# SCHOOL OF MANAGEMENT IS RANKED

# 37$^{TH}$

## ALL INDIA

## BY NIRF RANKING - 2020*

*CONDUCTED BY MINISTRY OF HRD

nirf

**BML MUNJAL UNIVERSITY** ™

A **Hero GROUP** INITIATIVE

Named after the late Founder Chairman of the Hero Group, BML Munjal University (BMU) is a unique not-for-profit initiative founded by the promoters of the Hero Group. BMU is mentored by Imperial College London and is engaged in creating, preserving, and imparting internationally benchmarked knowledge and skills. The university seeks to transform higher education in India by creating a world-class innovative teaching, learning and research environment. It envisions to become a nursery for the leaders of tomorrow and a repository of knowledge.

The various undergraduate, postgraduate, and postdoctoral programmes offered in the University are:

Ph. D, MBA, B.Tech, BBA, B.A. (Hons) Economics, B. Com (Hons), B.A., LL.B. (Hons.), B.B.A., LL.B. (Hons.)

**The School of Management at BML Munjal University has been ranked 37th among all management institutions across India in the NIRF Rankings 2020. BMU is the youngest entrant in the top 37 list, comprising of 27 government and 10 private institutions.**

**BMU has also been chosen by ET Edge, an Economic Times initiative as one of the Best Education Brands 2020.**

# THE UNIVERSITY WITH A DIFFERENCE

As I write, the world is reeling with distress and uncertainty under the impact of COVID-19. At BMU, fostering a healthy campus community for our students, faculty and staff is our top priority. While the university is closely tracking the spread of COVID-19 across the nation, we have taken adequate measures to ensure the well-being of the community, without abdicating our responsibility in this hour of need.

During last 6 years, we have come a long way in establishing the university through state-of-the-art Infrastructure, meritorious students, highly qualified faculty, innovative pedagogy, focused research and development, entrepreneurial mindset and distinctive industrial and foreign institution partnerships.

The new academic curricula of all the programmes have been upgraded to include Industry 4.0 technologies.

**Prof. (Dr.) Manoj K. Arora**

Vice Chancellor,
BML Munjal University

Courses in several new specialisations, namely, Cyber Security, Data Sciences and Artificial Intelligence, Automation and Robotics, Internet of Things, Data Analytics, etc. have become an integral part of the curricula. On similar lines, a new engineering programme, B. Tech (Engineering Science) was launched in the academic year 2020-21, comprising 4 specialisations, namely, Materials Science, Nanoscience, Environmental Science and Geospatial Science. All the curricula are highly flexible, where students will have choices to study courses from cross-disciplines as minors or open electives. The aim is to move the students towards the concept of **'build your own degree'.**

The novel fractional credit system adopted by the university allows the students to receive education, and certification seamlessly within the ambit of regular academic curricula. Popular MOOCs have suitably been embedded in the curricula giving the students opportunities to take advantage of learning from varied sources and work on live problems and case studies, industry exposure, internships, outside classroom activities and international immersion experience.

The young minds are given enough opportunities to work on new ideas right from their first year with their involvement in courses such as **Joy of Engineering** and **Joy of Management.** These courses are run jointly with the industry.and the outcomes of these courses are society and industry relevant projects, which lead to patents and technology transfers.

**I am happy to share that our School of Management has achieved All India Rank of 37 under Management Category in recently announced NIRF rankings by the MHRD, Government of India. BMU has also been chosen by ET Edge, an Economic Times initiative as one of the Best Education Brands 2020.**

We indeed are marching ahead in our pursuit of academic excellence on all fronts and are committed to make our name not only in India but globally, as well.

**Prof. (Dr.) Manoj K. Arora**

Vice Chancellor, BML Munjal University

# UP YOUR SKILLS



**Dr. Vishal Talwar**
Dean,
School of Management

At no point in history has so much creative destruction been inflicted on the educational landscape in India and across the world. The uncertainty of relevance and the uncertainty of what the future of work will be like has pushed the education fraternity into a period of introspection and transformation.

The 4th Industrial revolution coupled with an increase in course choice have made courses such as engineering seemingly unattractive to many school leavers.

This depressed engineering demand may be temporary, fueled partly by the lack of a practical engineering curriculum or the silo-based approach being adopted currently. Whilst we wait for Engineering education to transform towards a more problem solving and practical approach, management education too seems to be at the crossroads. Lines between the digital and physical worlds have blurred and future business leaders will have to lead within this dynamic and challenging world where computers are able to emulate human thinking and performance.

