



Operating Principle: |Read - Reflect - Respond|

# THE CATALYST

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“A fortnightly 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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# CONTENT

## CAMPUS INSIGHT

Page 2

1. Workshop: Advanced Excel for Financial Decision Making
2. Orientation for MBA Students: Short-Term Project (STP)
3. Phase II of Outcome-Based Education Workshop
4. Workshop: Business Analytics – Unlocking Insights
5. Awareness Session on the POSH Act
6. Gauntlet – Inaugural Event of Synergo
7. Fourth Board of Studies Meeting
8. Sector-wise Orientation for MBA Students
9. Marketing Arena
10. The Data Derby
11. Treasure Hunt Challenge
12. Workshop on Query Optimization
13. CyberX – Intercollege Cybersecurity Competition
14. ROBOLT Robotics Competition
15. Workshop on Capacity Building for NSS Programme Officers & Volunteers
16. CROSSFIRE 2026 – Intra-College Debate Competition

## CREATIVE NEXUS

Page 19

1. Painting inspired by Bhavishya Badri - Jigyasha Malvi
2. Shayari: "Thak gaya hu main" - Mrudul Ambare
3. Poem: "The Architecture of the Ache" - Rudrani Chandurkar

## STUDENT EXHIBIT

Page 22

1. Success at the International E-Conference
2. Best Paper Award at the DSGE-2026 Conference

## FACULTY CORNER

Page 24

1. Best Senior Faculty Award 2026

## CRITICAL PERSPECTIVE

Page 25

1. Executive Editorial Perspective Dr. Arun Kumar (Director)

## 1.EXCEL FOR FINANCE WORKSHOP

IFIM College hosted an extensive five-day workshop titled "Excel for Finance" from April 3 to April 14, 2026, tailored for BBA IV Semester students. The sessions took place at the Mahatma Gandhi and Nangeli venues, guided by Prof. Meera Govindaraj, an expert in Financial Management. The objective of the workshop was to provide 40 participants with the essential technical skills needed to utilize Excel functions for intricate financial analysis and informed decision-making.

The curriculum was designed to be highly interactive, blending theoretical concepts with hands-on applications. Key training areas included:

- **Financial Mathematics:** Students practiced using Excel functions for Time Value of Money (TVM) calculations.
- **Investment Appraisal:** The session enabled students to evaluate investment alternatives using various capital budgeting techniques.
- **Dividend Analysis:** Participants learned to interpret dividend-related data and assess the implications of different policies on firm performance.
- **Data Visualization:** Students were guided in creating and interpreting charts and graphs to identify trends within financial datasets.

**Emerging Technologies:** The workshop introduced the application of AI tools, specifically Microsoft Copilot, to support data interpretation and insight generation.



The event successfully provided students with practical exposure to financial modelling and structured data analysis. By integrating modern tools like Copilot with core financial concepts, the workshop enhanced the participants' analytical thinking and ensured they are better prepared for industry requirements.

## 2.SHORT-TERM PROJECT (STP) ORIENTATION FOR MBA STUDENTS

IFIM College conducted a one-hour orientation session for MBA second-semester Management quota and PG CET students on 8 April 2026. Held at the BF 9 and BS 6 venues, the program was led by Dr. Vidhya Pillai to provide a structured understanding of the short-term Internship Project (STP).

The session aimed to prepare students for the transition from academic learning to industry-based application by defining clear objectives, deliverables, and evaluation criteria.

During the orientation, students received strategic guidance on selecting project titles that align with current industry needs and personal career goals. Dr. Vidhya Pillai emphasized the importance of choosing credible companies that offer opportunities for meaningful contribution and applied learning. Participants were also briefed on the STP calendar, internship guidelines, and time management techniques essential for meeting tight deadlines.

After orientation, students participated in a discussion about their upcoming internships, fostering community and collaboration. Dr. Vidhya Pillai addressed their queries, highlighting the importance of networking for career advancement.

Overall, the orientation session not only provided valuable insights into the internship process but also instilled a sense of enthusiasm and readiness among the students. The collaborative spirit fostered during the discussions is expected to extend beyond the session, creating a supportive network of peers as they embark on their professional journeys.

The session concluded with a motivational talk, encouraging students to embrace challenges as opportunities for growth. Dr. Vidhya Pillai shared inspiring success stories of past students who leveraged their internships to secure prominent positions in leading firms. She stressed the significance of adaptability and continuous learning in a rapidly evolving business environment.

