Innovation in Education – The journey of SSISM in changing mindsets, transforming lives and uplifting society

Dr. Debolina Dutta and Pranjal Dubey

Rural India suffers from a perpetuating environment of low literacy levels, absence of enabling systems to promote education, deep-rooted societal belief systems inhibiting growth and social upliftment. In such a scenario, SSISM has emerged as an institution which has promoted higher education among rural youth in Madhya Pradesh, adopting innovative approaches to deal with the multifarious complex issues surrounding it. Using a multi-pronged approach, the founder and management team of SSISM have increased women's literacy rates, enhanced employability options and changed mindsets towards the utility of and a belief in education. This article, while highlighting the daily challenges of social entrepreneurship, demonstrates how transformation of the social system is possible through innovative approaches to deal with complex problems.

Rural Higher Education Scenario

The education system in rural India suffers both on poor infrastructure as well as an abysmal quality of primary education provided to young pliable minds. With a majority of the schools using local vernacular as the language for imparting primary education, accessibility to higher education automatically gets restricted. With most graduate and post graduate courses offered in English medium, the paradigm shift in learning is overwhelming for most students, who opt out for fear, lack of confidence, lack of awareness of appropriate options through career counseling or just plain inability to cope with the rigors of the language.

The environment is even more adverse for the poor and socially repressed girl students. Social stigma, a preponderance towards early marriage, lack of sufficient role models, concerns for security and an overwhelming social order that abjures female emancipation all together, collectively have a snowballing effect in reducing the aspiration for higher education among female students.

Education of a few stragglers who muster the initiative and courage to get into higher education does not serve to demonstrate the value of education. Most of these students complete the mandatory course work for the degree, but face a classic catch-22 situation, as they lack the social skills necessary to complement the degree and win a decent job. The disillusioned unemployed youth then return back to their village, too educated to want to make a livelihood through farming but not educated enough to be employed in the cities.

The entire ecosystem supports short-term aspirations of gaining admittance to a desired education course, but not in building strong foundations of learning. A plethora of mediocre coaching institutes have mushroomed in the hinterlands, promising the utopian job, entrance to desired engineering or medical colleges or similar quick fix options.

This scenario has made education just a degree-vending machine which definitely does not provide education and need not necessarily produce employment. To compound the issue, the teachers at the rural schools (and in the colleges in the hinterland) are generally those who have failed to seek gainful employment elsewhere and opt for the teaching vocation as a measure of last resort,

so that they can at least be close to their 'homes' in the hinterland. Most of these uninspired and de-energized lot fail to nurture or harness potential of students.

There is a great preference for government jobs, assured through reserved quota schemes. This aspiration is not grounded in a more noble desire to do well or serve the community but rather grounded in deep rooted awareness that these jobs provide significant opportunities for under-the-table income. A stable income from corruption and assured job security in the face of absolute incompetence sustain the desire for these government jobs among both the students and their families.

All of these factors converge to catalyze the creation of a society of unemployed and misdirected youth. Recent statistics indicate that the percentage of educated but unemployed youth has been steadily increasing, which makes the quality of education suspect. In 2011-12, nearly 30% or 4.5 million of the 15 million "completely unemployed" youth were graduates, a significant increase from 21% as seen nearly a decade earlier in 2004-05[1]. The 2014 India Labour and Employment Report[2] paints a grim picture: 92% of those employed have only informal employment; less than 30% of workforce have completed secondary education; there is declining participation of women due to lack of employment opportunities; significant skill mismatch with employability needs; and poor quality of technical education that is being provided in the country.
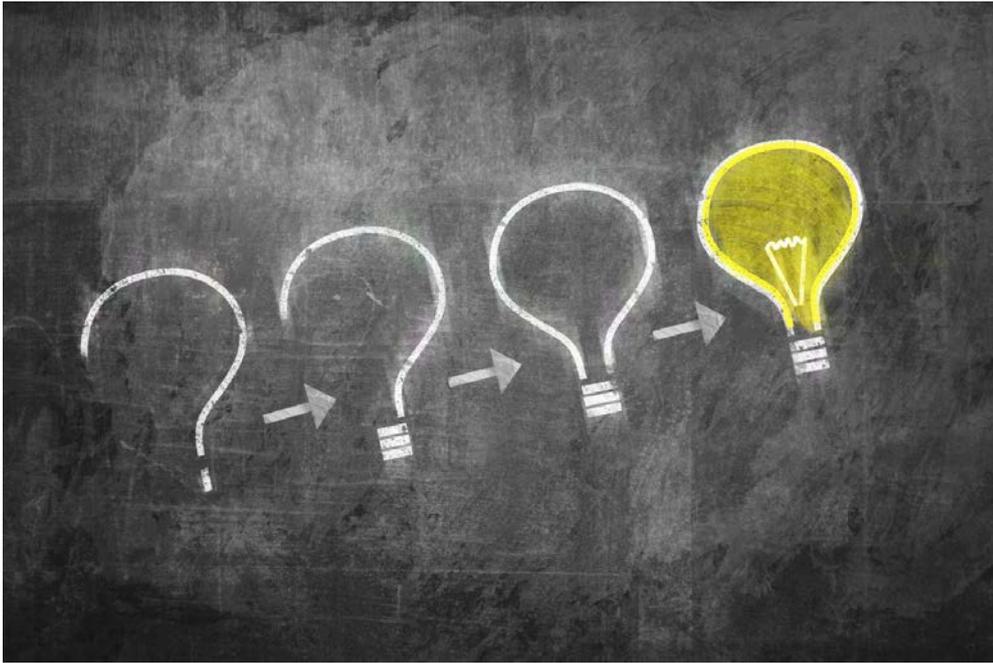
The resultant of all these factors is that the system generates a large population of unemployed and misdirected youth in rural India. The absence of quality education, lack of good mentors and role models, lacuna of success stories that reinforce the value of education and a medieval social order together coalesce to create a society with poor value systems and a corrupt socio-economic system.

