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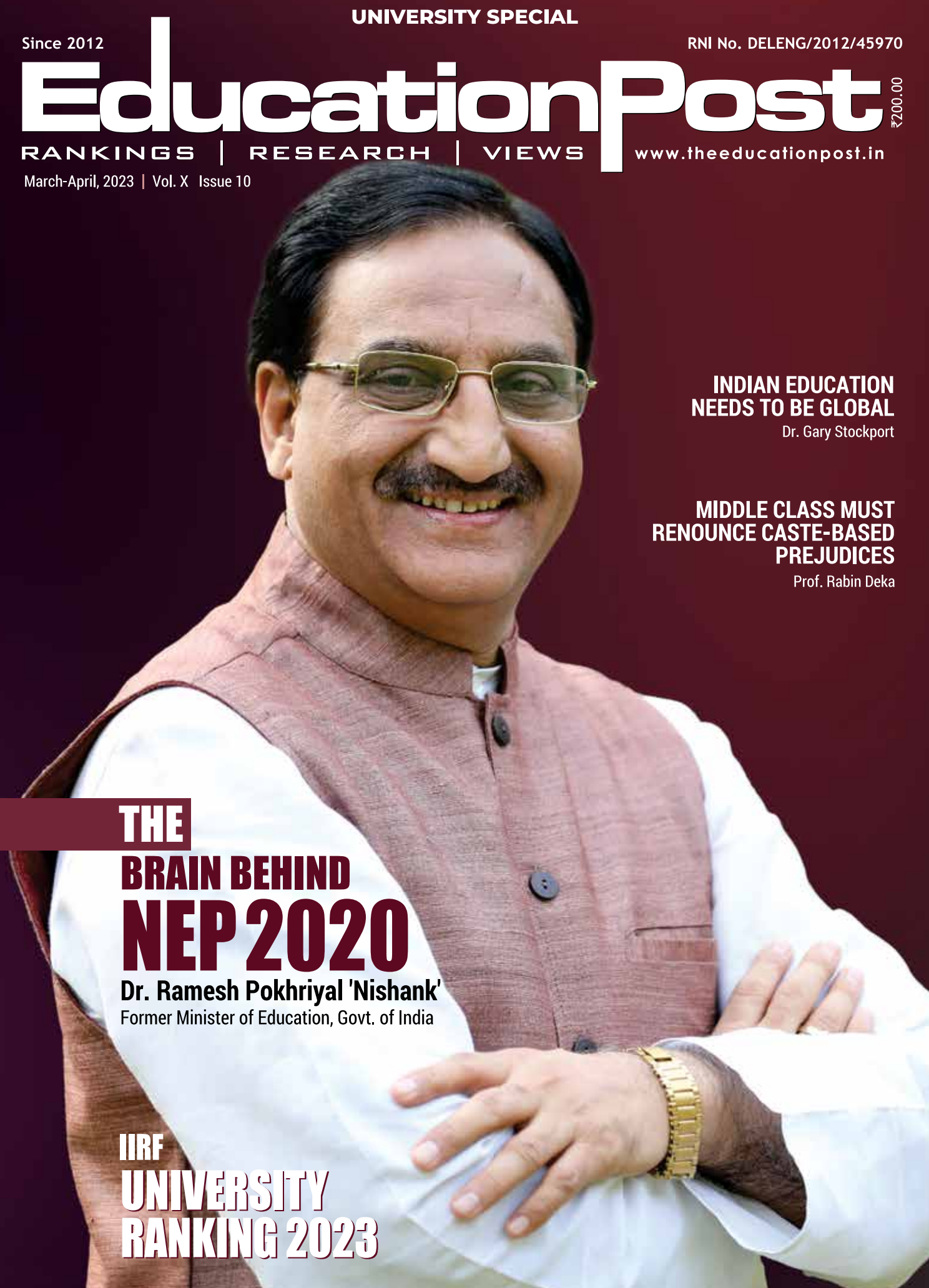

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Dr. Gary Stockport

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THE BRAIN BEHIND NEP 2020

Dr. Ramesh Pokhriyal 'Nishank'

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NATIONAL EDUCATION POLICY 2020

FROM THE HORSE'S MOUTH...

There has been enough talk about the National Education Policy (NEP) 2020 since it came into existence on July 29, 2020, replacing the previous National Policy on Education drafted more than 30 years earlier in 1986.

Leave aside a few groups of literary folks here and there, the NEP 2020 is largely hailed as a progressive framework that is bound to transform the Indian education system into an equitable and vibrant knowledge society and turn the country into a global knowledge superpower.