### 3. OUTCOME-BASED EDUCATION WORKSHOP PHASE II

On Wednesday, 8 April 2026, IFIM College organized Phase II of the Outcome-Based Education (OBE) workshop. The session focused on the practical implementation of OBE frameworks across various departments. The primary goal was to ensure that academic curriculum and teaching methods are directly aligned with measurable student learning outcomes.



A key feature of the workshop was the comprehensive training on Mapping Matrices. Faculty members engaged in practical exercises to map Course Outcomes (COs) to Program Outcomes (POs) and Program Specific Outcomes (PSOs), ensuring a cohesive curriculum. The session also focused on the development of assessment tools that effectively measure these outcomes, highlighting a student-centred approach to education.



By refining these evaluation techniques, the workshop successfully provided faculty with the necessary tools to improve educational quality and uphold institutional standards for academic excellence.

## 4. BUSINESS ANALYTICS WORKSHOP: "UNLOCKING INSIGHTS"

On April 9, 2026, IFIM College hosted a workshop entitled “Unlocking Insights: A Hands-on Workshop in Business Analytics” for second-year B.Com students. Conducted in the Simulation Lab from 2:40 PM to 4:40 PM, the session was facilitated by Dr. Ganes Pandya, an Associate Professor in the Department of Analytics. The workshop aimed to acquaint students with data interpretation and essential tools, thereby assisting them in making informed decisions regarding their third-year electives.

The program combined theoretical foundations in statistics with practical demonstrations in Microsoft Excel. Students explored how measures like average and median assist in accurate decision-making and learned efficient data management techniques. Under the initiative of B. Com Department Head Dr. Gitanjali, the event successfully equipped students with a strong foundation in analytical skills necessary for a data-driven professional environment.



Key technical highlights included using Flash Fill for rapid formatting, converting raw data into structured tables, and an introduction to Power Query and Pivot Tables for summarizing large datasets

## 5.AWARENESS SESSION ON POSH ACT

On Thursday, 9 April 2026, IFIM College organized an awareness session on the Prevention of Sexual Harassment (POSH) Act for first-year MBA students. Held at the BF 9 venue from 11:40 AM to 12:40 PM, the session was conducted by Dr. Swarnika Dixit, an Associate Professor at IFIM College. The primary objective was to educate students on the legal framework of the POSH Act and to foster a safe, respectful, and inclusive campus environment.

The session covered several critical aspects of the legislation, including:

- **Understanding Sexual Harassment:** Detailed explanations of what constitutes sexual harassment in professional and academic settings.
- **Legal Framework:** An overview of the rights and protections provided to individuals under the POSH Act.
- **Redressal Mechanism:** Information regarding the role of the Internal Complaints Committee (ICC) and the structured process for reporting and resolving grievances.
- **Preventive Measures:** Guidance on maintaining professional boundaries and the collective responsibility of students in preventing misconduct.



The session's interactive format encouraged student engagement and discussion, enhancing understanding and fostering a sense of belonging. Institutional support systems promoted a safe, gender-neutral environment based on dignity and respect. By the end, students felt confident and prepared to face challenges, knowing they belonged to a community that values integrity and inclusivity.

## 6.GAUNTLET – INAUGURAL EVENT OF SYNERGO

On Friday, 10 April 2026, Synergo, the student-led business club of the BBA department, organized its inaugural event, "Gauntlet," at the Onake Obavva (BS-3) venue. The event was designed to revive the club's presence on campus and provide approximately 40 participants from the BBA, B.Com, BCA, and LLB programs with a platform to test their business acumen and collaborative problem-solving skills.



The competition featured several challenging segments, including:

- **Brand and Business Quiz:** A round designed to evaluate participants' foundational knowledge of the corporate world
- **Business Riddles:** A segment that tested logical thinking and quick mental processing.
- **Crisis Management Round:** The final stage where teams applied business concepts to practical challenges under pressure

The event was entirely conceptualized and executed by student members, reflecting the club's commitment to independent initiative. The winning team featured a cross-departmental group including Dinesh, Mrudul, Owais, and Gauthami from BBA, and Gowri Jitesh from B.Com, who were particularly noted for their structured approach to the crisis management round.

Gauntlet successfully established Synergo as a vibrant student organization and fostered strong interdisciplinary engagement across the college

## 7.FOURTH BOARD OF STUDIES MEETING

On April 16, 2026, IFIM College held its Fourth Board of Studies (BoS) meeting for the MBA program to review and revise the curriculum for the upcoming 2026-2028 batch. The meeting, chaired by Dr. Vidhya Pillai, brought together academic experts and industry professionals, including University Nominee Prof. Nagaraju Y from Bangalore University. A key focus was to align the program structure with the expected university syllabus for 2026 while ensuring a total of 104 credits.



