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CHENNAI

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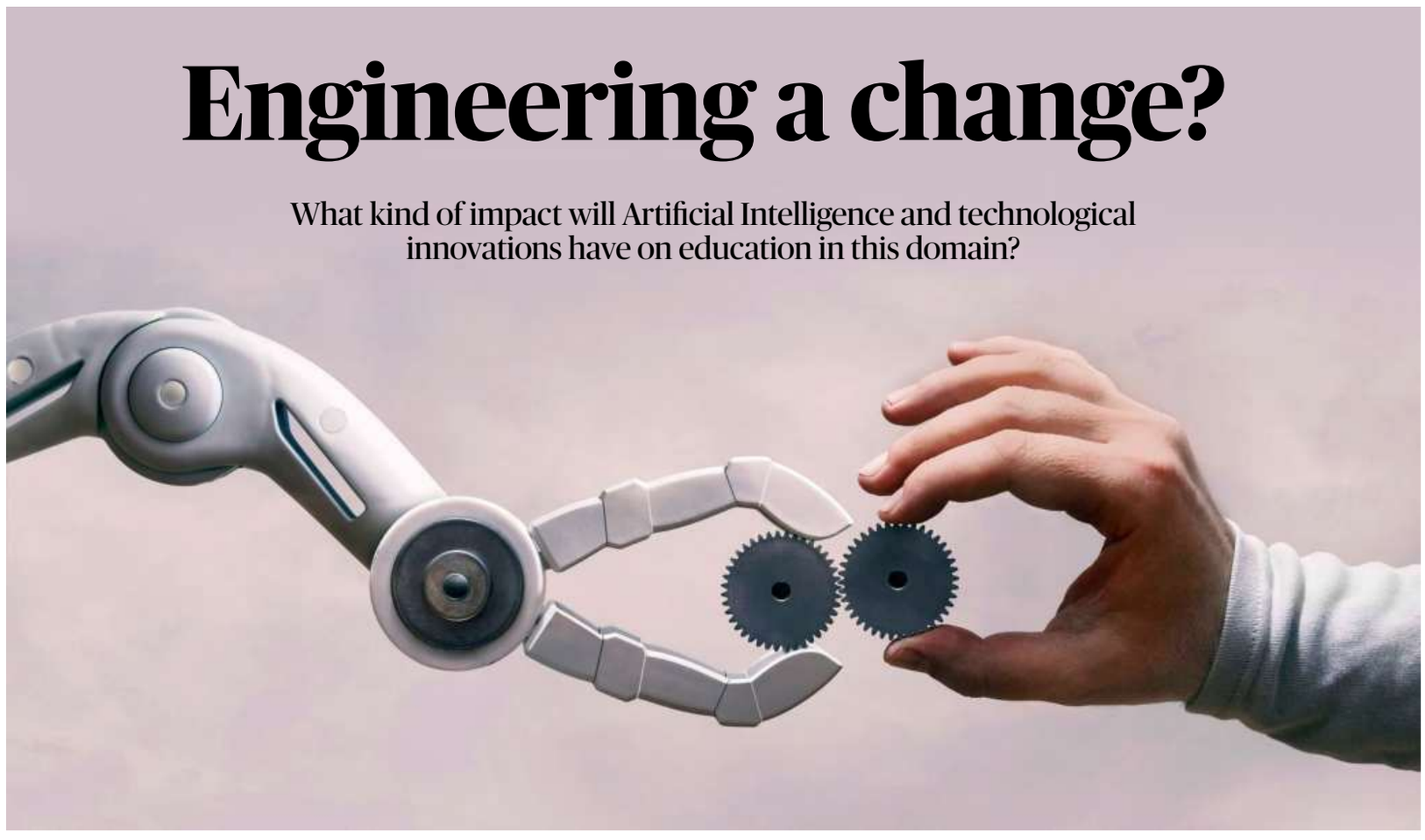
Engineering a change?

What kind of impact will Artificial Intelligence and technological innovations have on education in this domain?



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Subhajit Ghosh

Recently, there has been much brouhaha with the emergence of generative AI and LLM and tools like ChatGPT and similar products. Even stalwarts like Geoffrey Hinton have tried to foretell the downside of excessive advancements in the field. As an academician in India, how will exposure to these new developments affect learning in our students? I speak from my experiences of several years doing the rounds of engineering campuses and witnessing first-hand the teaching-learning at work.