So, it was only a matter of time before we at *Education Post*, the country's premier publication on higher education, got direct access to the man who helped draft the futuristic new policy – our former education minister Dr. Ramesh Pokhriyal 'Nishank'.

During the extensive interview, Dr. Pokhriyal spoke about everything academic – from his thoughts on education to literature to Prime Minsiter Narendra Modi's vision for India. And we can't thank him enough for the time he took out to answer our long list of questions, and finally putting to rest any confusion related to the NEP 2020.

The policy, he says, has been analyzed by more than 100 top institutions across the globe, including Cambridge, Harvard and Michigan universities, that have described the NEP 2020 as historic, transformative and extremely practical.

On the sidelines of Dr. Pokhriyal's visit to UNESCO, his office received calls from education ministers of more than a dozen countries expressing a desire to hold bilateral meetings to know more about our NEP 2020.

"I would give the credit for the successful formulation of this policy to all the stakeholders, including you (*Education Post*), who made this policy a reality with their hard work. The NEP 2020 was not only welcomed in India but also abroad for its quality, innovation, and transformative measures. In fact, the NEP 2020 is the foundation stone for creating a self-reliant and prosperous India," he says.

India has been the *Vishwa Guru* since the beginning of civilization, Dr. Pokhriyal points out. "When the world was struggling in darkness for their survival, India was teaching about the identity of humans with the supreme (*Aham Brahmasmi*). We were talking about consciousness (*Chit*). When the world was using primitive agriculture methods, we were conducting surgeries. People from all around the world came to India in search of knowledge and to gain from its priceless wisdom," he says, adding that the concept of university first emerged in India.

The NEP 2020 is all set to bring back to India its *Vishwa Guru* tag.

Dr. Pokhriyal also touched upon the problem of unemployment, and had some happy words to share.

Approximately 65 percent of India's population is below the age of 35, and the huge transformation post-NEP implementation will have great impact on this population group, he says, adding that in the coming years when some of the most powerful nations will see a decrease in workforce numbers, India is expected to witness an increase.

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EducationPost
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Vol. X Mar-Apr, 2023

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SAT SUKRIT MEDIA PVT. LTD.
Registered Office
Flat No. 103, UGF, Plot No. G-84, Sector-7,
Dwarka, New Delhi-110077 Phone: 011-25086952

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Printed and Published by Shiv Shankar Sharma
on behalf of SAT SUKRIT MEDIA PVT. LTD.
Printed at All Time Offset Printers, F-406, Sector-63,
Noida-201301 and published from Flat No. 103, UGF,
Plot No. G-84, Sector-7, Dwarka, New Delhi-110077

CONTENTS

CONTENTS

COVER STORY

IIRF-2023 UNIVERSITY RANKING

CONTENTS

96

Even School Students Must Be Taught About Personal and Basic Financial Planning

Prof. Dhruva Ghai
Pro Vice Chancellor,
Oriental University,
Indore

74

Passion Is the Most Important Aspect to Consider When Choosing a Career

Dr. Girija Bharat
Founder and
Director, Mu Gamma
Consultants Pvt. Ltd.

120

Higher education in Universities in India

Dr. Amarjeet Singh
Principal, JSSATE, Noida

114

Outcome Based Education

The Industry Academia Collaboration

Prof. Madhu Vij
Sr. Professor of
Finance, Accounting &
International Finance

108

Think big, think India if India wins, everyone wins

Rakesh Kumar
Chairman of Indian Exposition
Mart Limited (IEML)

90

Skilled workforce is required in water management sector

Prof. Ram Karan Singh
Vice Chancellor, ICFAI
University, Dehradun

102

Excelling in Higher Education impossible without Solid Secondary Education

Er. B.S. Yadav
Chancellor, IES University, Bhopal

80

Socio-Cultural Biases are Preventing Women from Entering Green Sector

Jui Joshi
Partner, Climate Collective

68

EVEN Unpaid Domestic Work BY WOMEN Contributes to Nation's Economy

Prof. Rabin Deka
HOD of Sociology,
Tezpur University, Assam

86

Recycling to create a circular economy of plastic

Meha Shrivastava Lahiri
Co-Founder, Recity Network

CONTENTS

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NEP 2020 ENVISIONS A BHARAT-CENTRIC TRANSFORMATIVE, FUTURISTIC EDUCATION SYSTEM

Of late, there has been a lot of debate around the new National Education Policy (NEP). These include both bouquets and brickbats. But as they say, beyond the two sides of the coin lies the hand that scours and forges the metal and mints it. Let us hear it straight from the man who helped draft the NEP-2020. **Dr. Ramesh Pokhriyal 'Nishank',** India's former education minister who brought the inclusive, transformative and futuristic education policy, in a freewheeling interview with **Education Post's Tanay Kumar,** shares his thoughts on education, value system, literature and Prime Minister Narendra Modi's vision for the country.

