graduates or PhDs without meeting this criteria then they would be just teaching the theories from the books which are not really relevant for a managerial career. Management career is about practice of management, which can be taught only by experience, expertise and exposure together-with the relevant concepts.

Facilities:

The infrastructure and facilities must include classrooms with multimedia and projection facilities, latest computers and peripherals and a good library with collection of books on all management subjects.

Courses and Programmes:

The courses and programmes must be in line with the requirements of the corporate world and other organisations. It means these must have regular inputs incorporated from these organisations and not based on some books authored by someone who never had any exposure to the management career, consultancy or research.

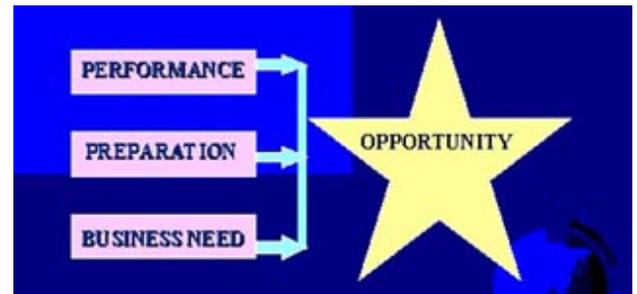
Networking:

The institute must have extensive networking with the corporate world and other organisations nationally and internationally. This networking, on the one hand, makes it possible for the regular interaction of their senior managerial personnel with the students while, on the other hand, provides these organisations a platform to assess the institute being equipped to develop the required capability in the students. This also enables these organisations to consider the students for placement when they complete the programme.

Having studied in a good management institute, acquiring a management qualification and joining an organisation is not enough for a continuing managerial career. One has to sustain and progress this career. This is possible only by continually developing and upgrading the management knowledge, attitude and skills to make these in line with the changing requirements so that one retains the ability to deliver results. I often meet people who are unhappy or frustrated with their organisations since they are not getting promotion, or increments or an assignment of their choice. In this context let me share, an important diagram.

For a person to continue to have the managerial career of his desire which we call an "opportunity", there must be three things simultaneously present : performance, preparation and business need. Performance in the

current job, preparation for the next job which one aspires for and the business need by the organisation to have a person in the aspired position. We often find people who are not doing their current job effectively but say that they would do the higher job better. It will not convince anyone. Similarly there are people who are extremely good in their current assignment but when they are given a higher position, which is generally a leadership role, they are an utter failure. Of course, there are also some people who have done exceedingly well in their current job and are also fully prepared for the higher level job but at times there is no organizational need for a person in that higher level.



There used to be a time when people who joined an organisation left it only on retirement around 58-62 years of age. It was a lifetime employment. Not any more. For any person to join an organisation and remain with it depends on his constant ability to deliver results to the organisation. This requires the person to continually update and upgrade his managerial capabilities as per the constantly changing requirements and scenario. However, this does not always happen with all the people. I often meet people who are in 50-55 years age group and when I ask them to learn new management skills they say that with only few years left for their retirement what is the point of learning anything new now. Still others think and say that they have "so many" years of experience and they know "everything". All such people have started becoming victims of what is called as "golden handshake" phenomenon whereby people are forced to prematurely retire "voluntarily". Those who were to retire few years down the line retire the very next day.

Why the organisations world over are laying off people. It is certainly downsizing but smart-sizing since it is not the stoppage of recruitment. These organisations are simply getting rid of the people who have stopped developing capabilities required to continually deliver results and instead taking new people who have the required capability.

The people face the career problems because of the following three reasons :

1. The changes bypasses them
2. They bypass the changes
3. Both can happen

"Experience" is no more the buzzword but it the "capability to deliver the results". No wonder, in today's organisations we are increasingly finding the CEOs or the superiors much younger than their subordinates. A very difficult situation indeed for the people who thought that the age and years of experience were the only criteria for going up the organizational ladder. Also no person can anymore ensure the guarantee of the employer but what is required is ability to ensure the employability.

There is no dearth of managerial jobs in India as well as abroad for the people who can deliver. In fact if you have the capability to manage and deliver results, you need not seek the jobs and rather the jobs would seek you. Today's organisations need a manager who can change with the changed requirements, initiate changes in the organisation, lead the changes and manage the changes within and outside the organisation. After all, the only permanent thing in the today's world is the change!



“A View on the Future of Indian B-Schools”

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The information given in the article is purely the opinion of the Author based on his experience and not related to the Organisation with which he is associated currently.

In India, Education has become a Business and comes under the Service Sector. B-Schools in India are in a Transition Phase and facing so many issues and challenges, due to the Reforms that are happening in Education System in a slow pace [Ref: K.S. SrinivasaRao, Dec. 2007; K.S. SrinivasaRao, Apr. 2008].

It is the Business Strategy of the Government for any Business to grow first by allowing the players to initiate the play without much rules of the game. Once Business gives good "yield", automatically more players will be there in the Field. Then Government will define Norms or revise the Norms in order to "control" the Business. Meanwhile, some people will take the advantage of the system and also some people may face difficulties[Ref: K.S. SrinivasaRao and Chowdari Prasad, Feb. 2005;K.S. SrinivasaRao and Chowdari Prasad, Dec. 2007].