The Vision Of Change

Pranjal Dubey, until very recently, had epitomized the 'upwardly mobile, educated, middle class' dream. Till 2008, he had worked as a Program Manager in

1   Alakh D. Sharma , Director, Institute for Human Development and Editor, Indian Journal of Labour Economics.

2   http://www.ihdindia.org/ILERpdf/Highlights%20of%20the%20Report. pdf last viewed on 30th May 2015

and bought this degree for Rs. 400,000. Now you will get him a job, won't you?

The enormity of the consequences of his casually dispensed advice hit Pranjal like a bullet. The 'degree' the boy and his father had bought was not worth the paper it was printed on. However, the only source of livelihood that the family subsisted on was now dependent on this worthless paper. This single event became the genesis of transformation, both for Pranjal, whose avatar changed from an urban affluent IT professional to a social entrepreneur, as well as for Sandalpur, which saw a ray of hope through the initiatives of Pranjal and his team of educationists. Thus was conceived the Sant Singaji Institute of Science and Management (SSISM).

SAP Labs Bangalore for about 13 years. Having an ancestral home at Sandalpur, he visited annually to conduct the ritualistic religious ceremonies that were the responsibility of the "Mahant" or the village priest, a hereditary post handed down over the generations. Each of these visits served as a stark reminder to Pranjal of the huge disparity between his achievements and of those of his village, but these pangs of conscience were silenced once he re-joined work and got engrossed in the regular hustle-bustle of metropolitan and corporate life. It was during one such annual visit to Sandalpur in 2006, after conducting the mandatory rituals as the Mahant, that Pranjal was approached by one of the village elders, with his son in tow, to provide employment to the youngster:

Please Mahantji, you have to help my son find a job. You are in such a good post. I heard the company you work for is very big. Can you please get him a small job there? Anything will do.

After realizing that the boy in question had only completed his basic schooling, Pranjal advised him to 'get a degree', without which it would be difficult to get a job, and then forgot all about this casually dispensed advice.

During his next visit to Sandalpur, two years later, he was confronted by both father and son. Pleaded the old man:

Mahantji, we have got him a degree. We sold our land

With the decision taken to make a difference through high quality education at the degree (graduate) level, SSISM conducted an independent study of the number of potential students in Dewas district with their base as Sandalpur, their needs in terms of preferred curriculum and potential hindrances to their getting higher education. It was found that there were approximately 9000 students in the radius of 50 kms of Sandalpur. Out of these, 15-20% of the students went for graduate level studies to metro cities and nearly 40% of the students dropped out after high school, owing to lack to interest and the long distance from colleges to their homes, with girl students getting effected the most. With approximately 50 schools visited in and around Sandalpur, SSISM determined that a core 3-year curriculum would be most effective in terms of enhancing employment potential. It was strongly felt that short-term courses of 10-15 weeks may not be effective in increasing employment opportunities. The 3-year curriculum also needed to include soft skills and behavioral training on goal-setting, communication, spoken English, confidence building, etc.