COVER **STORY**

Any policy framework is convergence of great ideas coming from various quarters. But that confluence is rarely reached without debates and differences of opinion often leading to deadlocks. How tough was the task of arriving at a consensus on the NEP-2020?

I am delighted to say that we followed one of world's largest consultation processes involving each and every stakeholder. We started the process of formulating the policy through consultation with an inclusive, participatory and holistic approach, which took into consideration expert opinions, field experiences, empirical research, stakeholder feedback, as well as lessons learned from the best practices.

The drafting committee for the NEP-2020 submitted its report to me on the very first day of my joining. The Draft National Education Policy 2019 (DNEP-2019) – based on the foundational pillars of access, affordability, equity, quality, and accountability – was uploaded on the education ministry's website and also at MyGov Innovate portal eliciting views/ suggestions/comments of stakeholders, including the public.

After the submission of the draft, governments of states/UTs and ministries were invited to give their views and comments on the DNEP-2019. I made it a point to connect with all stakeholders across various states. A brief summary of the DNEP-2019, which was also translated into 22 languages (mentioned in the eighth schedule of the Constitution), was circulated among various stakeholders and uploaded on the ministry's website. Meetings were held with the state education secretaries of school education and state secretaries of higher and technical

COVER STORY

education. An education dialogue was also held with parliamentarians from various states, including Andhra Pradesh, Telangana, Tamil Nadu, Puducherry, Kerala, Karnataka, and Odisha.

The NEP-2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

You have always given credit to Prime Minister Narendra Modi for his extraordinary leadership in framing the NEP-2020? How has he inspired you?

You must have heard our Prime Minister saying at various forums that the NEP-2020 will give a new direction to 21st century India. He emphasizes that the development of energetic youth, who are the engines of a country's development, should begin right from their childhood.

Underlining the need for social reforms, the Prime Minister has remarked that it is necessary to develop a greater learning spirit, scientific, logical & mathematical thinking and a scientific temperament among youngsters. I consider myself fortunate to have worked under such a great and visionary leader.

His biggest strength is his extraordinary ability to connect with people. Under the guidance of PM Modi, we have decided to equip our children with 21st century skills, that include critical thinking, creativity, collaboration, curiosity and communication.

Attending the 56th Convocation of the Indian Institute of Technology, Madras, in 2019, the PM said, "In front of me, there are both a mini-India and the spirit of New India. There is energy, vibrancy, and positivity. I could see dreams of the future in your eyes. I could see the destiny of India in your eyes."

The Prime Minister further added that the foundations of the 21st century will rest on the three crucial pillars: Innovation, teamwork & technology. Fortunately, I was accompanying