Positive side

On a positive note, such AI tools and their capabilities have brought libraries and expert content to a student's fingertips. When we were engineering students, we had to visit libraries for content or carry heavy tomes home to try and make sense of the notes from class lectures and the complicated Maths and notations contained in books written by scholarly professors, mostly from an American University. Both of these were stumbling blocks in comprehension for an undergraduate engineering student.

Now a student can raise a query on his doubts – from the most basic to a complex one – and AI tools and search engines will come up with a good answer mostly sans blemish. What better facility can a curious student envisage than such technology at their disposal, which has reduced the effort of searching for content and thereby enabling learning of the same concepts in a lesser time?

Most of our engineering courses are high on theory and low on practice. Most students don't write original answers as part of their assignment and lab work. They are facsimiles of their classmates or taken from the original document known as "Mother" in some engineering institutions. I don't see the existing system deteriorating because plagiarism of one kind will replace plagiarism of another.

Faculty's role

Herein the traditional role of the faculty might be challenged. When premier international universities offer many courses gratis, and multinationals seek only competencies sans degrees, the above-average students of the future may not flock for the normal B. Tech. Degree. The crest witnessed in recent times will go through a trough. Teachers will have to reinvent themselves and use innovative ways to impart and test the learning of students, adapt to industry requirements and lead in the emerging environment. That's a tall order.

The issues facing Indian students are greatly related to their absence of a spirit of inquiry and their basics coupled with adapting to the language that is the medium of instruction. Students rarely ask any significant probing questions. Often I ask final-year CSE/IT students a fundamental question – What is the difference between data and information? Or What is information technology? – practically no one is able to answer it correctly. Yet the same students will at times write non-trivial codes in Java, Python or Prolog, or what have you, and do them with/without understanding.

The use of AI tools for academic paper writing can lead to greater dubious content but this has been an existing challenge in an area where unethical players abound. This is likely to be compounded. Overall, I am not greatly alarmed that AI will spell doom for education in India. On the other hand, it may help the students and the faculty in the teaching-learning process. All technologies have their pros and cons. There was massive opposition when computerisation began around four decades or so ago, but can you now imagine a world sans the Net?

The writer is a Professor of Computer Science and Engineering with three decades of experience and is based in the National Capital Region. Email: professor.sghosh@gmail.com

Learning in schools

The Hindu will host a webinar on Learning in Schools: Opportunities and Challenges in Light of NEP 2020.

The discussion will centre around discuss how the National Education Policy 2020 and National Curriculum Framework 2023 approach to School Education can be adapted to the newly designed NCERT textbooks. It will touch upon reducing the burden of syllabus on children versus the need to achieve certain levels of learning, as the new textbook syllabus has been shortened.

With learning being open source, the discussion will also touch upon the sources can children trust and how they need to be careful in wading through a sea of material.

Speakers: Michael Danino, author, visiting professor at IIIT-Gandhinagar, head of the Curricular Area Group for Social Science in the National Syllabus and Teaching / Learning Material Committee, and G. Balasubramanian, Former Director (Academic), CBSE.

When: November 2; 5.00 p.m.

To register, visit https://t.ly/8EUgB or scan the QR code

OFF THE EDGE
Nandini Raman

Stay committed

Uncertain about your career options? Low on self-confidence? This column may help

I am a practising lawyer and preparing for state judiciary exams. I am also planning to do an LLM either in India or abroad and a public policy course from NLSIU. Will this help me get positions beyond the conventional jobs for law graduates? Abhishek J.

Dear Abhishek J.,

Pursuing an LLM and a public policy course from NLSIU can broaden career prospects. An LLM allows you to specialise in a specific area such as International Law, Corporate Law, Intellectual Property, and so on. This will make you more competitive for specialised legal roles. LLM graduates often have access to higher-level positions, such as legal advisors, corporate counsels, academic roles, or specialised consulting positions. An LLM abroad will help you gain an international perspective on legal practices and potentially expand opportunities globally. The Public Policy Course will equip you with skills in policy analysis, formulation, and evaluation, which are valuable in roles related to government advisory, regulatory affairs, and policy advocacy. You will learn to analyse legal issues in the broader context of public policy and governance thereby being eligible to explore diverse career paths in government, non-profit organisations, international organisations, think tanks, or policy research institutes. Identify specific sectors and roles that align with your core interests and skills. Stay updated with developments in law and policy, participate in seminars or workshops, and publish articles to demonstrate your expertise.