In India, B-Schools started with an objective to supply trained persons to the Industry with good Managerial Skills. This reduces the burden of giving Training to the Employee by the Corporate, once they select the candidates. This objective was not fulfilled when Universities offering having their MBA Programs in a Lecture mode Pedagogy. Universities offer the MBA Program with a low fee. IIMs have introduced the PGDM Programs and met the objective by changing the Pedagogy to Case Study and we should remember and salute the Faculty who have developed cases by studying the practical situations. Still you can find these classical cases in the course Material of IIMs [Ref: K.S. SrinivasaRao, May 2009].

When demand was created to the PGDM Programs as it gave good placements to the students over MBA Program, majority of the Colleges have started the PGDM Programs without understanding the objective of the Program. Faculty in some Management Colleges gives the Case Study as a time adjustment in case the Faculty have not prepared for the class or it was an extra class for them. The student group spends time to read the 3-4 page case in the given schedule and that covers the time of the class. Whereas, the Faculty from IIMs, informs the cases in the Course Schedule well in advance the students will work on the Case in Groups a week ahead and while presenting the case, the Faculty takes inputs on the student learning and draws conclusions by adding his/her experience sharing [Ref: K.S. SrinivasaRao, Sept. 2012;K.S. SrinivasaRao, Oct. 2012].

If the subjects are taught with pedagogy of a mix of Lecture Method, Case Study, Student Presentation, Group Discussions, etc., it creates interest among the

students and the learning will be registered in the minds of the students. In fact, it is the creativity of the faculty how to use the combination of the pedagogy to make the subject interesting to the Students [K.S. SrinivasaRao, Apr. 2004].

When the number of B-Schools became more like a Mushroom growth, each of the Institutions are looking for the immediate returns by missing the objective of the Program totally. Once can find a Management College in a Flat of an Apartment in some cities, like some high schools without a playground. Such Colleges wants to charge the fee at par with Good Management Institutions, without understanding actual requirements for a B-School. Some Institutions are running with a batch size of 20-30 whereas the intake capacity may be for 60 to 120 [Ref: M.M. Rao and K.S. SrinivasaRao, Apr. 1998; K.S. SrinivasaRao, Oct. 2004].

Even though, Placements are the end result of the PGDM Program, it should happen in step-wise but not just working on the last few months exclusively on Placements in the form of Industry Interaction and Soft Skills Training. One can understand that how many Institutions are working from Induction cum Orientation day to Convocation, how the Personality Development Program can be taken into curriculum so that one can develop the "six-pack" during the Program, rather using "steroids" to inflate the situation at the flag end. IIMs initiated the model of "Cohort Placements" to reduce the pressure of Placements [K.S. SrinivasaRao, Jan. 2002].

In order to regulate the Management Education along with other Technical Education, Government has introduced AICTE, but finally it's the people inside the house to maintain the standards. People have seen what AICTE was in 10 to 15 years back. AICTE is a Regulatory Body but not "Controlling Authority", just like RBI for Banks. How many Chit Fund Companies / Cooperative Banks were closed their shops without any notice to the customers and what was the Role of RBI? Now, Government is giving permission to any Registered Company to Open a Bank, if it satisfies some Norms. Does it mean that we don't have sufficient Banks to cater the requirements of the people in India? [K.S. SrinivasaRao, Dec. 2003; K.S. SrinivasaRao and Chowdari Prasad, 2006].

Few years back, when a Beautiful Lady came as "Extra Commentator" in Cricket, people were raised their eyebrows on her involvement. When so many Celebrities and Industrialists were involved in IPL, nobody can smell it that something happens, inspite of our earlier experiences? When Satellites are covering entire world and giving pictures inch to inch, why can't we smell a big Politician grabbing the Land and why should we take so

many years to establish? When a Politician son pumps money into various Business Units, why can't the Stock Market Barometers track them and caution us? Why government allows them to play? So, it's a Game Theory of Operations Research and everybody wants win-win situation [Ref: K.S. SrinivasaRao and Chowdari Prasad, Dec. 2007].

Majority of the Indian B-Schools started using the B-School Ranking Reports as a marketing strategy rather working for the improvement on the parameters in true sense. If in a survey, any B-school gets a good Rank, it will announce that they have done a great work and hence the result. But the same school get a lower Rank, they comment that the Survey was not done professionally and the other B-Schools which got better Ranks have managed the Agency!!! One the other hand, we should appreciate some of the B-Schools that are really reviewing the situation by doing a brainstorming session and earmarking the next year on those items which they have to improve [Ref: K.S. SrinivasaRao and Chowdari Prasad, Jan-July 2005].