Education As Driver Of Change

Sant Singaji Institute of Science and Management came into being in July 2010 with Sant Singaji Education Society (SSES) registered under the Government of Madhya Pradesh Society Registration Act of 1973. The name was inspired by the teachings of Sant Singaji, a saint and guru, in whose memory a very famous temple was built in Sandalpur 88 km from Bhopal, the capital of Madhya Pradesh. Pranjal had been the Mahant of the very same temple for several years and had now decided to do something substantial to economically and socially uplift the surrounding areas, by providing good quality college education at the degree level. SSISM was incorporated to facilitate the starting of the educational institution.

The vision of SSISM has been to 'provide practical education to rural students so that they develop into good and confident citizens, to help them achieve their dreams and also contribute to the socio-economic environment.' The objective was the overall development of rural students. The guiding framework is shown in Exhibit-1. The founders of SSISM hoped that multiple initiatives such as industry exposure through training and internships leading to job opportunities, career counseling , entrepreneurial assistance and guidance, providing financial assistance and scholarships to students from lower economic strata and a special focus on girl education through parent counseling, would help in the overall socio-economic development of the region.

With this focus, SSISM offered degree (B.Sc.) and undergraduate degree-level courses in Computer Science, Microbiology, Business Administration, Commerce (B.Com.), and Arts (B.A.). Each of these courses sought to include high levels of industry connect to build industry-relevant skills into the course curriculum, so as to address the needs of the industry. SSISM sought affiliation to Vikram University, Madhya Pradesh. After due process, it received the accreditation to offer its proposed curriculum. An enlarged bouquet of courses also enabled SSISM to generate more income through additional fees from the various streams of offering, thus enhancing the viability of the college. This naturally meant bringing in diverse qualified staff and faculty to teach these courses. Considering the location of the college and the financial constraints it operated within, this automatically limited the salary offerings, thereby adding to the challenges in managing SSISM.

Building A Sustainable Business Model

Having identified education as the medium for facilitating change, SSISM chose to define the domain of graduate education as the boundary of "where to play"[3]. However, the "how to win" required a multi-pronged approach of having clarity on managing competitors and skeptical societal stakeholders, defining and crafting internal capabilities that had to be built and maintained, and robust management systems to build the institution. All of these required significant innovation at every step, which is the primary focus of this article.

Innovation In Financial Viability

Ensuring a viable operating income and generating steady cash flows to meet on-going expenses required a multi-pronged approach. Initial capital was provided by the founders of SSISM, who mortgaged and eventually sold ancestral property to raise Rs. 30 million. The possibility of raising capital from venture capitalists and banks to support the construction of buildings required for the institution was limited, since these sources of funding did not consider SSISM as a potentially profitable venture.

From 2010 to 2013, approximately Rs. 89.9 million was spent on the buildings, equipment, supporting infrastructure, and land development (see **Exhibit 2** for SSISM's statement of liabilities in 2014). Construction work on 75,000 sq. ft. had been completed, but much work related to infrastructure creation and construction remained. Since its inception until 2013, SSISM earned approximately Rs. 33 million as revenue. Of this, in the past, accruals from fees constituted 40%, scholarships (from the government for the economically weaker students) constituted 50% and balance 10% was contributed by donations from corporates and individuals. SSISM had borrowed Rs. 25 million from a nationalized bank at a steep 14.5% interest rate to develop the various facilities, but the high quarterly EMI outflows strained SSISM's finances.

Until 2012, information on the financial ability of each student's family to pay the tuition fees (sourced through local sources) was used to determine the

3   A.G. Lafleyand Roger L. Martin (2013) *Playing to Win : How Strategy Really Works*. Harvard Business School Press

fees that each student would be willing to pay. Implementing this variable fee structure posed its own set of challenges. SSISM discovered that the local grapevine worked overtime in broadcasting any "discounted fees" to others. Additionally, the willingness to pay educational fees was low in the pecking order of the family's priorities, even if they had the wherewithal to do so. A staff member recounted a recent painful experience where an affluent student refused to pay the full fees for the year. The student's father went to the extent of lodging a police compliant citing extortion, but was happy to sponsor a more expensive disco celebration night after the class had achieved 100% results.

Pranjal reflected, '*Nobody values education here and unless the payoff is visibly demonstrated, we will continue to see this reluctance of pay the fees.*'

After this experience, the SSISM Trust decided to reduce the annual fees from Rs. 30,000 (with discount option for economically poorer students) to a flat rate of Rs. 15,000 per annum for all students. The discount option was withdrawn. Economically backward students were supported through private sponsorships whenever available and given the flexibility to pay the fees in installments throughout the academic session. About 15% of the student population belonged to this category.

