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Operating Principle: |Read – Reflect – Respond|

THE CATALYST

IFIM College's Monthly Newsletter | Since September 2024

"A monthly newsletter-cum-magazine, published, spotlighting the academic, creative, and cultural life of IFIM College — featuring student voices, faculty insights, and campus highlights."

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NSS EYE CHECK-UP CAMP

The IFIM College National Service Scheme (NSS) Unit, in partnership with Narayana Nethralaya, conducted an Eye Check-Up Camp on 20th May 2026 at the Startup Foundry, IFIM College. Inaugurated by Director AV Arun Kumar, the initiative was coordinated by faculty members Prof. Shalini and Prof. Dilip, with support from student NSS volunteers.



The camp was designed to promote awareness regarding eye health, encourage routine screenings for the early detection of vision-related issues, and provide accessible consultation facilities for students and faculty members.

During the event, a seven-member medical team from Narayana Nethralaya performed vision screenings and offered guidance on preventive eye care, healthy screen usage habits, and essential nutrition for maintaining long-term eyesight. The camp saw active participation from 85 faculty and staff members, with student volunteers ensuring the efficient coordination and organization of the screening process. The initiative successfully promoted preventive healthcare practices within the campus, reinforced the institution's commitment to community welfare, and provided valuable medical insights to all attendees.

AWARENESS SESSION ON AYURVEDIC MENTAL HEALTH AND STRESS MANAGEMENT FOR FACULTY

The NSS Unit of IFIM College held an awareness session on “Ayurvedic Approaches to Mental Health and Stress Management” on June 12, 2026, at BF9. The event was organized by NSS Program Officer Prof. Shalini, with support from Prof. Mohanakumari and NSS volunteers Prathiska K., Dhruv Upadhyay, and Lokeshwari.



The session aimed to raise awareness about mental health issues like anxiety, depression, insomnia, and stress, stressing the need for early recognition and support. The resource person discussed Ayurveda's holistic view of health, encompassing physical, mental, social, and spiritual well-being. Participants learned about healthy lifestyle practices, including good sleep, balanced nutrition, and mindfulness. Ayurvedic therapies such as Abhyangam, Shirodhara, and Nasyam, along with yogic practices like Pranayama and Asana, were highlighted as effective stress management techniques.

The interactive session enhanced students' understanding of mental health, encouraged open discussions to reduce stigma, and motivated participants to adopt holistic and preventive approaches for maintaining overall wellness and leading healthier lifestyles.

ORIENTATION ON INDUSTRY INTERNSHIP PROGRAM (IIP)

An orientation programme on the Industry Internship Program (IIP) for the MBA IV Semester PGCET Batch 2024–26 was conducted on 30 June 2026 in Room No. BF3. The session was led by Dr. Nataraja, Associate Professor and IIP Chair, alongside members of the Centre for Career and Leadership Excellence (CCLE), including Mrs. Sowmya Prasad, Mr. Suraj, Mr. Suresh, and Mrs. Preethi. The primary objective of the gathering was to familiarize students with the overall structure, core milestones, and evaluation processes of their upcoming internships, bridging the gap between academic theories and practical business application.



Dr. Nataraja detailed the university guidelines, explaining the assignment of credits, timelines, and the internal evaluation system valued at 150 marks handled by faculty guides. He also highlighted the external evaluation via a Viva-Voce examination conducted by industry experts, emphasizing that regular communication between industry and faculty guides is critical to assess student performance. Following this, the CCLE team addressed the hall; Mrs. Sowmya Prasad assured full placement support, Mr. Suraj shared insights on leveraging internship experiences to clear placement interviews, and Mr. Suresh interacted with students to discuss long-term career growth priorities over temporary constraints. Wrapping up the session, Mrs. Preethi stated that corporate opening lists would be circulated from 1 July 2026, while Mrs. Sowmya Prasad advised students to immediately optimize their LinkedIn profiles and update their resumes.

EDU TV EXCELLENCE AND LEADERSHIP MEET 2026

IFIM College hosted the EDU TV Excellence and Leadership Meet 2026 on 19th June 2026 in the college auditorium. The awareness-building event welcomed twenty-four students from DPS East along with their parents to introduce them to the undergraduate and postgraduate curriculum, experiential learning models, and career pathways available at the institution.