COVER **STORY**

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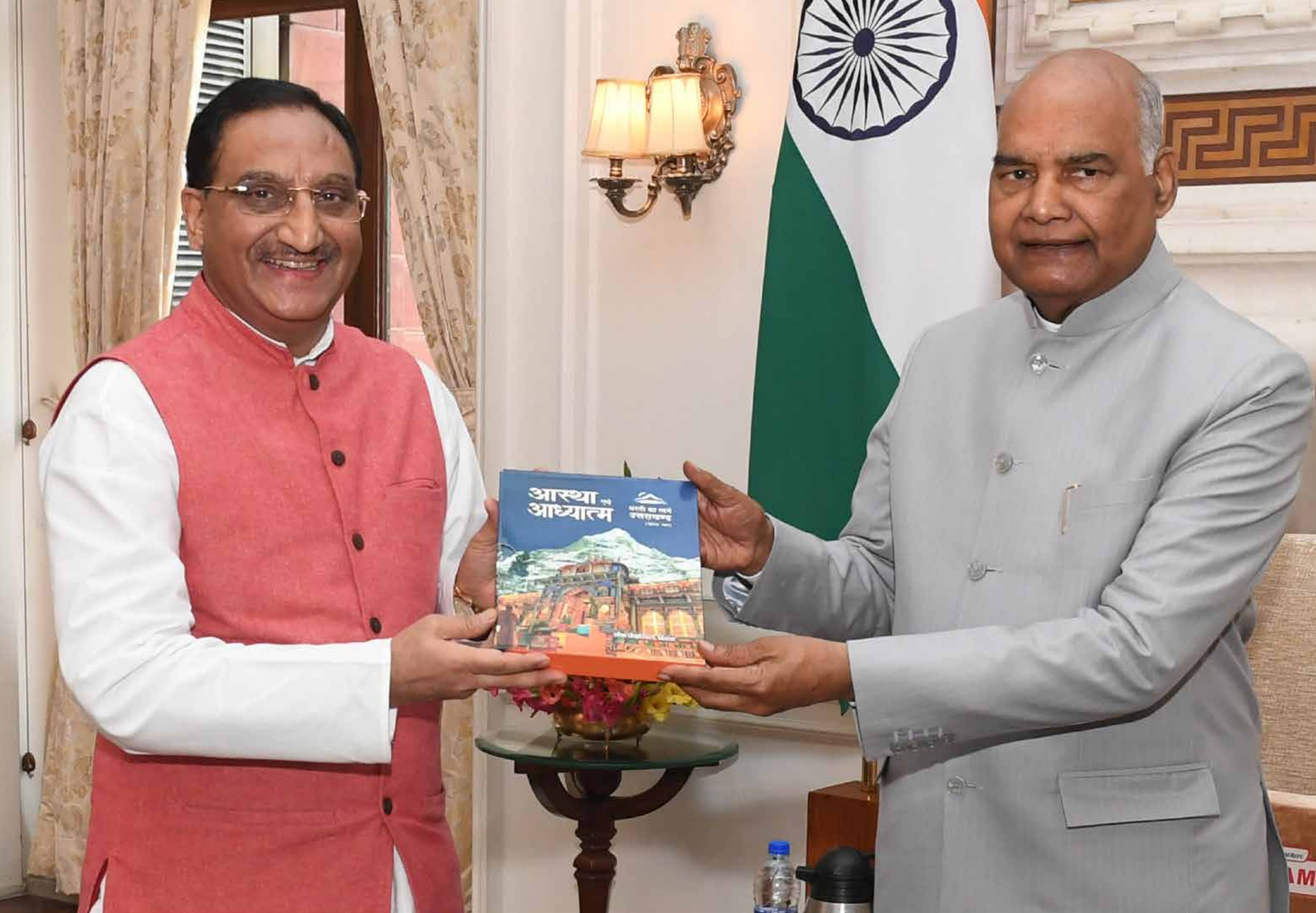
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COVER STORY

the PM and I could see the powerful impact of his speech on the students. We could all see our PM as the undisputed youth icon, who successfully brought about an attitudinal shift.

We realized that our youth should learn computer programing language from the beginning, understand artificial intelligence, join internet of things, cloud computing, data science and robotics. If you compare NEP-2020 with earlier policies, you would see that they were a bit restrictive on that front.

The policy has drawn a lot of global attention. It received applause from various top-ranking universities while many countries have shown interest in it. What do you think has contributed to its instant international appeal?

Analyzed by more than 100 top institutions of the world, including Cambridge, Harvard, and Michigan, this policy has been described as historic, transformative and extremely practical. It was nice to see universities from Sweden, South Korea, Norway, Mexico, Japan, the Netherlands, Canada, and many more countries writing to us and congratulating us for our wonderful efforts. Appreciation for practicality and scientific research was greatly appreciated. On the sidelines of my visit to UNESCO, my office received a call from the education ministers of 16 countries for possible bilateral meetings. I am glad to share that almost every minister was curious to know about our NEP-2020. They expressed a sincere desire to know how we could enhance our bilateral ties as far as education is concerned. I would give the credit for the successful formulation of this policy to all the stakeholders related to the education policy, including you, who made this policy a reality with their hard work. The NEP-2020 was not only welcomed in India but also abroad for its quality, innovation, and transformative measures. In fact, the NEP-2020 is the foundation stone for creating a self-reliant and prosperous India.

COVER STORY

You have often spoken about India's rich cultural heritage. In fact, you created a research center for the purpose within the ministry during your tenure. How do you believe this knowledge about our past is important?

Since the beginning of the civilization, India has been the Vishwa Guru. When the world was struggling in darkness for their survival, India was teaching about the identity of humans with the supreme (Aham Brahmasmi). We were talking about consciousness (Chit). When the world was using primitive agriculture methods, we were performing surgeries. People from all around the world came to India in search of knowledge and to gain from its priceless wisdom.

The country that dazzled the ancient world with its academic brilliance with luminaries like Sushruta, Kanad, Aryabhatta, Nagarjuna, Bhaskaracharya, Charak, Patanjali and Kautilya deserves to regain the pedestal of being the Vishwa Guru.

The concept of university first emerged in India. Since ancient times, many educational centers have gained fame and attracted students from far and wide. This led to the creation of several prestigious universities in India.