Progressive management education needs to provide the right melange of decision-making capability and new age specialisations that straddle both the tech and management space. MBA specialisations have been increasingly focusing on the data sciences piece. This is driven by the growth of Artificial Intelligence, Big Data and increased Digitalisation. Apart from the current specialisations such as marketing, finance, human resources, operations, international business etc., specialisations around AI, Data Engineering and Analytics are becoming increasingly important. Here, MBA students would need to learn subjects such as Database Management, Advanced Statistical Techniques, a deeper approach to synthesising and analysing data using programming languages such as

**R OR PYTHON**

**BUSINESS INTELLIGENCE TOOLS (SUCH AS POWER BI, QLIKVIEW OR TABLEAU)**

**MACHINE LEARNING ALGORITHMS**

**PREDICTIVE MODELLING & TEXT ANALYTICS**

**BIG DATA ETC.**

In fact, progressive management schools are integrating such subjects into the core curriculum. This enables a deeper qualitative and quantitative appreciation by the student thus enabling better decision making. Apart from this, MBA students need to learn not just the tools but also its integration and optimisation within various business contexts. Adoption of such technologies within business is a given but competitive advantage and can only be achieved if these lead to effective implementation and sustainable gains.

However, there are a growing number of thought leaders who believe that even though technology and technologists will continue to transform the world, it will be what Scott Hartley describes as 'Fuzzies', those who major in the humanities or social sciences who will play a major role in shaping their own and others' destinies within the world of work. Even now, for every tech-educated CEO, there are several examples of accomplished leaders like Aditya Ghosh, the current CEO of Oyo South Asia and former CEO at Indigo, who early on in his career was a General Counsel at Indigo Airlines.

Also, Jack Ma, the founder of Alibaba, had done his majors in English.

A background in Liberal Arts would equip students with an expanded philosophical worldview and help make informed value judgements. So, courses such as



Jack Ma,
Founder of Alibaba,

**DESIGN THINKING PHILOSOPHY PSYCHOLOGY SOCIOLOGY POLITICAL ECONOMY OF TRADE GENDER EQUALITY ETHICS AND PUBLIC POLICY**

should find a place in the MBA curriculum.

As MBAs progress further in their careers, creating new designs, processes or business models, its effects on society would need to be gauged as much as its influence on the bottom line. This tightrope walk requires management educators to view the MBA in a new light with renewed vigour and urgency.

**Dr. Vishal Talwar**
**Dean, School of Management**

# MASTERING THE ART OF MENTORING

By Dr. Payal Kumar*

*Are you a busy leader in a firm trying to mentor your junior colleagues to the best of your ability? While mentoring is a developmental relationship that can take the protégé to the next level, there are also many pitfalls that you as a mentor need to be aware of.*

## Mentoring: A complex phenomenon

- Jane was a hardworking executive who was focused in both her work and her aim to grow. She was delighted that she would be mentored by Neil, a senior executive known for both high levels of performance and earthy wisdom. Later when Jane took up a plum post in another department, trouble began. Neil began talking about her as an ungrateful protégé who an opportunist was.
- Although Anne was already mentoring a handful of protégés, her protests fell on deaf ears, and she was given the responsibility of Tom. After a couple of ice-breaking meetings, Anne's blistering schedule prevented the any further meetings from materializing.

In both these cases, the first one in which the mentor was jealous of the protégé, and the second one in which there was no malafide intention of the mentor as such, but rather the mentor did not have enough time to do justice to her role, the protégés bore the brunt of a negative mentoring relationship.

A formal mentoring relationship which is often initiated with good intentions, and may appear to be effective on the surface, can in fact lead to simmering discontent. In fact, negative mentoring experiences seem to be more prevalent than once thought, with over half of protégés in one study saying that they had experienced a negative mentoring expe- rience (Eby, McManus, Simon & Russell, 2000).

Not only are these more common than once surmised, but the consequences for the protégé can be far-reaching, including general dissatisfaction at the workplace leading to an intention to quit.

Defined as consisting of developmental assistance provided to a protégé by a more experienced organizational member in the form of career and psycho-social guidance (Kram, 1983), there is an overall expectation that mentoring will enable the protégé to learn and grow, will professionally enrich the mentor, and will lead to a socialization of the protégé into the organizational culture for the firm. How can you as a mentor ensure that you are doing what is right and also avoid pitfalls while mentoring?

## THE WAY FORWARD

**1 BE AWARE OF THE FIRM'S MENTORING OBJECTIVE:** For example for a Japanese motor company in India, the objective of their mentoring programme is for the protégé to be socialized into the work culture smoothly.