The session opened with a comprehensive overview by the Director of IFIM College regarding the college's academic offerings and industry-integrated ecosystem, followed by an insightful presentation on the growing industry relevance of Artificial Intelligence by the Dean of the School of Technology.



Additionally, the college PEP team conducted an energetic ice-breaking session to engage the participants and foster meaningful campus connections. The meet concluded with an interactive discussion led by the program heads of BBA and B.Com, who addressed specific student and parent queries regarding program structures, placements, and campus life before gathering for high tea.

This successful outreach initiative significantly enhanced institutional connectivity with prospective students and families while highlighting IFIM College's commitment to cultivating future-ready professionals.

THE FOCUS GROUP DISCUSSION (FGD)



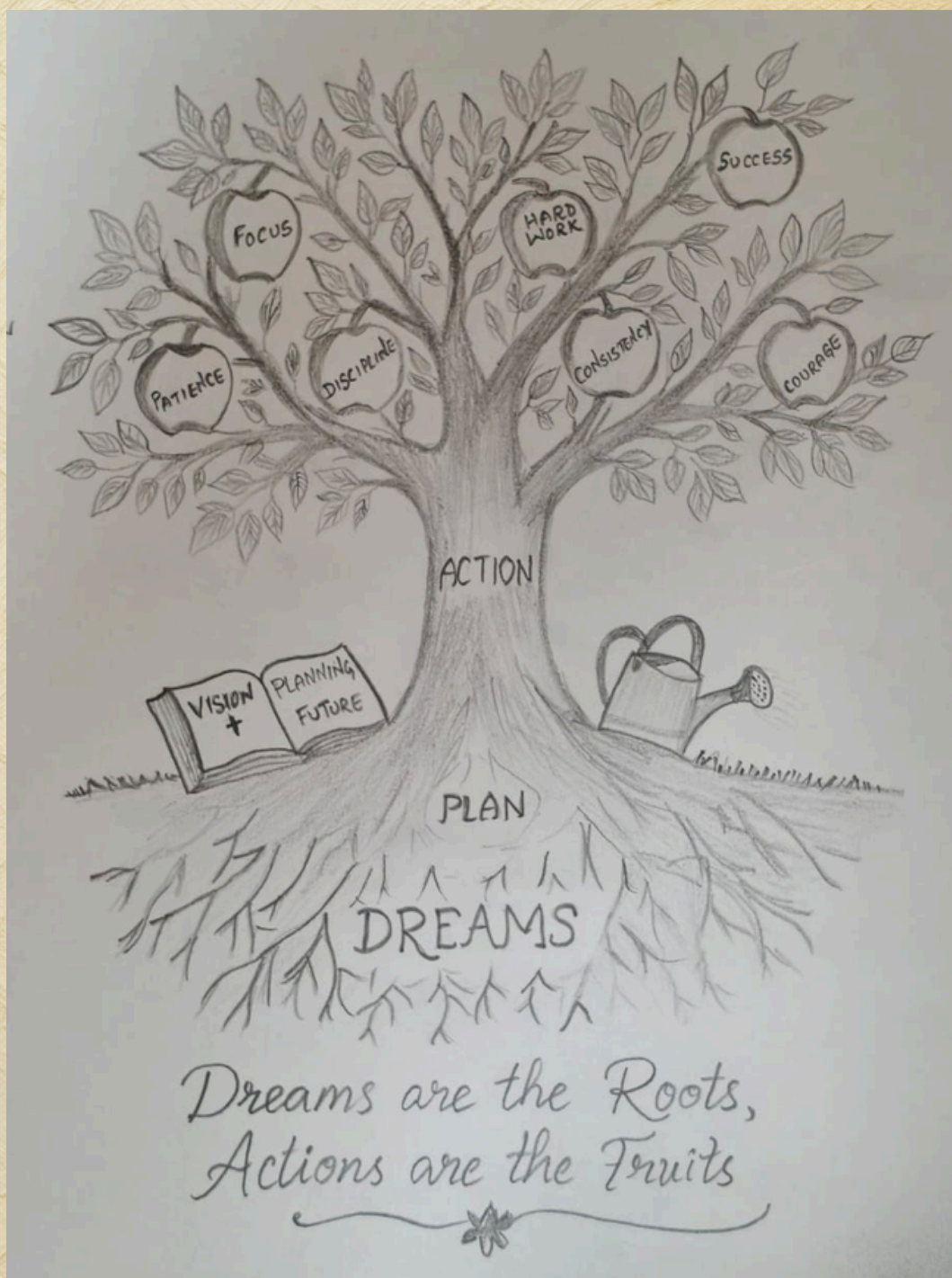
The Focus Group Discussion (FGD), jointly organized on 30-June-2026 by FKCCI, UN GCNI, and WeSchool Bengaluru, brought together industry experts, practitioners, and stakeholders to discuss the current state of Environmental, Social, and Governance (ESG) awareness and adoption among Micro, Small, and Medium Enterprises (MSMEs) in India.