I have a Doctorate in Education and am working as PGT in Biology. I am looking for distance or online courses/degrees in the career counselling area. How can I equip myself to be a counsellor? Senthurvelan

Dear Senthurvelan,

Enroll in a diploma or certificate online or distance education course in Career Counselling offered by institutions of repute. The University of California, Irvine on Coursera; NCERT, India; UCLA Extension; IGNOU; edX, and Udemy offer various certificate programmes that can provide a solid foundation. Taking Basic Psychology courses or doing a diploma in Psychology also help. Attend workshops and seminars related to counselling, education, and career guidance, as they provide practical knowledge and networking opportunities. Join organisations like the Indian School Counsellor Association (ISCA) or the National Career Development Association (NCDA), which offer resources and professional development opportunities. Finally, look for internships, supervision and volunteering opportunities to bridge the gap between theory and practice and build your confidence.

I have completed Class 10 and am preparing for the JEE to pursue Computer Science Engineering. I would like to be an entrepreneur. Should I do an MBA after my UG or should I gain work experience first? Trisha

Dear Trisha,

There is enough time to decide between Master's and work experience. Both have their advantages and you will need to make an informed decision depending on your priority at that time. Should you pursue an MBA immediately after UG, it will provide you with knowledge, management skills, and networking opportunities. You could choose Entrepreneurship as your specialisation will teach you all about starting and running a business. Finally, the B-School will provide a strong network of peers, professors, and industry professionals; an invaluable resource to start your own business. The flip side is that you might lack real-world experience, which is sometimes crucial in understanding the practical challenges of running a business. Choosing to work first will help you understand the nuances of the industry, gain valuable work experience, learn market dynamics, and be better informed to make timely decisions to run a successful business. It will certainly add to your financial stability to do an MBA and you could also explore employer sponsorship. The drawbacks are that you can get so hooked onto your job that your MBA plan may be delayed or become a dream. Ultimately it depends on your personal goals, the clarity of your business idea, and your readiness to commit to entrepreneurship.

I am preparing for the National Defence Academy exam. How can I build my personality and prepare for the SSB interview? Samrinder

Dear Samrinder,

This needs a combination of academic preparation, personality development, and an understanding of the SSB selection process. For the exam, focus on Physics, Mathematics, and English and solve previous years' papers. Stay updated on current affairs, especially topics related to defence, national and international events, and general science. Work on building your self-confidence by engaging in activities that challenge you. You should be comfortable with public speaking, debates, and group discussions. Enhance your leadership skills by taking part in team activities where you can lead and motivate others. Physical fitness is another huge criterion so work on your fitness levels.

Work on your verbal and non-verbal communication. Practise speaking clearly and confidently. English fluency will help. Engage in activities that challenge your mental resilience and stay calm under pressure. The SSB interview has a Screening Test, Psychological Test, Group Testing Officer (GTO) tasks, and a Personal Interview. Practice mock interviews and focus on your thoughts. Try and work on thematic apperception tests (TAT), word association tests (WAT), and situation reaction tests (SRT). Think logically and be honest in these tests. Practise group tasks to showcase teamwork, cooperation and ease in a group. Join a coaching centre or seek guidance from a mentor who knows the SSB process so that they can work with you and provide valuable tips, simulate mock interviews, and give relevant feedback.

Disclaimer: This column is merely a guiding voice and provides advice and suggestions on education and careers.

The writer is a practising counsellor and a trainer. Send your questions to eduplus.thehindu@gmail.com with the subject line Off the Edge

Among the issues this initiative tackles is the menace of drug abuse. (Right) At a RiseUp4Peace programme. R. RAGU AND SPECIAL ARRANGEMENT

Building safe spaces

UNODC's RiseUp4Peace initiative works to educate children about current social problems and to create a just and inclusive society

Nahla Nainar
nahla.nainar@thehindu.co.in

It is not easy being a child today. Living in a world where the online co-exists and, at times, overtakes, the offline, a young person is more vulnerable than ever and tends to seek the temporary highs offered by drugs, drink or gambling.