**2 DON'T TAKE ALL THE CREDIT:** Neil perhaps failed to take cognisance of the 'rising star effect,' in which it is suggest ed that a high-performing protégé is more likely to acquire a mentor (Singh, Ragins & Tharenou, 2009)and get ahead.

**3 THE PROTÉGÉ MAY OUT-SHINE YOU:** This is in fact a sign of robust mentoring. As per the classical definition of mentoring there are four distinct stages: Initiation, cultivation, a separation phase, and lastly a redefinition phase, during which the mentor and protégé meet again as peers (Kram, 1983).

**4 BUILD UP TRUST:** In the initiation phase it is important to work at building up trust, or else the outcome of mentoring in terms of learning for the protégé will be compromised.

**5 BE AWARE OF THE NATURE OF THE RELATIONSHIP:**
Mentoring is a unique relationship between individuals, with some relationships being life-altering and others destructive. While extending the hand of friendship and being a good listener are important facets, one needs to tread carefully so as not to breach the line of professionalism.

**6 EXERT CAUTION IF YOU ARE A SUPERVISORY MENTOR:** Be aware that more negative mentoring experiences have been found in relationships in which the direct supervisor is the mentor, possibly because supervisors have more direct control over their protégés.

**7 SUITABLE MATCHING IS OF ESSENCE:** Congruence studies suggest that deep similarity variables such as personali ty and values have more of an impact on mentoring relationships than surface similarity (gender, age and race). For example, protégés paired with mentors of similar and different

races, were more satisfied with mentors whom they perceived to be more like themselves in outlook, values or perspective - rather than racial similarity (Eshner & Murphy, 1997).

## CONCLUSION
So while mentoring can lead to several positive outcome variables for the protégé, the mentor and the firm, there is also a 'darker side' that one needs to take cognisance of. While the organization needs to be vigilant at the matching stage, the mentor can exercise caution in various ways in the process of mastering mentoring. Interestingly, mentors who had once been protégés themselves will be more likely to respect and advocate the mentoring process.

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* Subsequent to mentoring several managers in the corporate sector, Dr Payal Kumar has conducted research on mentoring, focusing especially on the negative mentoring experiences of the protégé

# LEGAL EDUCATION FOR TOMORROW

I have lost count of the number of high schoolers who have told me that their first Introduction to the law was the wildly popular TV series 'Suits'. The depiction of the life of the lawyers in Suits is far from reality. Imagine my plight when my twelve-year-old daughter started watching 'Suits' regularly. As an informed parent, I immediately told her that Harvey Specter is the most misleading television character ever. In other words, even without the coiffured hair and the ultra sharp suits, Harvey is a modern lawyer.

Real life legal practice is unfortunately more mundane and much more boring than Suits. However, on second thoughts, despite its distance from reality, I must admit that Suits provides a good opportunity to talk about what is missing in legal education and what can be done about it. A typical episode of Suits presents an outrageous and unprecedented legal dilemma for the protagonists, which they proceed to solve with their wits and novel arguments of law.

I will now detail, in a more formal fashion, my thoughts on how a modern law school should approach legal curriculum and pedagogy I believe that law schools will benefit from a different model that provides a skill-based foundation to the study of law. This model is the future of legal education but it takes a different curriculum and a different pedagogy to make this model a success.

**Dr. Nigam Nuggehalli**
**Dean, School of Law**

A law school curriculum assumes that legal information is **dynamic** and **changeable;** future employers would be interested primarily in employees that have certain skills that are crucial to success in the workplace. The outcome-based learning pedagogy that has been adopted by the UGC underscores the idea of law courses improving skills rather than merely disseminating information. Course curricula need to be designed keeping in mind:

## WHAT WILL THE STUDENT LEARN?

The transition in focus is from

## TEACHING TO LEARNING

This is a transition from **disseminating information to acquiring skills.**

## Skills of synthesis

Students must be taught the law, whether it be contracts, criminal law or civil procedure, in terms of certain organizational principles that permeate the statutes, and which speak to each other. If the students are taught the legislation through principles, they can learn to adapt the statutes to new situations.

Students also must be taught about the interconnections between laws. In a complex business transaction, principles of contract, property and tax will intersect and therefore law courses must be designed considering these interconnections. Many of these interconnections will be transnational in character, either because the problems India is trying to solve have been addressed in other jurisdictions or there are public international instruments that address problems that cross borders. Similarly, students must obtain an insight into law's interface with other subjects in the first three years of their coursework.