B-Schools in India will have another phobia i.e. regarding the Tuition Fee and one Institute compares another and try to fix their Fees. This comparison is only is fixing the Fee but not in giving the Facilities like the other Institutions. Management of the Institutions should differentiate what are the Institutional strengths and what are the market driven factors for making better placements. In case of slump in Economy, how many Institutions are ready to reduce the Fee? [Brijesh Singh and K.S. SrinivasaRao, Oct. 2009]

AICTE, being a Regulatory Body, should see the practicality and accordingly they should change their policies. Police Stations are the best examples where they want to show that they are people friendly and this was indicated by making the change of the colour of the buildings from Red to Blue. Is there anyone who will not appreciate AICTE for its e-Governance by introducing the submissions using their Web Portal Technology? From year 2009 onwards, lot of changes you might have noticed in the AICTE and its functioning and it's all for the betterment. Because of the technology, it was identified that 11 Institutions have shown the same faculty as their full-time faculty and it came in the media in year 2010. Shall we appreciate these Institutions and the faculty for the Optimal Utilization of Resources? [Ref: K.S. SrinivasaRao, Jan. 2000].

Difficulties will be there initially for any new System, while it was introduced and as time proceeds, it will be easy for the people to enjoy the system developed.

Mobile, On-line Banking are the examples for such acceptance. When a Committee of RBI announced a technology-based utility services, people were sceptical about the on-line banking but, today it became the order of the day, inspite of Issues and Challenges in the System [Ref: K.S. SrinivasaRao and Rama Rao, U, Jan-June 1998].

All the Institutions are finding it easy now over 3-4 years in uploading the information for Renewals in the AICTE Web Portal. Compared to 10-15 years back, today AICTE is functioning better and recently, the present Chairman of AICTE rightly said in one meeting while addressing the B-School Representatives that it is the joining of two hands, both AICTE and the Institutions, either for good or bad.

If you see NAAC, Certification from NAAC gives any Institute a good mileage in terms of the Quality of its Programs. But without making it compulsion, how many of the Institutions will go for NAAC? How many are going for renewals of the same? One of the Dean of B-School in India, always questions the need of a Policeman when automatic Signals are in Place? It is just to control a small group of people who may violate the Rules and not for the majority who follows the Rule!

AICTE is not a Controlling Authority and as a Regulatory Body, if you apply for Registration or Renewal for the Program, it will screen and sanction the permission or not, under some norms. Don't you find some Colleges in every city offering the Technical Programs without AICTE approvals? Do you know, some students will join in such courses? If AICTE is like CBI, it should raid and close down all these shops. If it is not doing, is it because of lack of manpower or any other Reasons?

One should accept that still AICTE is not "completely perfect" by all means but it is "better than yesterday". AICTE is required for the future of the Higher Education, as Foreign Universities are coming into India in a big way, just like Foreign Banks came to India as a part of Banking Reforms and moderated the Indian Banking SYSTEM. Today, the Public Sector Banks are rated better because they felt the competition and working differently[Ref:K.S. SrinivasaRao and Chowdari Prasad, Feb. 2004].

It is like NABH norms for the Hospitals where Government is going to bring the Quality in all Hospitals at par with International Standards in order to attract the Medical Tourism. In the same manner Government would like to inform the public that AICTE Approved Institutions are the quality oriented Institutions. The Institutions which are under non-compliance of AICTE will criticize the Government on the issues. A day will come and by that time only the Better Quality Institutions will survive [Ref:

Varalakshmi, A., Chowdari Prasad and K.S. SrinivasaRao, Mar. 2012].

In future, the Management Institutions will move from "Family Business" to "Professional Business". Currently, some organisations are facing problems in handling different Departments like Engineering, Management, MCA etc. under the common Rules and Regulations. Initially, the Institutions start with one Department and gets its popularity and then try to expand. In Karnataka, one Institute is maintaining its Autonomy for its Flagship Program as a separate Institute inspite of having its Private University Status. On the one hand, we have Leaders of Good Management Institutions taken up their three terms (15 years) and on the other hand, we have some Management Institutions give advertisement every year for its Director post. In some Institutions the power game will be there between the Dean and Director, in case one is having more association with the members of the Management of the Institute [K.S. SrinivasaRao, Sept. 2002; K.S. SrinivasaRao, Jul-Dec.2003; K.S. SrinivasaRao, May 2010].

The Future of Indian B-Schools may be of huge campuses, different Programs, Qualified Faculty with lucrative Salaries, Industry orientated Courses, less theory and more practical exposure, more of Technology Teaching than Traditional Teaching, and, better Placements. Already some parts of the Country you can find such Institutions [K.S. SrinivasaRao, June, 2013; Srikumar and K.S. SrinivasaRao, July 2009].

These Institutions will become later Private Universities in which Management Schools will pay a vital role by having a tie-up with Foreign Universities in offering different Programs. By that time, we may have to follow AACSB norms of International Standards which are similar in kind of AICTE, but the processing may be still difficult. In India, as on date, a 25-year old Institute got the approval recently with a struggle of seven years, and one more Institute got it prior to that, but it is not offering a 2-year Master's Program. Few Institutions are at the verge of getting the AACSB approvals [K.S. SrinivasaRao, Dec. 2003].

Let us hope for the Best for future of the Indian Management Education.

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