The funding received from industry CSR initiatives remained sporadic and required huge amount of lobbying effort and follow-up, the bandwidth for which the small team of SSISM did not have, as they were preoccupied with fire-fighting on multiple fronts to keep the college going. As a consequence, SSISM struggled to meet its monthly cash flow obligations such as paying salaries, paying for its fleet of vehicles, loan repayments, etc. SSISM created a video and uploaded the same on social media[4]. This video showcased the efforts and achievements of SSISM and sought help in any form. In 2015, a tie-up with an NGO, LetzChange[5] helped raise nearly Rs. 2 million through crowd funding.

SSISM also looked to leverage NSDC and NCVT[6] schemes of the government to supplement SSISM's revenues. NSDC and NCVT funds and government provided scholarships accounted for nearly 55% of the revenue requirements of SSISM.

The first year of SSISM inducted 185 students, out of which 50% were girls. 40% percentage of this enrolment were non-paying students, but SSISM team felt it was more critical for the local villagers and students to first experience the value of education first hand. They were convinced that the payment would naturally follow later.

Developing Professionalism

In order to develop a professional educational setup, a team of professional educators and support staff is a must. SSISM is located in hardcore rural area and traits like timely execution, good communication skills, drive for excellence is a rarity. SSISM also deals with this issue on a day to day basis in all the departments. Continuous motivation and never say die attitude is required to deal with the problems of the rural youth. Founders work with the team of SSISM on a regular basis and lead from front in this regard. SSISM drives the need of professionalism and positive attitude in the team by calling many management experts for guest lectures and also talking to the team on a regular basis and developing a bond with the team.

Innovation In Building And Developing IT Infrastructure

Given the founders' educational background and work experience in IT, a computer center was established early on at SSISM. SSISM team realized quite early that an IT education could also help in generating employment opportunities for the students. The IT Lab at SSISM aimed at benefitting multiple stakeholders in the region, apart

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4 https://www.youtube.com/watch?v=MPLKcNJXUuI last viewed on 30th May 2015

5 https://letzchange.org/projects/donate-to-empower-rural-youth-in-madhya-pradesh/ last viewed on 30th May 2015

6 NSDC: National Skill Development Corporation, is a first-of-its-kind public private partnership (PPP) in India set up to facilitate the development and upgrading of the skills of the growing Indian workforce through skill training programs. NSDC is a not-for-profit company set up by the Ministry of Finance and seeks to fill the gap between the growing demand for, and the scarce supply of, skilled personnel across sectors, by funding skill training programs.

NCVT: National Council for Vocational Training, set up by the Ministry of Labour, Government of India, aims to provide vocational training to school leavers, existing workers, ITI graduates, etc. to improve their employability by optimally utilizing the infrastructure available in government, private institutions, and the industry. NCVT paid Rs. 15/hour of training provided to each student.

from the students. Leveraging his contacts at SAP Labs, Pranjal arranged for several obsolete computers of the company to be shipped to SSISM. Although the Computer Science lab at SSISM was utilized by the students of computer science streams of BCA and B.Sc. (Computer Science) predominantly, the center was also open to the general public after college hours. It provided ICT connectivity, awareness, and education to the rural populace. This initiative was aimed at benefitting farmers, traders, and individuals who were engaged in various other professions.

The training revolved around basic computer education for IT-oriented courses; use of IT tools such as MS-Office, email, Social Networking, etc.; and software development for ERP Technologies. For students specializing in agriculture, familiarity with Agri-Software (farm management) and trading portals was encouraged. For commerce students, use of software such as Tally-Online as well as software for banking and trading was promoted, which oriented the students toward practical application of IT and enhanced their employability. Students of microbiology and biotechnology used the computer lab for modeling, animation, etc. In addition to this, educational content delivery in classrooms through computers made it easier to visualize and retain the lessons being taught. Students graduating in Arts worked on graphics, animation, and copy-writing in regional and multi-lingual content.

Innovation In Getting The Girl Students To College

Attracting students to the college proved to be an uphill task. During the initial years, this required SSISM team to go door-to-door in the various targeted villages, accompanied by Diwanji (local retired Administrator), selling the dream and his vision. SSISM team increasingly found that in most of the houses, girls were discouraged to go for higher education, even if they were academically proficient and inclined toward higher studies. A major effort was required to convince the parents to enroll these girls at SSISM. To appease the concerns of the parents on the safety of these girls, SSISM had to organize safe transportation of the girl students from their residences to the college and back.

By 2015 SSISM has total 1100 students from over 150 villages, out of which 50% are girls. The following table shows the build-up of student strength year on year, from the initial modest numbers. It also shows the proportionate growth in the number of girl students.