"Most students want to become influencers of some sort. Teachers have told us that, at times, students make 'reels' (on their phones) with fake weapons. Concepts we theorise about like toxic masculinity are already in their minds. Children are unable to find the time to speak to anyone about their problems, especially at home. They need a space where they can share their thoughts without being judged," says Samarth Pathak, communications head, (South Asia) and regional focal point (Youth and Education) at the United Nations Office on Drugs and Crime (UNODC).

Based out of Delhi, the South Asia regional centre of UNODC has been working in India since 2016 under the framework of the Sustainable Development Goals (SDG) 16, which promotes peace, justice and strong institutions.

Outside the curriculum

The agency's RiseUp4Peace initiative, conducted in collaboration with Kamla Nehru Public School (KNPS) in Chak Hakim village, Phagwara, Punjab, has educator partners across India and abroad and aims to create a safe space for children and educators to get sensitised about problematic issues that do not figure on the curricula of most institutions. "Drugs are a big problem in Punjab, and the problem is often swept under the carpet. However, we are very vocal about it and are teaching them the harmful effects of drug abuse," says Paramjeet Kaur Dhillon, principal of Administration and Innovation. Under the auspices of RiseUp4Peace, (and with the prior consent of parents), the school conducts an awareness campaign that is quite graphic, says Dhillon.

"Initially, we roped in the policy-makers. Police officials from Phagwara were included in the first meetings. I prepared a detailed presentation on the scale and nitty-gritty of drug abuse, and then we added videos. Giving a talk is one thing, but showing children the impact of drugs, and related social problems through videos can give them a jolt, and discourage them from experimenting." RiseUp4Peace has developed a range of free educational material that is peer-reviewed and the content is shared as videos, cartoons, comics and activity handbooks.

One particular challenge, says Samarth, is to figure out vicissitudes of social issues. "When you want to work on drugs, for instance, you have to connect it to mental health and anxieties. With so much problematic content available to children today, words like justice, peace, harmony, truth, rule of law and integrity do not have a place in their lives. Once the child knows the difference between right and wrong, or is provoked to think about these causes, it becomes important."

This year, meetings were conducted for educators in seven states (Punjab, Kerala, Chhattisgarh, Tamil Nadu, Uttar Pradesh, Meghalaya, and Assam), with several more in the pipeline. Nearly 1,200 educators, educational leaders, and 21,000 students and young people from rural, vulnerable, and urban settings were part of RiseUp4Peace's activities. Over 120 virtual and in-person dialogues have been organised.

Talking about inclusivity

In addition, youth advocates Aarushi Gambhir and her friend Alviya Haider, who are persons with disability, have been sensitising educators and students about inclusive classrooms and disability rights, using their own life experiences. "Working for RiseUP4Peace has enabled me to reach out to more educators and foster dialogues amongst the students," she says. "Education is endless. But learning the fundamental values of human life is important too. When students acknowledge these issues, they can come up with ideas to combat them."

Since these are not traditional subjects, there's a way in which they are to be taught, says Samarth. "There is a very fine line between talking about social issues and moral preaching. The moment students feel that they are being preached to, they immediately put up a wall. It requires a specialised cadre of teachers who can make students open up. We also have a vibrant online community of volunteers that meets regularly to share ideas," he says.

Marco Teixeira, UNODC regional representative for South Asia, adds, "Through the RiseUp4Peace initiative, we are empowering educators and students to be catalysts for positive change by fostering values of integrity, peace, and the rule of law within classrooms. It stands to support the transformative power of education in shaping a just and inclusive society."

A CH-CHE

WIDE ANGLE
Albert P' Rayan

Ignite the creative flame

Why our education system needs "thinking teachers" who can enable students think clearly, creatively, logically and critically

The teacher drew a line on the board and asked the class if they could make it shorter without changing its length. As the students pondered over the question, the teacher was delighted to see everyone deeply engaged. "Let me give you a clue: the opposite of 'shorter' is 'longer'," she said. One student took the hint and stepped forward. He drew a longer line parallel to the original, labelled the old line A and the new one B, and, to the astonishment of his classmates, declared, "Now, line A is shorter."

Sensing their excitement, the teacher gave them a group activity. "Assume you live in place where people use only 25 words to communicate with one another. You can use them as much as you like, but no other. List the 25 words you'd choose and why you chose them."