Especially after 8th century, Bharat established itself as the most famous and largest knowledge center in the world. Indian scholars and universities had no match in military science, architecture, languages, chemistry, astronomy, astrology mathematics, physics and ayurveda. People came from throughout Asia and the Middle East to study at its great centers of learning like Takshashila, Vikramshila, Vallabhi, Kanchi, Varanasi, Pusphagiri, Dharaj, Patliputra and Nalanda.

With NEP, we have laid a strong foundation for building a new India, which is strong, prosperous and known for its knowledge-based society. Bharat can become Vishwa Guru again because we know how to spread of rich traditional knowledge, true love and great compassion for the benefit of entire humankind. We believe in '*Vasudhaiva Kutumbakam*', the world is one family. And now is the time that the entire world also imbibes the spirit.

COVER STORY

acquire the knowledge and skills needed to exploit opportunities to achieve decent work in their life.

We do understand that we need to expand our educational infrastructure and facilities as required for the Indian people. The NEP-2020 envisages that the synergy in curriculum and pedagogy of our education system must be holistic in developing a sense of respect towards the fundamental duties and Constitutional values, bonding with Indian values, and consciousness about the changing world. The value-based education will not only transform the Indian system but will bring stability to the whole world.

India has a population of youth. How will NEP-2020 help India at this crucial juncture in the global arena?

Our nation, one of the youngest in the world in terms of population, is enjoying a demographic dividend. But we know that India is also grappling with unemployment. The best part is that the whole world considers India a soft power which has the potential to become a world power. This potential is attributed to several factors, the primary one being its demographic dividend. India is also a rapidly expanding in economy and military power.

Approximately 65% of our population is below the age of 35. The huge transformation post-NEP implementation will have a great impact on this population group. In the coming decades, while some of the powerful nations will witness a decrease in workforce numbers, India is expected to have an increase.

In the NEP-2020, we are committed to developing India as a skill hub of the world. Further, we are making all efforts to create a conducive environment for budding entrepreneurs. We will create a world-class training infrastructure so that we can supply workforce to the entire world. India, which has a dedicated and committed leadership coupled with a strong political will power, is undergoing a massive socio-economic and governance transformation. I remember former Australian Premier Tony Abbott commented that India is considered as a democratic superpower.

Apart from providing quality manpower, there is a big focus on infrastructure development as well. How are we creating world-class infrastructure?

Higher Education Financing Agency (HEFA), a joint venture company of Canara Bank and the Ministry of Education, provides financial assistance for the creation of educational infrastructure and R&D in India's premier educational institutions. It finances higher education institutions (HEIs), Kendriya Vidyalaya (KVs), Navoday Vidyalaya (NVs), AIIMS and other educational institutions under the Ministry of Health.

HEFA's role is widely expanded to cover all educational institutions under higher education, school education and institutions under the health ministry. Till date, about 100 institutions have benefitted from this scheme. The equity contribution is proposed to increase to □10,000 crore and the balance requirement of □90,000 crore will be raised by HEFA through market borrowings and issue of bonds, including government-guaranteed/ government-serviced bonds.

You have launched a very ambitious program called Vedas and World Peace. What precisely is this program and what are the objectives?

Realizing the importance of Vedic knowledge and technologies for the country and the whole world, ten global universities joined hands to start a worldwide campaign to make young generations aware of the immense potential of Vedic sciences and encourage them to propagate and utilize Vedic knowledge for peace and prosperity of the world.

The idea to initiate this great campaign was conceptualized in 2019 in a meeting with Dr. Tony Nader (the successor to respected Mahesh Yogi), on the sidelines of the UNICEF international summit held at Paris, where I represented India. Dr. Nader is a medical doctor and a globally recognized Vedic scholar trained at the prestigious Harvard Medical School

(MD) and Massachusetts Institute of Technology (Ph.D. in Neuroscience).

During our discussion, we pondered over existential and philosophical questions that plague us all. Why have we come here on earth? What is the purpose of life? What should we do with our short lifespan on this earth to attain nirvana? Why do people struggle and why do they suffer from the diseases and pain all around the world? Why are people not happy?

We felt that there is an urgent need to educate our youth about the huge potential of Vedic science and technology. It was also observed that lack of human values is the main reason for the immense challenges faced by younger generations. The key importance of Vedic education gets highlighted in distinguishing between the execution of the activities and their significance.

It instills a sense of 'meaning' behind what one is supposed to do and thus aids in personality development. Challenges posed by climate change, violence, poverty, disease, inequality, stress, discrimination, hunger, and drugs can all be met successfully with Vedic knowledge and the application in the form of different Vedic technologies. It is high time we realized that Vedic knowledge is an answer to the challenges confronting the world.