Session	Registered # of students	# of girl students
2011	228	100
2012	349	160
2013	445	220
2014	475	250

Many girls are not allowed to venture outside the village after completing their education. To address this issue, an IT company has been established in the college itself, in order to give jobs to the youth from college. The company currently has 10 people working and executing projects for clients based out of Bangalore and Germany.

Innovation In Addressing Student Drop Out And Increasing Retention

A local politician approached SSISM to see if he could do something to help bring his wayward son back on track. The boy, Aditya Kundal, was not interested in pursuing graduation and wanted to take up a career in sports. In absence of family support and encouragement, he had taken to multiple vices. Aditya was enrolled into SSISM as a reluctant student. SSISM team discovered that Aditya's passions were cricket and volleyball. SSISM team challenged Aditya to build a college team in these two games, and even allowed him to miss classes to practice, if they won competitions. When the SSISM team captained by Aditya won the state volleyball championship, SSISM put up a large hoarding at the Sandalpur bus stand, the hub for the grapevine and local gossip, celebrating the achievement.

Focused clubs and extra-curricular activities are now being run by faculty and students are encouraged to learn skills in their areas of interest. This served as the 'honey to attract the bees', with many students voluntarily staying back after regular college hours to spend time in these clubs. These clubs and activities not only helped in broadening the exposure of the students and providing a more holistic education; it also addressed a key social ill

of preventing students from falling prey to bad company and habits.

This also helped in reducing college dropout rate from 26% in 2010-11 to 7% in 2013-14.

INNOVATION IN 0 To break the fascination for government jobs (and the assumed accompanying income through bribes from corrupt practices), exposure to possibilities of alternate careers that were aspirational in nature had to be provided to the students. To dream beyond their known boundaries, students in their first year are taken on a trip to Bangalore and other metro cities to give them exposure to possibilities in fields such as IT, Biotechnology, Management, etc. During these visits, the students would meet lots of successful professionals who were immensely successful in their respective fields. This helped plant in the minds of the students, the seeds of dreaming big to achieve similar level of success in their own lives. With these visits, jobs in the IT, manufacturing and other such industries gradually began to become appealing among the students.

Innovation In Celebrating Success Stories

To reinforce incremental gains, successes and achievements, it required the SSISM management to disseminate each success and achievement to a wider audience, so as to change societal mindset. The team took every opportunity to herald these success stories in a novel manner. Realizing that the print media had a limited reach, minimum recall and costs a lot of money, they adopted a low cost but highly effective approach of celebrating these achievements, by leveraging the power of local grapevine. The local bus depot and its surrounding areas such as the marketplace were the best places for the local population to get up to speed on all local developments. Hence, each episode of success of the students and the institute was conspicuously celebrated at this venue. The modus operandi involved taking out a cacophonic procession in the local marketplace, accompanied by noisy beating of drums and accompanying commentary of the success story using microphones. Two-wheelers and autos were also deployed to make these announcements. Through these means, the names of the students and their parents as well as the achievements being celebrated were

broadcast to the whole village. Buntings and banners with the photographs of the proud achievers were displayed at places where these could be seen by all. Processions were organized with the garlanded proud students and parents making their way through the streets of Sandalpur.

Job placement of many students of SSISM with some of the top corporates was celebrated with festive fervor for many weeks. Along with the students, parents were also felicitated at the local village assembly. The sweet taste of success was savored by the students for many weeks thereafter.

Innovation In Building Team Spirit

To incentivize students to study, SSISM instituted the *"Mission 100%"* theme. Aimed at reaching a 100% pass rate in the university examinations, the students were promised the carrot of an all-expense paid trip to locations such as Bangalore and Kullu Manali. Applying the team building concepts practiced at MNCs, the activity resulted in great results. What this fostered was sharing of notes and coaching by the brighter students to those who were lagging behind. The students even requested for delaying the return bus transportation timing, to facilitate group studies. This enthusiasm saw 95% results for SSISM as a whole, with many classes getting a 100% pass rate. It also resulted in 13 university toppers over the period of 2 years.

To build a strong emotional bond between the teachers and their students, SSISM encouraged the guardian tutor scheme through a campaign termed 'Know *Your Students'*. This initiative was new in many ways to the faculty members of SSISM. Each one of the faculty member was encouraged to visit the students' homes and understand the social surroundings and the learning environment. Building this connect at a personal level was a challenge for many of the faculty members, who had to travel to remote dispersed locations in the interiors. However, building a personal rapport with the parents and family members encouraged sharing of problems and in many cases helped in finding mutually beneficial solutions. This initiative went a long way in changing mindsets within the local community and garnering support for more such initiatives, especially for the female students.