Prof. PV Rajaram Sastry represented IFIM College highlighted that while awareness of ESG is gradually increasing, its adoption among MSMEs remains limited due to constraints such as inadequate awareness, financial limitations, lack of technical expertise, regulatory complexity, and insufficient access to ESG-related resources.

Participants emphasized the need for simplified ESG frameworks, sector-specific implementation guidelines, capacity-building initiatives, and stronger institutional support.

The insights gathered during the FGD will contribute to the ongoing research study, helping develop evidence-based recommendations to strengthen ESG awareness, facilitate implementation, and support sustainable growth within India's MSME ecosystem.

THE ARCHITECTURE OF ACHIEVEMENT



-By Prof. Shalini

FACULTY BIRTHDAY TRADITION

IFIM College maintains a meaningful campus tradition of celebrating the birthdays, anniversaries, and notable achievements of its faculty members directly within the faculty block.

This communal practice serves as a structured way for the academic community to stay actively involved in the important personal and professional moments of each other's lives. By stepping away from standard routines to acknowledge these milestones together, the tradition fosters a smooth, supportive, and collaborative environment among colleagues, reinforcing a strong sense of unity and shared celebration across the institution.



Every celebration deserves to be remembered. We invite all students, faculty, staff, clubs, and campus communities to share their special moments with us. Whether it's a birthday, celebration, farewell, special occasion, appreciation message, or any memorable milestone, we'd be delighted to feature it in our upcoming editions.

To submit a celebration, birthday wish, or special message, simply DM or contact us at: **7259819271 / thecatalyst@ifim.edu.in**



Let's make every celebration memorable—because every story deserves to be shared!

Be Featured in Our Next Issue!

ARE YOU THE LEADER YOU ONCE DREAMED OF BECOMING?

Many people spend years working hard to earn leadership positions, but achieving the title is only the beginning. The real question is: Have you become the leader you once dreamed of being?

Early in our careers, we often wished for leaders who would mentor, trust, listen to, and inspire us. Yet, once we step into leadership roles, we may unintentionally become the kind of leaders we once hoped never to be. True leadership is not about authority or ego; it is about creating a positive impact on the lives of others.

Every leader should regularly pause for self-reflection. Ask yourself: Do I lead with empathy? Do I listen before I judge? Do I inspire confidence during uncertainty? Most importantly, do people grow because of my leadership?

When team members struggle or make mistakes, effective leaders seek to understand the root cause before assigning blame. Personal challenges, workplace pressures, and unforeseen circumstances can affect performance. Leadership requires emotional intelligence, compassion, and the wisdom to support people while maintaining accountability.

Great leadership also begins with self-leadership. If you cannot lead your own life with integrity, discipline, and purpose, you cannot genuinely lead others. The way you manage your decisions, emotions, and values becomes the foundation of your influence.

Ultimately, leadership is not defined by the position you hold but by the legacy you leave behind. Titles may earn respect temporarily, but humility, trust, and genuine care inspire lasting admiration. Long after your role changes, people will remember how you treated them, how you made them feel, and whether you helped them become better.

So, the next time you look in the mirror, ask yourself: Are you the leader you once dreamed of becoming? The best leaders never stop learning, reflecting, or remembering what it felt like to search for someone worth following. Become that leader.

-Swaya Satheesh

FROM ENGAGEMENT TO BURNOUT: A SILENT CYCLE

This morning, I explored a research article on the Job Demands-Resources (JD-R) model by Bakker and Demerouti, relevant to my PhD research. The paper discusses the cyclical relationship between job demands and burnout, where high demands can lead to burnout, creating a vicious cycle. Engaged employees may initially perform well, but ongoing strain can lead to fatigue and increased expectations, resulting in burnout and further demands. The JD-R model suggests that while job resources enhance engagement, job demands are tied to burnout, prompting me to consider potential overlaps between the two concepts.