I shared these activities with participants at a recent workshop on developing creativity in English Language Teaching (ELT) and asked, "Wouldn't it be wonderful if young learners had activities like these to nurture their creative minds?" The questions I got in response were: Is everyone capable of thinking creatively, solving problems, making good decisions, and analysing issues? If some people are more adept at these cognitive functions, what enables them to perform these tasks better than others? Is it the responsibility of teachers to nurture "the thinking mind"?

Nurture or nature?

Thinking is not the exclusive domain of the intellectually privileged. Everyone possesses the ability to think, and everyone has the potential to become a better thinker. As American architect and futurist Buckminster Fuller once said, "Everyone is born a genius, but the process of living de-geniuses them." Ken Robinson, an authority on creativity in education, echoed this sentiment when he stated, "Schools kill creativity," emphasising that creativity is as important as literacy.

Everyone is creative and can develop their creativity, provided they are interested in nurturing their creative minds. In other words, creativity is more a matter of nurture than nature. Students who are taught and trained to think creatively can excel in their creativity, although some individuals have also self-taught and trained themselves to become creative thinkers.

Thinking and creativity are closely related; without thinking, there is no creativity. Today, the terms "creative thinking" and "critical thinking" are widely used, but they differ in several ways. Individuals skilled in creative thinking can generate novel ideas and provide innovative solutions to problems, approaching challenges from unconventional angles. In contrast, critical thinkers excel at analysing and evaluating situations and information, relying on rational and logical reasoning.

Creative individuals can be found in fields such as the arts, cinema, music, education, science, technology, and medicine. If we were to ask some of history's greatest creative minds – such as Leonardo da Vinci, Marie Curie, Albert Einstein, and Steve Jobs – how they became creative, would they claim to have been born that way? Certainly not. By examining the quotes "Learning never exhausts the mind", "Be less curious about people and more curious about ideas", "Imagination is more important than knowledge", and "Creativity is just connecting things," attributed to da Vinci, Curie, Einstein, and Jobs respectively, we can conclude that nurturing the creative mind is essential to develop creativity.

As the education system tends to emphasise product over process, the importance of teaching thinking skills is neglected. For example, when writing essays or other creative pieces, many students are not able to express themselves clearly due to a lack of clear thinking, often because they haven't been trained to think logically. The purpose of assigning essays on various topics is not only to assess language proficiency but also to evaluate thinking abilities. To write a successful essay, students should first decode the topic and then spend considerable time thinking about the task requirements. It often involves exploring different angles, developing arguments, and finding creative ways to express one's ideas. Just like problem-solving, it requires the ability to think clearly and connect various concepts. Clear thinking makes it much easier for individuals to express their thoughts clearly in both speaking and writing. As the saying goes, clarity of thought leads to clarity of expression.

Teachers have a responsibility to teach thinking skills at different levels: primary, secondary and senior secondary. This can be done by fostering curiosity and encouraging students to explore and ask questions about the world around them; by challenging them with activities that stimulate deeper thought and reflection; by providing problems for which they can explore their own solutions; by rewarding creative and innovative ideas; by encouraging them to make choices and take responsibility for their decisions; by allowing them to envision possibilities beyond the ordinary; by promoting introspective thinking; and by motivating them to read stories and create alternative endings. Additionally, teachers can ask students to read news reports that encourage analysis, evaluation, and the generation of their own ideas.

It is high time our education system prioritised thinking skills. To achieve this successfully, we need "thinking teachers" who are skilled in enabling students to think clearly, creatively, logically and critically. Do we have enough such teachers?

The writer is an ELT resource person and education columnist.
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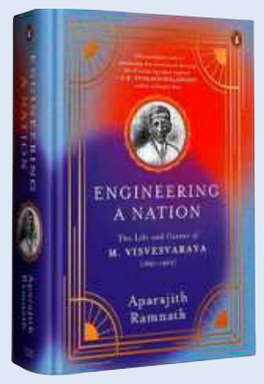
ON THE SHELF



Engineering a Nation

A public administrator, constitutional analyst, and development thinker, Mokshagundam Visvesvaraya, (1861–1962) was arguably the most famous Indian engineer of the 20th century. India bears a significant imprint of Visvesvaraya's work, as sugarcane farmers in Maharashtra and Karnataka, picknickers in the Brindavan Gardens near Mysore, and city dwellers across the country who enjoy a piped water supply are all partaking of Visvesvaraya's legacy. As are students in Bengaluru's Indian Institute of Science and Mumbai's Institute of Chemical Technology.