NEP-2020 lays a lot of emphasis on teacher training and their constant upgrade. Please tell us more about this.

In Paris, I met the education minister of Finland, a country renowned for its education system and teachers. I was curious to know how a remote and sparsely populated country had quickly gained international recognition for its top-ranking education system. During our conversation, I was told that the country attracts the best talent in teaching and Finnish education authorities are dedicated to hire qualified, creative and innovative educators who can actively participate in shaping the national curriculum.

Being a teacher myself, I have known the importance of teachers in the education system. I am happy that NEP-2020 has laid strong emphasis on the role of our gurus along with the desired attributes of teachers for nation-building. If you compare it with earlier policies, it is for the first time that teachers have been put at the center of the most needed fundamental reforms in the education system.

The policy has also emphasized re-establishing teachers, at all levels, as the most respected and essential members of our society, as they shape the future generations of the country. As a step forward, the NEP-2020 has also elaborated on the recruitment of expert teachers in a

transparent method, to give autonomy while also instilling a sense of responsibility and accountability in every teacher. We must understand that the ideal and good quality teacher can be responsive and adaptive to the changing needs of society in this dynamic world.

Understanding that bringing any innovative practice may be an important attribute of an ideal teacher, we are creating an ecosystem that will provide continuous learning opportunities to our teachers.

For the first time, we have put a lot of emphasis on experiential or real-world learning. The roles of our teachers have been clearly defined and authorities have been asked to reduce curriculum content to enhance experiential learning and critical thinking. Facilities are being created for hands-on learning, arts and sports integrated teaching methods, and fundamental reforms in the education system.

As a step forward, the NEP-2020 has also elaborated on the recruitment of competent teachers in a transparent method, to give autonomy while also instilling a sense of responsibility and accountability in them.

I am very proud to share that one of the key suggestions from our teaching fraternity was the inclusion of traditional Indian knowledge and a value-based education system as an integral part of our curriculum. In addition, they also wanted a role in the curriculum development. Taking a serious note of that suggestion for the NEP-2020, we have devised a mechanism whereby our teachers will assist in the curriculum development.

There is a need for inclusive e-learning modes for children with disabilities. The Directorate of Education (DoE) issued guidelines to all government schools in a bid to develop a home-based intervention plan for children with disabilities. We are working towards ensuring an easy transition for children with special needs when it comes to learning. I believe that every child is entitled to equal learning opportunities.

You have been a teacher and you have highlighted the role of teachers at various forums. How important are they in NEP-2020?

The NEP-2020 strongly believes that teachers have the most important role in the implementation of the new education policy. The primary measure of value education originates from creating a supportive classroom environment. We strongly believe that only a teacher can create a structure and an environment in which students feel free to express their thoughts and feelings or even experience.

Influential teachers can help you become tolerant of multi-directional opinions. Determining whether certain values are more important than other values is also one of the roles of a teacher. The areas of teaching, examining, teaching/learning strategies and adapting each major contemporary approach to values of education are many of the roles that the teacher has to play.

In my view, a teacher has to act as a factor, which stimulates, informs and warns the learners in terms of value situations in life. I believe that good teachers make the students think and reflect on human actions and events, by actively engaging learners in discussion, dialogue and practical activities. Dedicated teachers motivate students for works of art, natural beauty, human relationships and moral values, so that moral sensitivity could be developed.

Teachers help to create an atmosphere of love, cooperation and security in the school conducive to the development of high ideals and values. Well-trained teachers have mind and heart along with necessary qualities for the pursuit of knowledge: Curiosity and willingness to know, sincere desire to accept ignorance and to keep knowledge updated, and practice, humility and honesty. They have a social philosophy, with concern for social sensitivity, social justice, and human rights. It is necessary that they fulfill their professional obligations according to the highest standards and ethics of the teaching profession.

You once said that you want to make teacher selection more competitive than administrative positions. Why do you feel it is so important?

The NEP-2020 institutional processes and training should help teachers acquire value-based abilities and provide them with concrete conditions, ample opportunities and appropriate learning experiences. They should infuse a nationalist feeling into the students. Especially, creating awareness about future problems related to food, water, energy, environment, pollution, health, and population, in particular, is important.

Regardless of caste, creed, gender, and wealth, a teacher should give equal importance to all students. Human beings are considered the best beings on this earth. The greatest contribution to this superiority is due to his or her knowledge and good education. The NEP will ensure that our teachers are well equipped in every sense. The most powerful means of progress of any society is through education.