Later that evening, while preparing notes for a class on employee engagement, I encountered the five types of employees outlined in the BlessingWhite Employee Engagement Model. One category particularly stood out: “crash and burners.” These employees are high achievers, often overloaded with work, yet they remain dissatisfied and perpetually feel overwhelmed.

This realization created a connection between my morning reading and evening study.

As we endeavor to enhance employee engagement, might we be inadvertently pushing employees toward burnout?

Upon closer examination, the concept of being “engaged” carries numerous expectations. It necessitates additional effort, constant availability, frequent attendance, initiative, and a commitment to exceeding expectations. Furthermore, there is an implicit expectation that employees should derive enjoyment from this engagement; boredom is often equated with a lack of fun. Could this be seen as a subtle endorsement of fatigue, if not outright neglect?

Employees subjected to such relentless demands are likely to experience increasing exhaustion, potentially leading to burnout. Although the Job Demands-Resources (JD-R) model posits that job resources—such as support from leadership, autonomy, and recognition—can mitigate this effect, not all engaged employees will succumb to burnout.

- Prof. Ramini Singh.

BEYOND BOOKKEEPING: AI – NATIVE ACCOUNTING EDUCATION FOR GEN Z AND GEN ALPHA

The article critically evaluates the impact of AI and other technologies on the accounting profession, emphasizing the need for future accountants to develop ethical reasoning, analytical skills, and technological competence alongside traditional knowledge. As Generation Z and Generation Alpha enter this AI-driven economy, the roles of accountants are evolving from mere bookkeepers to strategic positions, such as business analysts and AI supervisors. Major firms are adopting AI to automate tasks, highlighting the demand for skills like analytical thinking and AI literacy, as noted in the World Economic Forum's Future of Jobs Report (2025).

The critical challenge of technology lies in its lack of judgment. While AI processes information rapidly, it cannot independently apply professional judgment or ethical reasoning, often generating biased or incorrect outputs. In accounting, such errors can lead to significant financial misstatements, highlighting the need for AI to support rather than replace accountants. Future professionals must validate AI-generated data with ethical judgment and accounting standards.

To meet the needs of Gen Z and Gen Alpha, accounting education must evolve from traditional memorization to experiential and interdisciplinary learning. Key competencies should include:

- AI-assisted financial analysis
- Data visualization
- Sustainability accounting
- ESG reporting
- Digital auditing
- Cybersecurity awareness
- Prompt engineering
- Ethical AI governance
- Business storytelling with financial data

Experiential learning is essential, allowing students to tackle real-world challenges with AI tools rather than just textbook problems.

BEYOND BOOKKEEPING: AI – NATIVE ACCOUNTING EDUCATION FOR GEN Z AND GEN ALPHA

Suggested experimental activities :

1. AI-Powered Audit Simulation: Analyze company transactions with AI audit software to detect fraud risks.
2. Financial Statement Analysis: Use tools like Microsoft Copilot or Chat GPT to interpret annual reports and suggest strategies.
3. ESG Reporting Projects: Create sustainability reports based on ESG frameworks and verify AI-generated disclosures.
4. AI Prompt Engineering: Compare AI accounting solutions with manual calculations to enhance prompt quality.
5. Community Accounting Projects: Assist NGOs and startups in implementing digital accounting systems, promoting social impact and professional growth.

Evidential proof supporting AI in accounting education:

- World Economic Forum (2025): Highlights the need for AI literacy and digital skills in finance.
- ACCA: Future accountants must collaborate effectively with intelligent technologies.
- IFAC: Emphasizes integrating digital skills and ethical AI in education.
- McKinsey Global Institute: AI can automate many repetitive tasks, allowing focus on advisory roles.
- Deloitte: Organizations using AI report better efficiency, quicker decisions, and improved risk management.

These findings indicate that adopting AI is essential for professional competency in accounting.

A critical perspective highlights concerns about AI in education, particularly in accounting. Students may rely on AI for assignments, hindering their understanding and critical evaluation skills, which raises academic integrity issues and exacerbates the digital divide. Educational institutions should focus on:

- AI-assisted learning, not dependence
- Conceptual understanding before automation
- Ethical AI policies
- Ongoing faculty development
- Industry collaboration

The aim is to develop responsible accounting professionals who can critically assess AI outputs.