## LAW'S INTERFACE WITH ECONOMICS, ACCOUNTING, SOCIOLOGY, HISTORY, AND TECHNOLOGY

Further, these insights must be emphasized in the law courses being taught to them concurrently.

## Skills of communication

**Good lawyers are excellent communicators.** They can communicate their thoughts **clearly, precisely,** and **cogently.** Good communication skills require the students to practice their writing regularly. Law schools must ensure that writing short essays every term does not degenerate into a numbers exercise that ends up alienating the student from the writing process. From my student experience, I realised that while a large number of writing assignments brings some **discipline** to students' law school lives, it also incentivizes many students to game the system by submitting assignments that are superficially well written but are in fact poorly thought through at best and plagiarized at worst.

Law schools must have a year long writing course followed by a longer written component in the third and fourth years where the students are asked to write law review length papers (10,000 words) and appropriate feedback given.

## Skills of effectiveness

In addition to skills of synthesis and communication, law schools must train students to be effective. Law schools must impose strict deadlines on **response papers, essay submissions, internship and placement applications.**

The intent behind these deadlines is to solve the last mile issues with any project undertaken by the student. A student might be **a good reader, a resourceful writer** and have **a well-developed vocabulary** but unless she takes her reading comprehension and written articulation to completion (in the form of well written papers, essays, moot court briefs, completed placement and internship applications etc) she will not realise her potential and be effective.

Lawyers deliver because they are effective; they harness their talents successfully. The assessments must be calibrated to achieve the goals set by the curriculum, asking the students to solve problems and address challenges, rather than learn by rote. The exams, response papers and essay requirements must be envisaged as **open book exams** asking the student to respond to ambiguities in the law. A good lawyer distinguishes herself when confronted with ambiguities, not certainties.

## Motivating law students

A skills-based curriculum is only part of the overall mandate of the law school to transform the skills of its students. A major problem faced by law schools in India and abroad relates to motivating students to acquire the skills that are relevant in today's world. A law school must commit to a thorough student focused approach to education. One suggestion is to introduce **personalised coaching** for each student.

Each student can be assisted by a faculty mentor who will focus on the student's analytical and communication skills in various forms such as legal writing assignments, moot courts, blog writing, law review writing, judgment writing , and enhance the student's understanding of the key legal concepts acquired in the classroom. Each mentor will enable the student to achieve the goals mentioned above: **synthesise information, communicate well and be effective.** Unlike mentoring systems elsewhere, law schools must envisage their mentors to be active interveners in the students' educational experience to customise, finesse, update and enhance the skills taught to the students in the classroom.

Law schools need to inculcate a bit of **Harvey** in their law
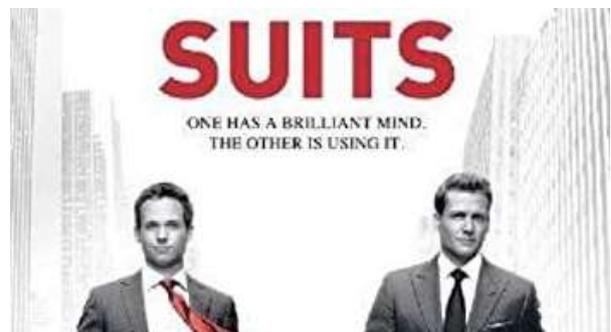


students: make them more **articulate, adaptable, and effective.** The expensive suits will follow.

Dr. Nigam Nuggehalli
Dean, School of Law

# WHAT'S NEW
## @ THE SCHOOL OF ENGINEERING

BML Munjal University, announced a new B. Tech Program in Engineering Science for undergraduate students by the School of Engineering and Technology for 2020 - 24 batch.

Given the exponential rate of the growth of technology, the market demands have changed

Today the market needs **agility, adaptability and interdisciplinary knowledge and skills**. It has become increasingly important that students understand and **apply concepts of engineering and science** in a holistic manner to meet rapid advancements in technology and requirements of sustainable development.

The primary highlights of the course would be that it would provide students the flexibility to study subjects where sciences with engineering intersect. The new Engineering Science programme is also aimed to act as the foundation

of future degree programmes themed towards **"Build your own Degree".** Globally, the engineering science programme is being offered by University of Oxford and UC Berkley. In India, it is offered by IIT Hyderabad.