Innovation In Faculty And Staff Retention

Teachers form an integral part of the whole initiative and were core pillars to impart the strength to the whole initiative. In the rural hinterland there was an acute paucity of motivated and talent academics. The existing infrastructure, career opportunities and compensation were not compatible to those available in urban areas. In order to acquire and retain their small band of teachers, SSISM team took inspiration from corporate practices of team outing and bonding which increases the sense of belonging and team work. Special emphasis was provided in helping the staff both emotionally and financially, specifically in case of any crisis which helped to develop a bond between the management and staff. An open and transparent culture has been developed where the top management people are approachable to each and every member of staff.

Issues, task allocation and mutual support systems through open discussions and collaboration helped built a tightly knit committee. Continuous flow of information and transparency in financial management of the institute built confidence and a sense of belongingness. Training investments through free workshops provided by the faculty of IIM- Bangalore exposed the staff to new and innovative methods of adult teaching.

Democratic way of decision making helped the team to feel part of the process and encouraged them to stand against odds. Building a positive thinking and mindset was done through regular visits from professors and dignitaries, who demonstrated their admiration and support for the faculty and staff. In these sessions, the staff members were also encouraged to discuss theirs problems and challenges openly and try to find out the solutions together. All these initiatives help reduce the attrition rate to minimal.

Innovation In Making Farming Fashionable & Sustaining Local Entrepreneurship

In spite of all the efforts of staff and faculty of SSISM, it was not possible to guarantee full employment to the graduating students. To provide an impetus to organic farming among the community, SSISM initiated an add-on training program for the students of seed technology, biotechnology and microbiology, in addition to the university curriculum. They engaged Dr. Deepak Sachde, a scientist who had been carrying out research in organic and natural farming for 20 years, who conducted a one-month full-time residential program for these SSISM students at his farm house at Bajwada on the banks of river Narmada. This program was implemented during the semester break vacation, based on voluntary participation of the students. As a result of this exposure, many students were enthused to think of entrepreneurial ventures in this field, and the resulting organic produce from these efforts were sold by the students in the nearby local towns, which was quite a success.

Additionally, small farm plots at the college campus were utilized for harvesting vegetables which were exotic but popular in the cities. Experiments in growing vegetables such as sun-dried tomatoes and bell peppers in small plots of land and selling them in nearby markets suddenly brought the realization to the students that farming could be extremely lucrative, if done smartly.

Innovation In Enhancing Employment Opportunities

A large measure of success for SSISM will be in achieving

increasing numbers of student job placements. A focused drive on industrial training and internships, coaching on preparing for assessment tests and interview processes was undertaken. Over the last 3 years, SSISM established a creditable reputation in the number of students placed, including in large multinational organizations like SAP, HSBC, Cognizant, as well as large Indian IT and Retail firms. SSISM students also found many takers among start-up companies in Bangalore, Pune and Indore. When these students employed at large organizations return to their village, their transformation into corporate professionals, as well as their increased self-assuredness and confidence help in creating a snowballing effect among the existing students of SSISM. The increased affluence of the families from the remittances of these children also helps in significantly changing the mindset of the local population. The role models in the proximate areas in and around Sandalpur are no longer the local mafia or the influential power brokers. Instead, the new role models are these students, who have demonstrated what is possible for youngsters from these villages, through their sheer hard work and immense determination.

SSISM is planning to collaborate with Unnati, a Bangalore-based vocational training center having a 100% placement record, to set-up one of their units at SSISM. Since SSISM already had a NCVT (National Council of Vocational Training) center in its premise to deliver training programs on ICT, Retail, and KPO/BPO to many students, it was expected that the collaboration with Unnati would bring in proven processes and methodology to deliver practical vocational training in order to increase employment opportunities.

With the efforts of team SSISM, an increasing number of students have now started opting for higher education, a phenomenon unheard of in the past. A few students were also selected for the prestigious post graduate teacher training programs conducted by the Azim Premji Foundation.