BEYOND BOOKKEEPING: AI – NATIVE ACCOUNTING EDUCATION FOR GEN Z AND GEN ALPHA



For higher education, accounting curricula should include:

- AI-integrated labs
- Industry internships in digital finance
- Case-based learning with real datasets
- Interdisciplinary collaboration
- Certification in AI accounting tools
- Problem-solving assessments

Faculty should mentor students in responsible AI use rather than just teaching theory. The accounting field is evolving from compliance to intelligent decision-making, requiring mastery of technology, ethical judgment, and critical thinking.

The future will favor accountants who collaborate with AI to uphold ethical standards.

- Prof. A. Seshachalam.

HYPOTHETICALLY REPLACING GOLD: COULD DIGITAL NUMBERS TAKE ITS PLACE?

Gold has historically been prized for its ornamental beauty and later transitioned into a form of currency and investment due to its unique characteristics: scarcity, durability, divisibility, portability, recognizability, resistance to manipulation, and widespread acceptance. Today, much of the world's wealth is represented as numbers within various databases, including:

- Bank deposits
- Brokerage accounts
- Pension funds
- Mutual funds
- Sovereign wealth funds

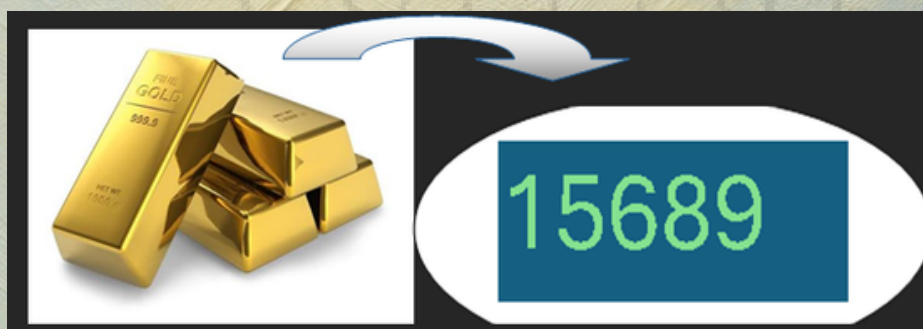
If future generations were to dismiss gold as a reliable store of value, could digital numbers step in to fill that role?

For a viable substitute to gold, three essential conditions must be met:

1. Trust – Confidence that digital numbers will maintain their purchasing power.
2. Scarcity or Control of Supply – Digital numbers should not be created at will.
3. Acceptance – Public recognition of the digital numbers as a medium for exchanging goods and services.

If gold is set aside and digital numbers fulfill these criteria, we could see them emerge as both a medium of exchange and a store of value. The value of such digital numbers would stem from sovereign institutions, legal frameworks, technology, and shared trust. Consequently, a reliable system of digital numbers could evolve into a primary universal store of value, potentially replacing gold.

Gold Bars priced at ₹9,450,000.00 in Jaipur, Rajasthan | Ananta Group



- Prof. Meera Govindaraj.

IGNITE

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Got something awesome to share? A story, a sketch, a photo, a poem, or even a wild idea? Send it our way and let your creativity take center stage in the next edition of The Catalyst!

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- Optical Illusions

Creativity has no language barrier! Whether it's English, Hindi, Kannada, Telugu, Tamil, Malayalam, or any other language, we'd love to hear your voice. Poems, stories, songs, and creative works in all languages are welcome.

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Your creativity deserves an audience. Your voice deserves to be heard.

Your Spark. Our Pages.

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The next edition of The Catalyst could feature YOU!

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THE GRATITUDE EDIT

Dear Readers,

We're thrilled to bring you a fresh and inspiring edition of *The Catalyst*! Your energy and enthusiasm keep us going as we strive to share stories and ideas that spark curiosity, challenge perspectives, and start conversations that matter. Every article and feature has been handpicked to inform, inspire, and connect with you.

Thank you for being such an important part of *The Catalyst* community—your support and feedback fuel everything we do!

With gratitude,
The Editorial Team

LETTERS TO THE EDITOR

The Catalyst invites contributions from students and faculty members for the "Creative Nexus" and "Critical Perspectives" columns, respectively. "Creative Nexus" accepts creative works such as verses, short fiction, and cartoons, whereas "Critical Perspectives" welcomes critical write-ups from faculty on current issues, with a word limit of 500–800 words. Kindly submit your contributions to thecatalyst@ifim.edu.in