**Dr. Manoj K. Arora, Vice Chancellor, BML Munjal University said:** "World over people are gearing-up to invest in education and skill sets that is in sync with today's demand for a better productive world. We have designed the new programme in "Engineering Science" that would combine sciences with engineering for the students to study the subjects where these fields intersect, thus, focus on developing a rigor in the engineering science 'fundamentals' in the students. The endeavor is to shape **passionate, practical-oriented, industry-ready** engineers who have the required skills to succeed as entrepreneurs or in industry. The students will be equipped with the expertise to create and manage enterprises that will thrive in the global economy. I am certain this would be well received both by the industry as well as the students."

BMU has developed collaborations with several industries, research organisations and international universities. **Fraunhofer-Gesellschaft, Europe's largest applied research organisation, Warwick**

**Manufacturing Group (WMG), University of Warwick, Purdue North West university,** and four national R&D labs to ensure students are exposed to world class technology and can conduct research from the day they start the program.

The university is also associated with **Microsoft Intelligent Cloud Hub** to further enrich the skills and expertise of the students in **Artificial Intelligence, Data Science, Internet of Things and more.** The students opting for these specializations will be able to take benefit from these relationships, besides attaining practical knowledge in **Centre of Excellence in Advanced Materials and Devices, and Siemens Centre of Excellence in Automation, Robotics and Mechatronics, High Performance Computing, and 3D Printing Labs at BMU campus.** Students will have the option by spending 6 months to one year in industry through BMU's practice school concept or in any research organisation both in India and abroad. BMU also has credit transfer policy, whereby students can spend one to two semesters in any international university.

For the B. Tech in Engineering Science, students can be admitted in any one of the following specializations:



**Environmental Science**



**Geospatial Science**



**Materials Science**



**Nano Science**

# THE CANOPY EDUCATION APPROACH - SPORTS

**Sports & Student Life**

The importance, rather the necessity, of sports and games in students' life has not been sufficiently **recognized, understood** nor **appreciated** by society as a whole, even by most educationalists. Simple observation of the wonders of life on this planet will lead us to draw substantial lessons of the need for calibrated physical activity for development of the body, mind and spirit.

We see all around us the playfulness and exuberance of the young ones of all the species of animals, birds and fish.

This is nature's way of teaching the young a set of life skills essential for survival in a harsh world. Whilst they prank around they are actually developing **coordination of various limbs, muscle and sinew, sharpness of reaction and quick response, intellect & eye acuity, team response** etc.

In a similar manner the human child needs **'khel kuud'** for sound and effective growth. From experience I believe a **naughty child** makes a **smarter man.** We all know of the playfulness and pranks of 'Lord Krishna' as a youngster, and my God, what a revelation he gave to the whole world about life itself!

For example the policy should take care of the varying needs of the youth by recognizing that their individual needs are dependent upon their inherent physical and mental capacities, which vary greatly from person to person. Hence **the sporting curriculum must be expansive and be able to offer a suitable outlet according to every student'spersona.**

Most importantly the policy must be authentic. The unstated but practical approach of most institutions towards sports is to work with their institutional teams to win laurels for their alma mater. This in essence means selecting a few physically well-endowed individuals; focus on their training and on winning trophies for the institution. The coaches are lauded and managements satisfied. Unfortunately, this approach is **unfair** and **unauthentic.** It caters to the needs of a few and for the glory of the institution. The participation in a meaningful sporting activity by the majority of the students is conveniently overlooked and their role is often confined

to that of clapping and cheering for the few sporting heroes.

Is it a fair practice to charge the same fees for all yet deliver the benefits of sports & games to a few and deliver a weak program to the rest? Certainly not! Sports managements must relook at this aspect and invest much more in their sports curriculum and activities than is presently thought sufficient. It is every child's right.

Educationalists have all along talked of the following **all-round development, holistic development or inclusive development. I like to call it 'The Canopy Education Approach'.** Plant a sapling in the right environment, nourish it, allow it to sprout branches in every direction and watch it grow into a healthy, stable and strong tree; the one that provides shade, bears flowers and is laden with fruit- a beautiful tree with a balanced and well-rounded canopy.

We must treat and handle every child like a sapling. **We should provide the perfect environ for the child to grow all around- in academics, sports, performing and creative arts, adventure & outdoors, multi- cultural interaction, debating, quizzing, moral values & etiquette.**

We must seek to see every child as a **multi-faceted, healthy, stable, and strong** adult- the one with a beautifully balanced personality.

It is my firm conviction that physical activity through sports and games is an essential ingredient for the personality development of every student. I strongly believe and advocate that academics and sports are compatible and complimentary in realizing the child's full potential as a leader.