The Board approved several strategic updates to ensure the curriculum remains future-oriented and industry-aligned. Additional discussions centred on refining specialization content.

- For Project and Operations Management, the Board emphasized risk management and clear outputs throughout the project lifecycle.
- In the HR domain, it was decided to integrate Diversity, Equity, and Inclusion (DEI) content directly into the International HRM course rather than adjusting the course title.

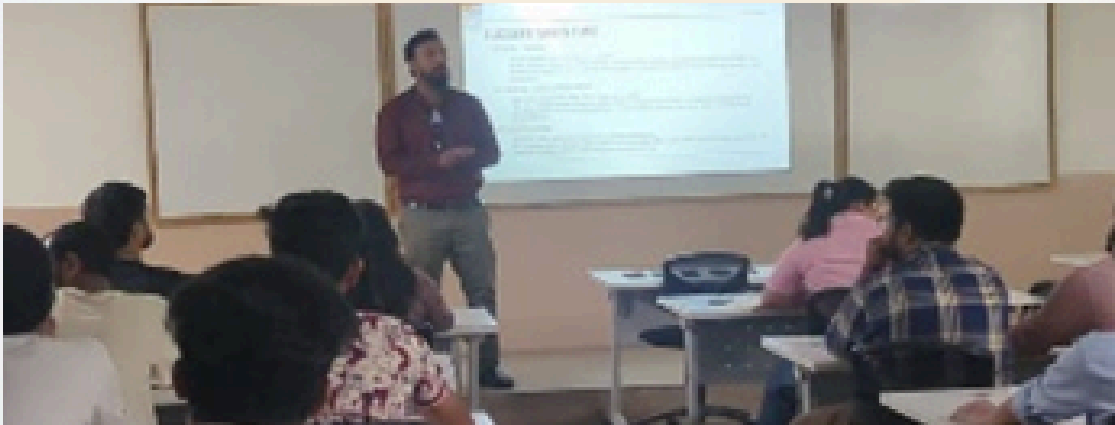
Key revisions included renaming the SQL course to Data Management and increasing the emphasis on data visualization and SQL basics within the Technology for Managers subject. The Board also mandated the integration of analytics across the HR, Finance, and Marketing domains and the inclusion of Generative AI and Prompt Engineering within Data Science modules.

The meeting concluded with a commitment to update teaching resources and align all course outlines with these approved industry-driven changes.

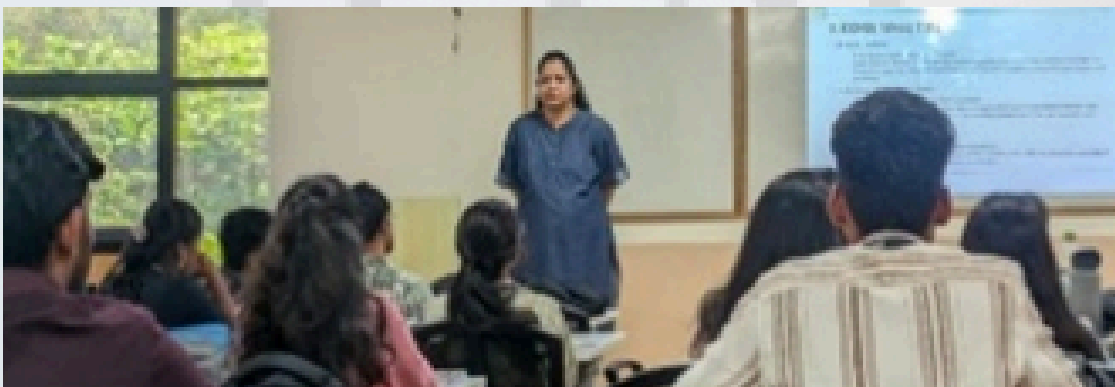


## 8.MBA SECTOR-WISE ORIENTATION

On Friday, April 17, 2026, IFIM College organized a sector-specific orientation session for 93 MBA students from the Management and PG CET batches. The event took place in BS 11 and Room No. 21, with Ms. Sowmya Prasad, General Manager of Placements, and Mr. Xavier J. Stalin, Manager of Training and Placement, leading the program. The main goal was to equip students with a thorough understanding of different employment sectors, enabling them to make informed choices about their academic specializations and future career paths.



The interactive session introduced students to diverse industries, including Banking and Financial Services, Marketing and Sales, Human Resource Management, and Business Analytics. Resource persons provided detailed insights into the specific roles and competencies required for sectors such as Consulting, Operations, and IT. Students also participated in an open discussion to clarify doubts regarding industry expectations, skill requirements, and placement opportunities.