In *Engineering a Nation,* Aparajith Ramnath delves into a range of sources to explore the professional and intellectual relationships that shaped the man, and highlight the historical context in which he worked.

Author: Aparajith Ramnath
Publisher: Penguin
Price: ₹1299

Into the real world

Engineering education needs to go beyond the classroom if the students are to succeed

Payal Desai

Engineering education largely involves delivering technical knowledge from well-documented resources. While the student may be able to grasp and understand the concepts, this remains within the classroom and be enough to get good grades in exams. However, this does not foster the growth of a versatile engineer with skills such as original and critical thinking, independent learning, good communication and collaborative skills. What the classroom teaching misses is the open-ended real-world practice-based approach and processes, all of which is learnt only on the job.

Changes required

Even when involved in research projects under the supervision of faculty, students rarely get a chance to learn about researching and referencing. Most such projects are done in isolation without any practice-based problems. This is also because many faculty are focussed on academics. The exposure given through site and industry visits is not enough for students to understand the real world of practical engineering. Many thought that the introduction of design problems would help but engineering involves more than design. Thus, the existing model of education has not succeeded in producing effective engineers.

In the current model, the faculty are under pressure to complete the syllabus in a specified format within a time frame. Instead, what is required is an understanding of the connection between engineering education and practice and a bridging of the gap between the two by re-framing the curriculum, pedagogy, teaching methodology and assessment patterns. Conceptual understanding, design and problem solving need to be the prime focus. Practice-based, open-ended problems in which theoretical concepts link up to real-word engineering need to be introduced.

Another aspect is that this new approach should involve teacher training for correct delivery, round-table discussions with industry leaders to include a hands-on learning approach through real-world projects, internships, seminars and peer learning. This will also help students become independent and lifelong learners. Part-time work, while studying, can also help them gain experience and also develop social and communication skills, which are integral for success today.

Good engineers are expected to develop, create, innovate, research, and invent for the betterment of society at large. For institutes to help students develop into good engineers, we need to take another look at engineering education.

The writer is Associate Professor
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The next story in the monthly series by WWF-India that highlights niche and unconventional green careers through the stories of well-known personalities from the field of environment and conservation

GREEN CAREERS HUB

Mapping the wild

Conservation technologist Dr. Arpit Deomurari on his experience in using tech for Nature

Who can imagine a life without technology? Thanks to computers, we've reached the deepest of oceans, and tallest of mountains, and can now use them for conservation.

I started my career as a computer engineer, not knowing that my path would soon shift towards conservation. My first assignment was with the Kutch Nav Nirman Abhiyan in Gujarat, shortly after the devastating earthquake of 2001. During this assignment, I was introduced to Geographic Information Systems (GIS), which fascinated me – using satellite imagery and remote sensing to understand a landscape without physically being there. I found myself drawn to its possibilities.

GIS became more than just a tool for mapping; it was a way for me to connect with and understand the outdoors. Growing up, my father was a teacher and an outdoors person, who regularly took his students on eco-camps. I vividly remember one trip to Marine National Park, Jamnagar, where I saw a researcher working on coral reef bleaching. He showed me a pictorial guide to birds of the Indian subcontinent, and that moment stuck with me: a life in Nature with a difference to make.

Over time, I began exploring the conservation applications of GIS, particularly in habitat restoration and biodiversity. One of my early projects involved creating a web-based database of Indian fauna and flora including a checklist for angiosperms; the first of its kind. Along the way, I always picked up skills in Data Science, AI, and high-performance computing. These weren't things I was formally trained in; rather, I taught myself as the need arose.

I've been able to apply these skills to a wide range of projects over my work with various organisations. I wear many hats – ecologist, GIS expert, data scientist, and conservation technologist – and I think this allows me to see connections between different fields.

High points

One of the most exciting projects I've been involved with recently is analysing habitat changes in the Western Himalayan rangelands over the past 40 years. I've been studying how high-altitude grasslands have shifted due to climate change, which is crucial to understand the impact on local farming communities and species like the snow leopard.