**Gurbir Singh**
**Olympian & Arjuna Awardee**
**Director – Sports**
**BML Munjal University, Gurgaon**

# LEADERS @BMU

## "LEADERSHIP IS AN ACTION, NOT A POSITION"

-DONALD MCGANNON

### Sameer Dhanranjani



### Abhinav Bindra





### Deepak Vohra



### Aditya Ghosh

# KEY EVENTS
## THE AI CONCLAVE 2020







**BMU AI Conclave 2020** was designed as a confluence of **thought leaders, influencers, academicians and business builders** to discuss the AI landscape and trends that are shaping the workplace of tomorrow.

"Through synergistic efforts of **industry, academic institutions and government,** India's demographic structure can become a true dividend for the nation. It will not be an exaggeration to call the present scenario the largest talent challenger ever, and it is knocking hard at the gates of the **Indian technology industry and academic institutions.** In the wake of this challenge, we are pioneering a course specialisation in **AI and Data Engineering** in our MBA program from the new batch of 2020, to allow a more comprehensive understanding of a subject that will be of prime importance in the future. The conclave today is yet another way to elevate and lead the conversation on the future of the tech workforce. We have enriched ourselves from the accomplished participants in this area today and thank everyone for their opinions and participation", said **Dr. Vishal Talwar, Dean - School Of Management, BML Munjal University.**

"Today, we are witnessing an unprecedented change in the exponential technologies where **legacy skills, tools and technologies** have become obsolete. New age digital professionals proficient in **AI, IoT** are being called upon to enter the talent workforce – with a new set of skills. One of the core competencies of the Indian technology work- force has been its ability to on-board new talent at a rapid pace. Now, organizations will be deeply tested as they attempt to respond to a changing landscape over the next decade", said **Sameer Dhanrajani, CEO, AIQRATE Advisory & Consulting.**

# PROPEL 19



*Mr. Sunil Kant Munjal mesmerised the audience when he reiterated the fact that "the world is your oyster" and "we must go after what we want to achieve in life.*

The BML Munjal University (BMU)'s incubation centre named Propel organized its maiden flagship event around Innovation and Entrepreneurship - Propel19 on November 09, 2019 at the BMU campus. The pitch fest was supported by the **MHRD's Innovation Cell, Govt. of India, the Haydn Green Foundation and the University of Nottingham** amongst others.

Partners included brands like **AWS, OYO Workspaces, HDFC Bank** and the like. The fest saw participation with over 98 start-ups from 6 different countries. The whole day was divided into segments comprising one-on-one mentoring sessions, screening sessions and the final pitching session in front of the best investor networks in the country.

The event commenced with address of Prof Manoj K Arora, Vice Chancellor, BML Munjal University, following which the mentoring and screening sessions commenced in parallel.

A total of **13** start-ups consulted the experts on the mentoring panel on some of the key issues around their business – **comprising go to market, legal**

**entity structuring, financial modelling etc.**

A pre-screening was done of the submitted applications and **33** shortlisted start-ups presented their business pitch to the screening jury comprising eminent business personas. As these sessions progressed the teams done with their respective sessions went ahead to the auditorium to attend sessions given by eminent speakers and the President's address.



A start-up walking tour was organised where the eminent dignitaries took a tour of some start-ups showcasing their products and services including some food start-ups who had put up their stalls at BMU campus. A session was also organized by **The Strategist and Entrepreneurship Club of the University** dispelling the myths around starting up a business.

Next the event had two entrepreneur CEOs sharing their start-up stories. Mr. Rahul Kumar from Getvital shared his journey and a BMU alum start-up Discovery Nutrition shared their story of how they morphed from being job seekers to job creators.

The Keynote address was given by Dr. Ritesh Malik, Founder, Innov8. He motivated people on the fact that success begets success.

Post lunch, there was a panel discussion on the topic – Pitching to Investors on How to Stand Out. The panellists were Mr. Jatin Desai (Parampara Capital), Dr. Saurabh Srivastava (IAN), and Mr. Sridhar Venkiteswaran (Avalon Consulting.) The discussion was moderated by Dr. Vishal Talwar, Dean School of Management, BMU.

The highlight of the show was the investor pitches

– where the top **15** shortlisted start-ups pitched to the high ranked jury. These shortlisted start-ups were divided into two categories – growth/accelerator and students/recent graduates – which further had three sub-categories of product, technology/-service and social impact.