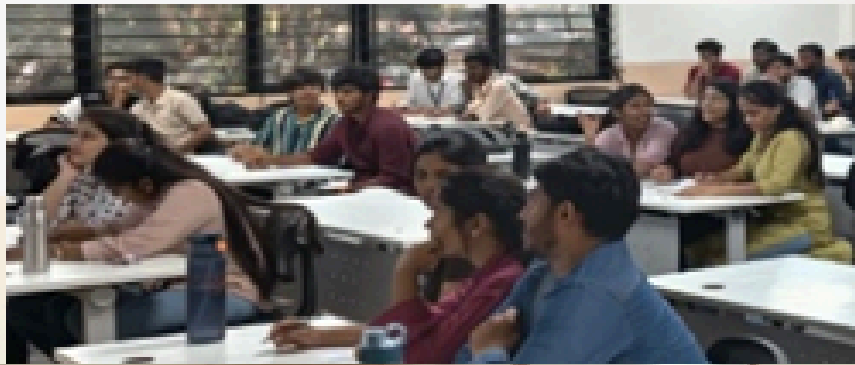


By aligning personal aspirations with industry roles, the orientation successfully equipped students with the clarity needed to navigate their professional growth and upcoming specialization selections.

## 9. MARKETING ARENA

The Marketing Club hosted "Marketing Arena" on Friday, April 24, 2026, at the BF9 venue located on the IFIM College campus. Guided by faculty coordinator Dr. Vidhya Pillai, this event offered MBA and BBA students a hands-on opportunity to apply their theoretical marketing knowledge through engaging and competitive challenges.

The competition featured a three-round structure designed to evaluate various professional competencies:



- Round 1: Logo/Brand Guessing – Participants identified brands based on visual cues, testing brand awareness and recall ability.
- Round 2: Bid & Brand Riddles – This strategic segment required teams to solve marketing riddles and place confidence-based bids, assessing risk-taking and decision-making skills.
- Round 3: Case Study Round – In the final segment, teams analysed real-world business scenarios and presented marketing strategies, evaluating their problem-solving and presentation capabilities.

Marketing Arena successfully bridged the gap between academic theory and industry application. Participants gained meaningful insights into event execution, while also refining their communication and analytical skills. The event wrapped up as an enriching experience that promoted strategic thinking and teamwork within a dynamic, interactive setting

## 10. THE DATA DERBY

The Business Analytics Club hosted “The Data Derby” on Tuesday, April 28, 2026, at the BF-9 venue. Coordinated by Dr. Nataraja N.S. Sharodiya Mukherjee and Sanjeev Rajan, the event successfully engaged 48 participants in learning the basics of analytics and data-driven decision-making. The primary goal of the activity was to foster analytical thinking and problem-solving skills through practical, real-world applications.

The event was organized into three captivating phases:

- A basic statistics quiz to gauge conceptual understanding
- A riddle round to test logical reasoning
- A real-world case visualization segment to apply knowledge in practical scenarios.



This structured approach provided participants with valuable insights into career opportunities and the essential skills required in the field of analytics. The visualization round generated significant interest, effectively demonstrating how data is applied in professional decision-making scenarios, knowledge exchange and networking among aspiring analytics professionals.



The Data Derby sparked interest in data-driven techniques, providing students with practical event management skills and a platform for newcomers to express their enthusiasm. It facilitated knowledge sharing and professional networking for aspiring business analytics enthusiasts.

## 11. TREASURE HUNT CHALLENGE

On Tuesday, 28 April 2026, the Commercial Club of IFIM College organized a Treasure Hunt Challenge at the IFIM Amphitheatre. The event was designed to encourage active participation, teamwork, and critical thinking through a fun and engaging activity. A total of 36 students from various departments participated in the challenge, showing great enthusiasm from the start.



The competition began with a quiz round to shortlist participants for the main event. Following this, 16 selected participants were divided into four teams, each consisting of four members. The activity successfully improved participants' problem-solving and decision-making skills while fostering a spirit of healthy competition.

Overall, the Treasure Hunt Challenge provided an enjoyable experience that highlighted the importance of collaboration and quick thinking.



## 12.WORKSHOP ON QUERY OPTIMIZATION



IFIM College hosted a Workshop on Query Optimization on 25-04-2026 at the Startup Foundry, Bengaluru. The event was organized for forty-five students from the BCA 2025 batch and was attended by faculty members Dr. Srikanth Patnaik, Prof. Lakshmi Saranya, and Dr. Sunetra Chatterjee. Mr. Saarang Arora from Aigenthix pvt ltd, Bangalore, served as the resource person for the session. The workshop aimed to introduce participants to both fundamental and advanced techniques for improving database performance by focusing on SQL query structure, execution plans, indexing methods, and cost-based optimization.