If there's one study I'm particularly proud of, it would have to be my Ph.D. thesis. It involved mapping the distribution of Indian birds and evaluating the impact of climate change on their habitats. It took me eight years, but it was worth it. Now, with more refined data, I'm working on updating those maps and continuing to contribute to our understanding of India's incredible avian diversity.

When it comes to conservation technology, my job is to provide data and insights in a format that's accessible to a wide range of people. Whether it's a social scientist, a biologist, or a local community member, the goal is to make the information useful for all. We need more data sharing, more openness, and more cross-disciplinary cooperation in the conservation space. This is one of the reasons I've been a strong advocate for open data, putting much of my work on public platforms like AVIS-IBIS, which houses bird data for India.

Looking ahead, I see immense potential for technology in conservation, especially as we move towards more stringent sustainability goals and climate action. I'm particularly interested in using AI and Data Science to monitor and restore ecosystems at a larger scale.

If I could give one piece of advice to aspiring conservationists, it would be to acquire multiple skills. Don't limit yourself to one discipline. The future of conservation is multidisciplinary, and those who can wear many hats will be the ones driving change.

A double-edged sword

How peer pressure in B-Schools shapes students' journeys

R. Deepa

In the high-stakes world of Business Schools, peer pressure is an ever-present force shaping students' journey. While it's a universal phenomenon, the intensity in B-schools is particularly noteworthy, as students chase top grades, vie for coveted corporate positions and strive to outperform their classmates.

When students first encounter Asch's Conformity Experiment, it is a revelation. Though many tell themselves that they will not conform to external pressures, the resolve rarely remains.

Students are subject to comparisons from childhood and the scale and seriousness increases during the 'board exam' years.

Students are subject to a relentless cycle of comparison and competition, with those in B-Schools needing to "run faster than the fastest lion" to be able to berth a seat in the corporate jungle with a higher package, a branded organisation and a dream job, not necessarily in that order.

Though they know they cannot have it all, there's an unspoken drive to outshine the person next to them, their roommate, the class topper, and anyone else involved.

Getting placed is only the beginning of another 'survival-of-the-fittest' journey in the corporate world.

Pros and cons

Many B-School students report that peer pressure can be a double-edged sword, with positive and negative impacts on their academic and personal lives.

On the one hand, it motivates them to excel, propels them out of their comfort zones, encourages participation in co-academic activities, and fosters resilience.

According to PGDM student Xavi Tayang, "Seeing my peers succeed inspires me to work harder." The synergistic environment catalyses growth with self-confidence, forging a strong mental framework. They're not just learning – they're evolving, adapting, and expanding their horizons faster than a tech start-up.

On the flip side, there is the constant drive to 'keep up' and 'fit in', as they try to juggle assignments, co-academics and social obligations. Deciding to prioritise an assignment over a movie night can lead to stress and anxiety, due to the fear of missing out (FOMO) compared to their high-achieving peers.

The pressure-cooker environment brews up a storm of hopelessness, anger and loneliness, mingled with self-doubt and fear, pulling them down into a vortex of depression.

Despite these challenges, these students are crafting their coping mechanisms. With the same ingenuity, they apply to case studies, their tool kit comprises a blend of positive self-talk, self-control, and a laser focus on personal growth rather than cut-throat competition.

Another PGDM student P. Anisha explains, "Peer pressure inspires me to establish strong academic goals that keep me focused and motivated."

Coping mechanisms

By setting personal boundaries and mastering self-motivation, many have discovered the benefits of using rigorous workouts to sculpt both body and mind. Others are rewriting their mental scripts, giving less credence to external opinions and more to their inner voice. In this high-stakes game of personal and professional development, B-School students are embracing challenges head-on and focusing on the journey rather than the outcome.

In this situation, what is the role of faculty and the institution? Many institutes have realised the importance of mental health and dedicated well-being centres that offer counselling services and support.

Integration of personal growth and well-being into their curriculum is another aspect. Apart from faculty members offering guidance, distinguished leaders are being invited to share their life stories and inspire students with their insights. This multifaceted strategy helps students navigate the challenges with greater resilience and confidence.

While healthy competition can drive excellence, finding a balance will be key to producing resilient, successful business leaders ready to face the challenges of the corporate world.

The writer is Assistant Professor, Human Resources, and Chair, Centre for Leadership Excellence at Loyola Institute of Business Administration (LIBA).