These 3-minute pitches followed by 2 minutes of Q&A were the icing on the cake and the audience thoroughly appreciated and enjoyed witnessing the interesting products and services these start-ups were pitching. The Chancellor of BMU, Mr. Sunil Kant Munjal in his address after the elevator pitch round, mesmerised the audience when he reiterated the fact that **"the world is your oyster" and "we must go after what we want to achieve in life."**





As the flagstaff to the event, the Guest of Honour, **Dr. M.P. Poonia, Vice Chairman AICTE** gave his address. He heaped praises on the participants and the University for organising such an innovative event.

It was extremely gratifying when he announced that our University would get the opportunity to organise a thematic contest around large scale, high-impact projects in 2020. He also declared a **National Level Hackathon to be held at BMU in 2020.**

Finally, it was time to declare the winners! In the Growth/Accelerator category, we had a start-up from **Ningbo, China - Braintech SDN BHD** who had developed a **brainwave analyser** in the form of a headband that helped the wearer achieve deep (REM) sleep in 30 minutes – extremely useful for insomniacs, or people under various forms of stress. In the student/recent graduate (product) category, it was a proud moment when the BMU alum start-up **Discovery Nutrition won the prize for their protein energy bars – Calibar.**

In the student/recent graduate category (technology/service) a start-up - Pepstudy Education Pvt. Ltd. who had developed a system for providing classroom tests and posting results with AI based learning analytics for K- 12 were declared the winners.

Post the declaration, the event moved towards the instrumental and vocal performances by the students of BMU followed by the screening of the movie on Innovation, "Tomorrow".

# HEROES OF TOMORROW

BML Munjal University's innovation initiative in partnership with **Microsoft - Heroes of Tomorrow 2019**, that aims to recognise and nurture young talent to think of ingenious ideas to global issues, announced its winners.

**The winner, Sahib Sharma of Learning Paths School, Mohali wins a trip to Imperial College London and a visit to the Microsoft India headquarters.** Along with Sahib, two other runner ups have been selected from **850** submissions received. The winning idea by Sahib Sharma aims to promote volunteering culture in India by helping bridge the connection between NGOs looking for volunteers and students who wish to volunteer. **His initiative - Volorgo,** is a portal that allows NGO's to list for a fee after an initial trial period and for students and others who wish to volunteer to find the NGO of their choice. Described as a combination of Zomato and Craigslist, Volorgo has already signed on a few NGOs.

In its second edition this year, **Heroes of Tomorrow 2019** is open to students of **class 9 to12** and those in college, across India. Through this unique initiative, its aim is to nurture talent and encourage conviction of these young minds to execute their ideas with courage and perseverance and to develop a sense of inquiry to problem-solving. By enabling collaboration with industry leaders, entrepreneurs and policymakers, this contest ensures that the winners get confidence to become global change-makers and inspire others to ideate, innovate and create.

The esteemed jury for Heroes of Tomorrow 2019 comprised of Sanjay Kasturia, Founder and CEO of Attiviti AL Technologies, Prasenjit Bose, Senior Manager - IT, Microsoft India, Prof Nigam Nuggehalli, Dean, School of Law, BMU, Gurbir Singh Sandhu, Director - Department of Sports, BMU and Davinder Singh, Assistant Dean - Strategy and Innovation, School of Management, BMU. Each entry was judged on innovation, creativity, originality, and quality.

*"Our aspiration is to groom the leaders of tomorrow from a very young age. Heroes of Tomorrow 2019' is the perfect opportunity for young minds to expand their horizons and make truly transformative inventions possible," said Prof Nigam Nuggehalli, Dean, School of Law, BML Munjal University said.*

*Microsoft deeply cares for students and its mission is to empower every student, teacher and institute to do more and achieve more. Microsoft has a network of MS Showcase Schools, MS schools and a community of Microsoft innovative expert educators who embrace technology to drive 21st century learning,"said Prasenjit Bose, Senior Manager - IT, Microsoft India, commenting about the initiative*

Prasenjit Bose, Sanjay Kasturia & Nigam Nuggehalli

# 67TH MILESTONE 4.0
## BMU TECHNO-CULTURAL MANAGEMENT FEST 2020

# LIFE UNDER LOCKDOWN

**Shashank Mittal**
B-Tech (CSE) 2020

As university students, we have certain schedules to follow, amidst which we often tend to miss out on some really important details of our life. I think the moment we enter the educational edifice of our life, gradually we get detached from ourselves as we grow older.