Students participated in hands-on activities to analyze slow queries, identify performance bottlenecks, and apply tuning strategies. The session highlighted scalable database design and efficient resource utilization through real-world case studies and interactive demonstrations.

By the conclusion of the workshop, the participants gained practical experience in query optimization, enhancing their ability to design robust, high-performance database solutions across modern data-driven applications.

## 13. CYBERX – INTERCOLLEGE CYBERSECURITY COMPETITION

The Department of BCA at IFIM College organized CyberX, an intercollege technical cybersecurity competition, on 17th April 2026 at the campus premises. Designed and executed internally by the institution's Cybersecurity Club, the event attracted nine teams from engineering and technology colleges across the region. The initiative aimed to provide students with practical, hands-on exposure to industry-standard tools for network scanning, vulnerability detection, and packet analysis, thereby bridging the gap between theoretical classroom learning and live incident response operations.



The competitive structure featured multiple intensive stages, including technical problem-solving scenarios and detailed Capture the Flag challenges spanning cryptography, web security, network security, reverse engineering, and digital forensics. Following a systematic evaluation of cumulative points across all rounds, Team Hashiraj from Christ University, Yeshwanthpur, secured first place. Team Punk from RV College of Engineering achieved second place, while Team Patch Pilot from MS Ramaiah University claimed the third position.



The event successfully stimulated critical thinking and collaboration among participants, while reinforcing the department's focus on industry-relevant technical skill development.

## 14.ROBOLT ROBOTICS COMPETITION

The School of Technology at IFIM College organized ROBOLT, a competitive robotics race event, on 17th April 2026 at the campus amphitheatre. The event was targeted toward fourth-semester BCA students from the 2024-2027 batch, featuring key student contributions from Dhruv Upadhyay, Deepak M, Dhanraj Singh, Hari Prasad, Dilip Seervi, and G S Sushmitha. Designed to enhance technical acumen and practical problem-solving capabilities, the competition required participants to construct and manually pilot custom robots across a demanding track filled with strategic obstacles and sharp turns.



The field of competitors was evaluated strictly on vehicle speed, directional control, and engineering innovation, with the primary objective being to complete the designated course in minimum time with maximum accuracy. Following a highly competitive series of runs, NTTF College emerged as the overall winner of the race. Christ University secured the position of first runner-up, while M.S. Ramaiah University concluded the event as the second runner-up.



Ultimately, the event successfully provided an experiential learning platform that fostered teamwork and allowed students to test their robotic designs in a real-time operational environment.

## 15.WORKSHOP ON CAPACITY BUILDING FOR NSS PROGRAMME OFFICERS & VOLUNTEERS

The NSS Bhavan at Bangalore University hosted a workshop on Capacity Building for NSS Programme Officers and Volunteers concept of **NOT ME BUT YOU** in action on April 17, 2026. Organized by NSS Programme Coordinator Ramesh H. Kittur, the event included student volunteers Varun and Monish, and Programme Officer Prof. Shalini Prakash. The workshop aimed to raise awareness about leadership, social responsibility, and community development, fostering patriotism and humanity through community service. Dignitaries present included Guest of Honour Shri Gridhar Upadhyaya, Chief Guest Sudesh V., and State NSS Officer Pratap Lingaiah.



Highlighting the institution's commitment to community service, IFIM College NSS Programme Officer Prof. Shalini was officially felicitated during the workshop for her exceptional efforts in steering volunteer initiatives and community development.



## 16.CROSSFIRE 2026 – INTRA-COLLEGE DEBATE COMPETITION

The Debate Society successfully organized CrossFire 2026, an Intra-College Debate Competition, on 9th April 2026 for the students of IFIM Law School and IFIM College. The initiative aimed to provide a structured platform for students to demonstrate their critical thinking, public speaking, argumentation, and analytical capabilities through thought-provoking verbal exchanges. The tournament attracted enthusiastic participation across multiple academic programs, creating a vibrant campus atmosphere centered on healthy intellectual competition and rigorous public discourse.



The structured debate featured multiple successive rounds specifically designed to evaluate the spontaneity, clarity of thought, and persuasive speaking abilities of the contenders under pressure. Evaluation was handled by an updated judging panel that included Ms. Sahasra Raghuraman, Ms. Saragadam Sthryna, Ms. Nazneen Bashir, and alumnus Mr. Tarun Sridharan, alongside faculty judges Prof. Avinash Pandey, Prof. Angarika Borah, and Prof. Shalini Prakash. Both the audience and the judges highly commended the exceptional level of research, strong reasoning, and energetic communication displayed by the speakers throughout the event.