An indirect measure of success of SSISM is reflected in the increasing number of student enrolments, who prefer to join SSISM to well-entrenched local engineering colleges. As a student said:

"If *a SSISM graduate can get be interviewed with SAP, I would rather be a BSc with a job than a B.Tech without one.*"

Success And The Long Road Ahead

From the start, the founders and members of SSISM knew that the journey of social change would be a long and arduous one. Within a short span of 5 years, SSISM has started seeing a change in the way education is being perceived and valued within the community. Female student enrolment has hugely increased. In 2010, the number of girl students in SSISM was 65. By 2014, this number had reached to 630. A lot of their success was regularly documented in the press[7] and a business case study on social entrepreneurship was published by Harvard Business Publishing[8]

SSISM management and staff estimate that it would likely take more than a decade to transform the quality of education and improve the situation at the grassroots level. While they struggle with the daily challenges of keeping the vision alive, they have now started dreaming of a more audacious goal of replicating this change across larger sections of rural India and truly transform the social and economic fabric of rural India. They intend to do this increase in geographic spread through collaborations and transferring their learnings to other like-minded teams of educators who are focused on improving the quality of life in rural and semi-urban India through education.

CONTACTS AT SINGAJI SOCIETY

Sant Singaji Institute of Science and Management
NH 59, Sandalpur Tehsil, Khategaon, District Dewas,
Sandalpur, Madhya Pradesh
Email- pranjal@ssism.org
Website: www.ssism.org

CONTACT PERSON
Sankalp Bhargava - +91-9926042424
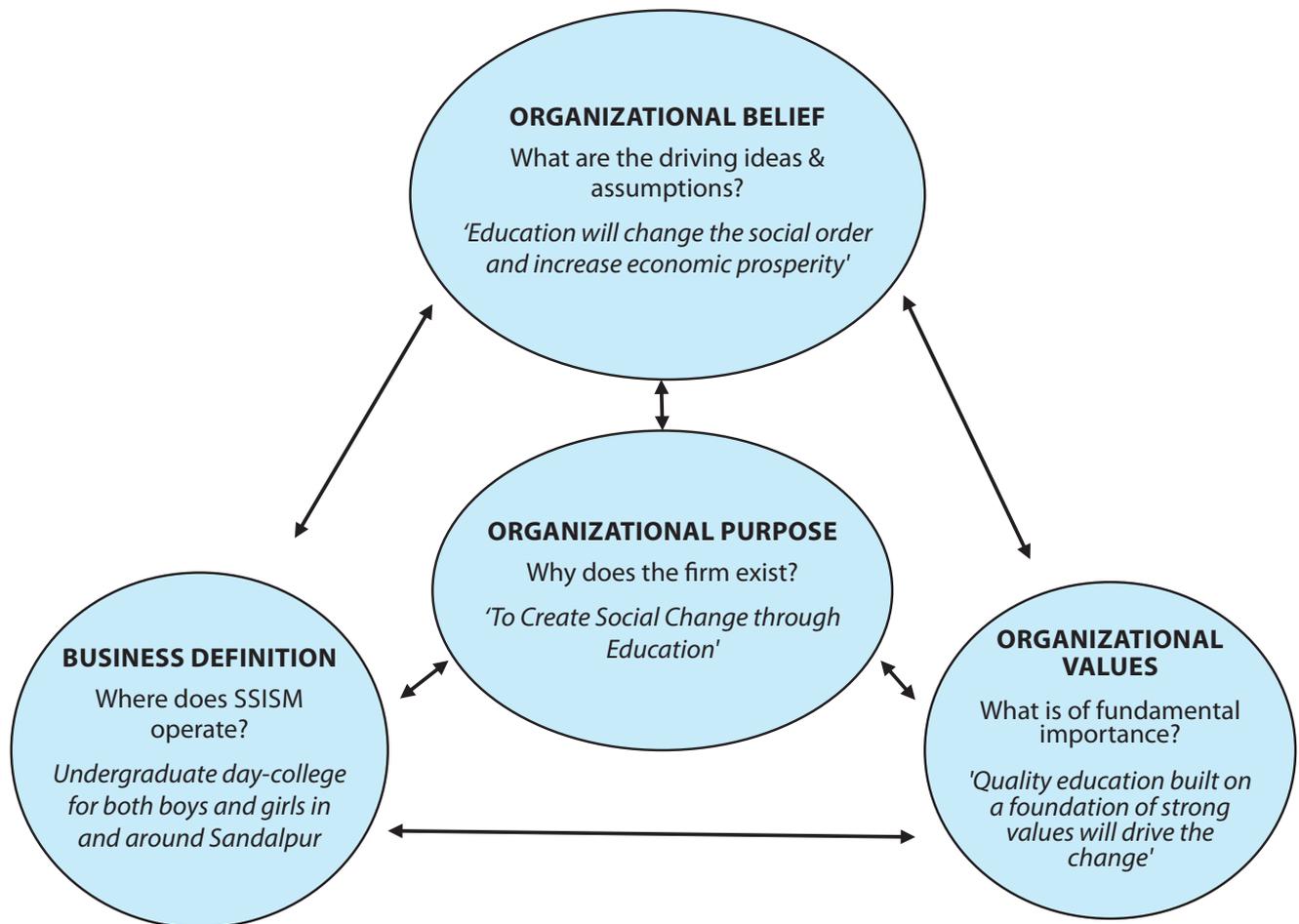Pranjal Dubey +91-9926845557