A small anecdote from one of the lectures of a perspective course named '**SNPS '(Selling, Negotiation & Persuasion Skills)** taught in the 3rd year

There was the first lecture of this course and everyone was just surmising what the 3-hour lecture would be like. Then an individual makes an entry - a confident figure, power-dressed and a dominant stride. To us, this person seemed to be some interviewer who forgot the way to CGDC room. To our surprise, that was our faculty and a much heavier wave of 'surprise' struck the class when after giving a quick self-introduction, the faculty started to randomly pick students and ask them a few 'basic' questions - their name , their family background & what they aspire to become...and this was the actual 'surprise'.

The main issue was the nature of the queries being 'prompt'. Had this been circulated a day before, everyone would have come prepared with well concocted plans as an answer. Well, if it does not come to us promptly, it means somewhere down there is the reality we are lying to ourselves and we're 'unaware' and 'detached' from ourselves.
That class can never be forgotten as that was for the first time, I could see my classmates in a whole new light, they all are being 'themselves' for the first time. We all shared our stories openly as to why we all chose to be graduating in B.Tech. Was it a mere wish of our parents, or the herd-mentality or was it by choice that we were doing it. …... That day a lot of us, after a 30-minute guided meditation session, could delve deeper into ourselves to reveal our hidden ambitions.

My intention to present the anecdote was just to corroborate the fact that- at times – **we are only breathing, not living!** ...and when we realize it, it's often too late.

We make ourselves so busy communicating with others either through physical or virtual means that we forget to say even a single **'Hi'** to ourselves even once in a day!

This so-called quarantine period, which should be aptly referred to by the name of 'lockdown period' has provided an opportunity for **self-introspection.** That was just said on a lighter note, but indeed this period of lockdown has made us to gain certain insights that I would like to jot down below.

**Life is precious,** we might be hearing of this adage since our childhood but wouldn't have got a better chance to realize its true meaning than now. We fight with one another, we hold grudges, we get angry or upset and what not without realizing that we are all here only for a limited and definite period.

**Future is indeterminate;** Even when one might say that one is quite aware that one is mortal, one can't know if it's going to happen 50 years hence or 50 minutes hence. No one knows of the future.

We waste so much of our precious time planning about the future and contemplating the past, that we **forget to be in the present.** This lockdown period has made us realize this fact much strongly.

*Pause.... Breathe....Meditate & connect with your soul and the see the magic happening!*

# ALUMNI ASSOCIATION



The legacy of any educational institute is carried out by students, when they are on the campus pursuing their courses and also, when they pass out of the institute and become alumni, to enter into the corporate world to make their mark in their professional career. And once they go into the real world it becomes imperative for the alumni and the institution alike to maintain the connection to share the best of both the sides with each other.

And from there came the idea of creating an organised body dedicated to Alumni and its affairs. As BMU is still relatively a new university therefore it becomes important to tap the alumni and maintain a robust relationship with them to leverage the latest development in the corporate realms and pass on the relevant opportunity to the student's community.

## Objective of the Association

• **To make the alumni aware of the Alumni Association and its initiatives such as startup bootcamp, Stock market training, Alumni Day, etc.**

• **Maintaining regular contact with the Alumni through social media activities and official communications.**

• **Planning and budgeting various activities that will be conducted as per the rooster prepared by the Board**.

## Goals in the long run

• To march towards making the Alumni Board a strong and self-sustainable body to work towards integrating the graduates with the University on a continuous basis.
• To build a strong interaction with the alumnus community.
• As the tenure of the Alumni Board is for 2 years, discussion/interactions would remain open for the community so that the next layer of leadership is ready to take up the mantle for the second batch when it rolls out.

From its inception day, 27th April, 2019, BMU Alumni Association is enriching BMU commmunity, via giving back to BMU and its nation building initiatives! The BMU Alumni Association is the collective body of **2000+ graduates** from our alma mater and is growing.

BMU Alumni Association is dedicated to bringing together the alumni community on a common platform to build another channel of personal and professional support to members through 'self-help' within the community. Our alumni are spread world over. Apart from serving as a base for information about the alumni, it initiates programmes and organises events important to alumni, their alma mater, and in the national interest.

**BML MUNJAL UNIVERSITY** ™
A **Hero GROUP** INITIATIVE

The BMU logo embodies the truth that all people, no matter how different, share a common root. The tree is a symbol of the endurance of knowledge and enlightenment. The kaleidoscope of colourful circles that make up its branches represent the many disciplines of knowledge and shades of opinion that freely overlap to create new thoughts and ideas. We endeavour to have every BMU student imbibe an acknowledgement of the essential humanity of mankind and respect for the diversity of cultures & opinions, as they go forward to take their place in the real world.