Concluding the tournament, the top-performing participants were recognized with certificates, medals, and exciting Amazon vouchers, with Rudrani and Tirth from the second semester of the BBA program emerging as the definitive winners of CrossFire 2026.

## 1. PAINTING: INSPIRED BY BHAVISHYA BADRI - JIGYASHA MALVI



This painting is inspired by Bhavishya Badri, a sacred and peaceful place in the Himalayas. It reflects the spiritual energy, faith, and calmness connected to the temple and its divine surroundings.

## 2.SHAYARI: "THAK GAYA HU MAIN" - MRUDUL AMBARE

Thak gaya hu main  
 Raah dekhte dekhte ,  
 Thak gaya hu main ,  
 Chahe tujhe neendon mei yaad karna ho ,  
 Ya tujhe mere Ishq mei abaad karna ho ,  
 Thak gaya hu main ,  
 Tujhe nazron se aaina dikhana ho ,  
 Ya yaadon ko meri nazron se hataana ho ,  
 Thak gaya hu main ,  
 Chahe kadmon se kadam milake chalna ho ,  
 Ya khursheed ki tarah teri baahon mei dhalna ho ,  
 Thak gaya hu main ,  
 Tujhe gul-e-dil ke darakshan se Milana ho ,  
 Ya uss ghamgeen dil ko khilaana ho ,  
 Thak gaya hu main ,  
 Tujhe rukhe sukhe tag-o-dau se mukhatib karana ho ,  
 Yaa fuvaad-e-fasl-e-gul ko jalana ho ,  
 Thak gaya hu main ,  
 Tujhe kiye gaye waadon ko bhulana ho ,  
 Yaa teri siyah-chashmagi se khud ko chudana ho ,  
 Thak gaya hu main,  
 Tujhe rah-ravaan-e-tamaana se bachana ho ,  
 Yaa zamane bhar ke gardishen tujhpe lutana ho ,  
 Thak gaya hu main,  
 Tujhe ulfat ke tabeer dikhana ho ,  
 Yaa tere aashani ka karz utaarna ho ,  
 Thak gaya hu main,  
 Tujhe qarib Lake qurbat ka izhaar karna ho,  
 Yaa aaina samne rakh kar tera didar karna ho ,  
 Thak Gaya Hu main  
 Tujhe auron se milte dekh khud ko jalana ho ,  
 Yaa tera khudko umrbhar muntazar banana ho ,  
 Thak gaya hu main ,  
 Tujhe chup chup ke dekh kar muskurana ho ,  
 Yaa roo-ba-roo aake nazro ko churana ho ,  
 Thak gaya hu main  
 Tujhe furqat ke tarz ki aasuudgi jatani ho ,  
 Yaa turbat pe teri tavajjo Ki tasbih jalani ho ,  
 Thak Gaya hu main



### 3. POEM: "THE ARCHITECTURE OF THE ACHE" - RUDRANI CHANDURKAR



The hollows aren't just empty—no, they're greedy, sentient things,  
With a taste for stolen jewellery and the song the siren sings.  
They live between the "I am" and the "God, I wish I were,"  
In the static of the radio and the cold cat's lonely purr.

We try to build a ceiling where the sky is meant to leak,  
Using bricks made out of secrets and the words we didn't speak.  
We use a paste of "just one more" to glue the edges down,  
While the hollow grows a belly that could swallow up the town.  
You can drop a diamond ring into the centre of your chest,  
And wait a hundred years to hear it hit the bottom for a rest.  
It's the "almost-enough" that kills you; the "nearly-satisfied,"  
The way we decorate the coffin while the ghost is still inside.

We're like children playing Tetris with a set of crooked blocks,  
Trying to fit a grand cathedral in a tiny matchwood box.  
We cram the space with thunder, with the "mine!" and with the "more,"  
But the hollow is a basement that has never had a floor.  
It's whimsical to watch us, such a frantic, busy hive,  
Stitching neon silk to shadows just to feel a bit alive.  
But the throat-clench is the knowledge, as you're piling up the heap:  
That the void isn't a hunger...  
It's just a promise we couldn't keep.