Good education can be expected from a good society. Education and society are two sides of the same coin. The responsibility of excellent education is always on the shoulders of good teachers; Vidyadhanam Sarva Dhanam Pradhanam; that is, 'education in our country is considered the best wealth of all the wealth available'. The more this wealth is shared with others, the more the wealth increases.

You often mention Swami Vivekanand, his philosophy and his teachings. Could you explain a bit about how his lessons are relevant in the modern times, especially when you talk about India's youth who have the responsibility to build a New India?

For Swami Vivekanand, education was both moral and intellectual. He had a strong belief that nation-building was possible through education and that perfection could be achieved only through education.

I have closely analyzed his ideas on education, and I am happy to share that we have made sincere efforts to include them in our policy.

The teachings of Swami Vivekanand are very relevant in the current challenging times. Violence, unrest, inequality and lack

of resources have created serious complications in the world. Quality education is the only answer to all the challenges of our times. We need to work hard on our education system. Swami Ji's concepts of divinity of soul, morality and ethics need to be explained to our youth. Our people will have to make required efforts in the right direction to do the necessary tapasya once again, with new thinking for modern times.

Swami Vivekanand said that all the wealth of the world cannot help one little Indian village if the people are not taught to help themselves. In the NEP, we are precisely helping our people develop their own skills and be self-sufficient.

One of the major changes in the NEP-2020 is changing the 'Regulatory System' to an 'Advisory System' to ensure the highest standards? Please elaborate.

We did feel that higher education institutions (HEIs) were overburdened with the number of regulatory mechanisms implemented by national, state and regional regulatory authorities. In the NEP-2020, the only institution for higher education will be the Higher Education Commission of India (HECI) with four supporting institutions, engaged in different functional areas.

The proposed National Higher Education Regulatory Council (NHERC) will be the single regulatory body for the institutions. There will be a system of mandatory public disclosure by the educational institutions of its major functions, like finance, audit, governance, infrastructure, faculties, syllabus, and educational outcomes, on web portals for public review.

National Accreditation Council will be engaged in identifying the strengths in HEIs and categorizing them into different levels and handholding them to work out the gray areas and grow. Higher Education Grants Council (HEGC) will be engaged in funding and financing institutions and the General Education Council (GEC) will work on the maintenance of standards and ensuring quality in HEIs through the National Higher Education Quality Framework (NHEQF). All these initiatives will reduce the burden of regulation and exposure to different levels of accreditations and transparent quality parameters will build confidence among the HEIs to benchmark their own goal and contribute to achieve it.

The NEP 2020 talks about setting up Learner-Centric Academic Campuses with complete academic infrastructure. How will this transform our education set-up?

The academic system followed in this country is mostly run on the prescription mode. Syllabus, subjects and teaching methodology, all of them are prescribed either by the statutory authorities or universities, according to the available resources, both physical and human. But integrating online learning and clustering of the institutions for sharing the resources will open opportunities for the learners to

design their own courses of studies within the broad framework of the degree requirement.

Credit bank facilities and flexibility in time for certification and award of the degree will promote the learners to design their own academics, combined with internships, training and work experience. To achieve the benefits of the NEP-2020, the HEIs have to develop physical and human infrastructure to support the diversified multidisciplinary studies. The institutions have to develop laboratories, libraries and all academic resources, including classrooms, discussion rooms, conference facilities etc. to fulfill the requirement of experiential learning.

A culture of engagement has to replace 'lecture methods' in classrooms. Sustainability of learning systems for faculties will be very much essential to providing freedom and diversity in learning and to bring experience of different cultures, religions, regions and nationalities in collaboration with several institutions.

The establishment of a system of continuous training and teachers' upskilling for their capacity-building and motivating them to contribute to the building of the next generation is the only solution to the problem.

Autonomy in governance of academic institutions will help our institutions attain strategic competitiveness. How will this be achieved by the NEP-2020?

Being a teacher myself, I have known the importance of teachers in the education system. I am happy that NEP-2020 has laid strong emphasis on the role of our gurus along with the desired attributes of teachers for nation-building. If you compare it with earlier policies, it is for the first time that teachers have been put at the center of the most needed fundamental reforms in the education system.

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The NEP-2020 has recommended abolishing the system of affiliation and giving full autonomy to all the HEIs for designing their academics and administrative systems. The regulatory mechanism should be less interfering, but more powerful to oversee that the national and regional vision for growth of the society, both economically and intellectually, are being fulfilled.