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7   http://www.thebetterindia.com/16347/man-sold-house-start-college-rural-youth/ ; last viewed on 30th May 2015

8   https://cb.hbsp.harvard.edu/cbmp/product/IMB479-PDF-ENG last viewed on 30th May 2015

Exhibit 1: Elements Of SSISM's Corporate Mission

ORGANIZATIONAL BELIEF

What are the driving ideas & assumptions?

'Education will change the social order and increase economic prosperity'

ORGANIZATIONAL PURPOSE

Why does the firm exist?

'To Create Social Change through Education'

BUSINESS DEFINITION

Where does SSISM operate?

Undergraduate day-college for both boys and girls in and around Sandalpur

ORGANIZATIONAL VALUES

What is of fundamental importance?

'Quality education built on a foundation of strong values will drive the change'

Source: Adapted from De Wit B. and Meyer R., Elements of a corporate mission, *.Strategy - Process, content, context -An international perspective,* 4th Edition. Andover, Hampshire, UK: Cenage Learning EMEA, Fig.11.2, p. 598, 2010.

Exhibit 2: SSISM Liabilities

BALANCE SHEET AS AT MARCH 31, 2014			
LIABILITIES	AMOUNT	ASSETS	AMOUNT
CAPITAL ACCOUNT		**FIXED ASSETS**	
		As per details in schedule (Not	
Corpus Fund	21764259.00	included in this writeup)	66385209.17
SURPLUS IN INCOME &		**CURRENT ASSETS, LOANS &**	
EXPENDITURE ACCOUNT		**ADVANCES**	
Opening Balance 342128.95			
Add : Surplus during the year 950248.61	1292377.56	**Current Assets :-**	
		Tuition Fees Receivable	10008356.00
SECURED LOANS		Bus fees Receivable	4225210.00
		Sundry Debtors	90000.00
Term Loan from Bank of Baroda	22328255.00	Cash in hand	237831.50
(Against Hypo. Of Land & Building)		Cash at Bank	1323791.55
Kotak Mahindra Bank (Bus Loan)	23362.23	(As per schedule "C")	
UNSECURED LOANS		**Loans & Advances :-**	
(As per schedule "A")	17754732.00	Advance to Employees	69500.00
		Advance against Expense	2789000.00
CURRENT LIABILITIES		Deposit Related to NCVT	641968.00
& PROVISIONS			
Expenses Payable	19702867.43		
Provision for Audit Fees	35000.00		
Sundry Creditors	2870013.00		
	85770866.22		85770866.22

Dr. Debolina Dutta

Debolina Dutta has 23 years of work experience in HR & Sales domain. She had a degree in Electrical Engineering from College of Engineering, Pune, a Post Graduate Degree in management from IIM, Bangalore and completed her FPM-Industry program from IIM Indore.

She is working as Director-Head of HR, VF Brands (I). With significant experience in HR , her multiple responsibilities have included stints as Business HR Head for over 1000+ employees, head of Talent Acquisition functions, responsible for OD & HR Strategic initiatives in employee Life Cycle Processes, Leadership Development, Talent Acquisition and Campus Recruitment, Engagement & Retention and Business Partnership. She is a certified practitioner of SHL (OPQ) assessments, Thomas PPA, PAPI psychometric solutions as well as a DDI certified facilitator for DDI training curriculum with substantial experience in dealing with large international stakeholders in organization growth initiatives, M&A and multiple overseas client interfacing responsibilities.

Debolina has also contributed to academic research with some of her contributions being published by Harvard Business Publishing and Ivey Publications, apart from other prestigious research journals.

Pranjal Dubey

Pranjal Dubey has 13 years of IT experience. Pranjal has completed his M.C.A. from Devi Ahilya University Indore and P.G.D.B.A. Finance from Symbiosis. Pranjal is now Chairman of Sant Singaji Educational Society in Sandalpur Village District Dewas Madhya Pradesh. From 2001-2011 he was part of SAP Labs India Bangalore as a Development Manager. He was leading Mobile Business Solutions technology team. After completing M.C.A. he also had started his own software development company. Later he joined Tata InfoTech Ltd. in Bangalore 1999. He also is head priest of a temple in his village. He manages annual fair and many other social activities as head of the temple trust.