## 1. SUCCESS AT THE INTERNATIONAL E-CONFERENCE

The Department of Zoology at the Government College for Men, Kadapa, hosted a One-Day Multidisciplinary International E-Conference, “Interdisciplinary Insights from Education, Science, Technology, Society, and Culture,” on April 5-6, 2026. This event brought together scholars and students to share innovative ideas across disciplines. Notable achievements included:

- Eklavya Thakur (Department of Commerce, IFIM Bangalore) won Third Prize for Best Paper Presentation.
- Mr. Nawaz Sharieff (Department of Commerce, IFIM) also received Third Prize for Best Paper Presentation.



Both award-winning papers highlighted the pivotal role of Indian Knowledge Systems (IKS) in advancing sustainable development and aligning traditional practices with contemporary Environmental, Social, and Governance (ESG) frameworks. Their work exemplifies how ancient wisdom can play a crucial part in addressing current global challenges.

## 2. BEST PAPER AWARD AT DSGE-2026 CONFERENCE

Mr. Gauri Jithesh and Mr. Joseph Stephen Raj, students from the second semester of the B.Com program at IFIM College, won the Best Paper Award for their research paper titled "Fintech in enhancing financial inclusion in India." The paper was presented at the conference on "Digital Sovereignty and Global Equity: Redefining Intellectual Property and Human Rights in the Era of Artificial Intelligence" (DSGE–2026). The international academic event was organized jointly by the University of Mumbai and IFIM College, Bangalore.



The students conducted extensive research on the specific role of financial technology in driving and expanding financial inclusion across India. Following a rigorous evaluation process, their submission was officially selected for presentation and subsequently honored with the prestigious best paper award certificates by the organizing committee. This significant academic achievement highlights the institution's ongoing commitment to fostering meaningful student research, critical inquiry, and scholastic excellence in contemporary business domains.

## BEST SENIOR FACULTY AWARD 2026

Prof. Seshachalam Ananthasayanam from the Department of Commerce has been awarded the Best Senior Faculty Award 2026 by the TuRight National Education Awards. This honor was presented on January 11, 2026, by the Evaluation Board of the TuRight National Education Awards, in recognition of his exceptional contributions and excellence in the field of education.



This prestigious national-level award highlights his commitment to academic excellence, student development and professional values. His passion for teaching and significant contributions to higher education continue to serve as an inspiration to both students and colleagues at IFIM College. The institution takes immense pride in this achievement, which reflects a sustained dedication to maintaining high educational standards



## STUDENT-CENTRIC LEARNING: WHEN FACULTY AND STUDENTS GROW TOGETHER



*Prof. (Dr.) A V Arunkumar,  
Director, IFIM Institutions.*

Higher education is undergoing a significant transformation from a traditional, one-directional classroom model to a dynamic, participative learning environment. Institutions now focus on creating experiences that foster competencies such as critical thinking, problem-solving, ethical judgment, communication skills, and lifelong learning. This shift emphasizes Outcome Based Education (OBE) as a central topic in academic discussions.

OBE is not merely a framework for accreditation or compliance. At its core, it represents a philosophical shift in education — from asking “What did the teacher teach?” to asking “What did the student actually learn and become capable of doing?” This distinction is profound. It changes the role of faculty, the responsibility of students, the design of curriculum, the methods of assessment, and even the culture of institutions.

However, the success of student-centric and outcome-driven education cannot be achieved by faculty alone or by students alone. It requires a genuine partnership between both. The future of education therefore lies not in teaching to students, but in learning with students.

For decades, education emphasized syllabus completion and examination marks, leading to passive learning. However, the modern job market demands graduates who can collaborate, solve problems, communicate well, and adapt to change. These skills require active engagement and collaboration, rather than one-way teaching methods.

Student-centric learning enhances the faculty's role from mere information providers to learning architects and mentors. Faculty design experiences, guide inquiry, and facilitate transformation. Meanwhile, students must transition from being passive consumers of education to active co-creators of their learning.



### The Defining Role of Students in Student-Centric Learning

In discussions on educational reform, institutions often speak extensively about pedagogy, technology, curriculum, and faculty development. However, one of the most critical dimensions of student-centric learning is sometimes overlooked — the active role of students themselves.

No educational transformation can succeed unless students consciously choose to become active participants in their own growth.

Student-centric learning focuses on strengthening learners rather than simplifying education. It encourages students to shift from merely “completing courses” to “building capabilities.” This involves preparation before class, active participation, collaboration, independent reading, and the courage to ask questions. The most engaging classrooms thrive on deep student thinking, respectful challenges, and meaningful contributions.

Students should understand that learning goes beyond exams and placements. Skills such as leadership, ethical judgment, emotional intelligence, creativity, teamwork, resilience, and communication are cultivated through active participation in institutional life. Activities like student magazines, research forums, clubs, and hackathons are vital learning opportunities, not merely “extra-curricular.”

A student-run magazine like ‘Catalyst’ itself is an excellent example of student-centric learning in action. It develops writing ability, editorial judgment, teamwork, critical thinking, creativity, time management, leadership, and intellectual engagement. More importantly, it gives students a voice. Institutions become stronger when students are encouraged not only to study knowledge, but also to create, discuss, critique, and disseminate ideas.

In many ways, the future quality of higher education will depend not only on how institutions teach students but also on how students choose to engage with the opportunities available to them.



### **Learning Experiments Across Leading Universities**

Numerous leading universities have successfully adopted collaborative, student-focused models. Some institutions employ the case method, encouraging debate and analysis rather than passive learning, with faculty members facilitating discussions. Others emphasize project-based learning and interdisciplinary collaboration, enabling students to tackle real-world challenges alongside faculty mentors.

In Asia as well, institutions have integrated industry immersion, global projects, collaborative research, and technology-enabled learning into mainstream pedagogy.

Educational excellence is now defined by the quality of interactions among faculty, students, industry, and society, rather than just infrastructure or curriculum. To institutionalize collaboration between faculty and students, specific pedagogical and engagement tools aligned with Outcome-Based Education should be adopted.

### **Learning Experiments Across Leading Universitie**

The first and most important tool is experiential learning. Students learn through live projects, internships, simulations, field visits, laboratory work, consulting assignments, legal clinics, business incubation activities, and community immersion programs helping bridge the gap between theory and practice.

The second tool, case-based learning, enhances critical thinking and decision-making using real-life scenarios, promoting active engagement in collaborative classrooms. Institutions should also support project-based and interdisciplinary learning to foster creativity, teamwork, and systems thinking through collaborative projects across disciplines.

Third, institutions must promote project-based and interdisciplinary learning. Collaborative projects involving students from multiple disciplines encourage creativity, teamwork, and systems thinking

Fourth, continuous feedback mechanisms are essential. Faculty should seek feedback on pedagogy, engagement, and clarity, while students should receive continuous developmental feedback on communication, analytical skills, teamwork, ethics, and professionalism.



Fifth, institutions must encourage peer learning ecosystems. Study circles, peer mentoring, collaborative assignments, student-led seminars, research clubs, discussion forums, and learning communities create a culture where knowledge is shared rather than individually guarded.

Sixth, the intelligent use of technology-enabled learning tools can significantly enhance collaboration. Learning Management Systems (LMS), flipped classrooms, online simulations, collaborative digital platforms, AI-assisted learning, student club initiatives and analytics-based progress tracking allow faculty to personalize learning experiences.

Seventh, institutions must create robust mentoring systems. Faculty mentors can guide students not only academically, but also in areas such as ethics, professionalism, leadership, and life skills.

Another powerful tool is research collaboration between faculty and students. Students should participate in faculty-led research projects, data analysis, field studies, policy reviews, and publications. Such collaboration develops inquiry, rigor, and intellectual confidence among students.

Outcome-Based Education requires a shift in assessment methods. Relying solely on memory-based exams will hinder collaborative learning goals. Assessments should include diverse formats like presentations, case analyses, group projects, reflective journals, portfolios, simulations, role-playing, research assignments, and problem-solving exercises.

We are proud of institutions like IFIM for their early and significant progress in areas such as PEP, SIP, IIP, corporate mentoring, and participation in social movements like 'Kanyathon.' These initiatives ensure ongoing stakeholder engagement and support various on-campus pedagogical innovations that promote experiential learning.



### The Way Forward

Implementing student-centric learning is not without challenges. It requires faculty members to continuously upgrade themselves. It requires students to move beyond examination-oriented thinking. It demands institutional investment in faculty development, academic flexibility, digital infrastructure, industry engagement, and mentoring systems.

Most importantly, it requires a cultural shift — from control-based education to trust-based education. Yet the rewards are transformational.

Meaningful collaboration between faculty and students turns classrooms into innovative hubs. Attendance becomes active participation, assignments focus on explorative learning, and assessments prioritize reflection. This educational environment nurtures graduates as thoughtful professionals, responsible citizens, ethical leaders, and lifelong learners. The future of higher education relies not on the volume of information institutions impart, but rather on the depth of learning that students achieve.

Deep learning occurs when faculty and students collaborate with a shared purpose, mutual respect, intellectual openness, and a collective dedication to excellence.

*That is the true spirit of student-centric learning. Let us celebrate this journey together!*

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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](mailto:thecatalyst@ifim.edu.in)