Role of the statutory bodies will be more advising and handholding. If it is being implemented in true spirit; the teachers will be the center of academic institutions, starting from designing curriculum, delivery and evaluation system. This may bring a lot of new content into the framework of academics, relevant to the regional and national development.

Autonomy of teachers will help them have freedom of thought and achieve uniqueness in delivery – unbiased by any prescribed redundant system to the classroom – and may also help develop collaborative learning with students. Empowering teachers may give effective leadership to the HEIs for their long experience and understanding of academics.

NEP-2020 has recommended a complete restructuring of the school education system. What are your thoughts?

As per the policy of 1986, amended in 1992, present school education has been functioning with 10+2 system with enrolment of children in the age group of 6-18 years. As per the recommendation of the NEP-2020, it will be shifted to 15 years of learning (5+3+3+4) that includes foundational stage

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(3-8 years), preparatory stage (8-11 years), middle stage (11-14 years), and secondary level (14-18 years).

A child will be enrolled at the age of three as it can ensure proper childhood care and growth for millions of children. There are possibilities that this restructuring will help to use education as a social tool for growth and development by inculcating habits of learning from an early stage. Importance to language skills (literacy) and analytical skills (numeracy) helps children with proper conceptualization and communication.

Learning and understanding one language helps in learning other languages. The emphasis on mother tongue-based learning will help kids stay connected to their original thoughts and express them in its originality, without any shortage of words.

India is currently facing a brain drain. Lakhs of Indian students are going abroad. What steps have been taken in the NEP to retain our talented youth and also to welcome foreign students?

The last few decades have witnessed a phenomenal rise in Indian students going abroad for higher studies. Most of them settle there and never come back. Every year, more than 750,000 students are going abroad for higher studies and spending huge sums of money. To counter this, we have taken a number of measures, including allowing foreign universities in India.

By inviting the top 100 foreign universities to set up campuses here, other Indian institutions can also have easy collaboration and can adopt world-class methodologies in teaching. Some people are criticizing the move to allow foreign universities in India, fearing that this may lead to fee hike. But there is a

fee regulator body under the new provision.

Besides, we have specifically launched the 'Stay in India' program, under which we encourage Indian students to stay back home. Further, scholars from foreign countries are being invited to top Indian schools. We have excellent teachers and by creating world-class infrastructure, we can make India a preferred destination for international students.

When Covid-19 pandemic hit the world, India did not have the required infrastructure. How did we strengthen our digital infrastructure for elementary and higher education? Was the pandemic an opportunity for us?

I strongly believe that with determination and dedication, any crisis could be turned into an opportunity.

The unprecedented disruption caused by the Coronavirus outbreak had set off an accelerated move toward online teaching. Fortunately for us, digital learning tools and technology helped us fill the gaps where traditional classroom teaching falls behind. Digitization in the education industry has changed not only the learning but also the teaching process to a great extent.

More emphasis was laid on online resources, platforms, bandwidth and availability of technological solutions rather than physical spaces. We realized that these facilities are dynamic and will evolve with the changing times. We do understand that the future of learning lies in 'Blended Learning' We have invited suggestions through 'Bharat Padhe Online' campaign for e-learning.

At the school level, through 'Operation Digital Board', we aim to strengthen the existing infrastructure of our schools. Digital Infrastructure for Knowledge Sharing (DIKSHA), e-Pathshala, National Repository of Open Educational Resources (NROER), Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) and other e-platforms are providing quality and engaging digital resource materials to teachers, students and parents, which are relevant to the prescribed school curriculum.

A lot of online resources were made available on SWAYAM, National Program on Technology Enhanced Learning (NPTEL), e-PG Pathshala, e-Yantra, e-ShodhSindhu, Free/Libre and Open Source Software for Education (FOSSEE) and other e-learning platforms. We made dedicated efforts towards further supplementing these resources. We made several efforts to develop quality Massive Online Open Courses (MOOCs) for SWAYAM. 'Operation Digital Board' program was to increase the setting-up of digital classrooms.

Digital/smart board was provided in all government and government-aided schools having secondary and senior secondary classes. This addressed the problems of bandwidth and connectivity. To address the digital divide, the Human Resource Development Ministry tied up with the Ministry of Information and Broadcasting to air SWAYAM PRABHA channels on their DTH platform Tata Sky and Airtel DTH operators, DD-DTH, Dish TV and Jio TV App.

SWAYAM PRABHA with its 32 DTH channels covers new content every day for at least four hours, which would be repeated five times in a day, allowing the students to choose the time of their convenience.

There has been a considerable change in the research environment in the country. Your big focus is on promoting research and development in our institutions. What specific steps have you taken for it?

We are dedicated to developing a world-class research infrastructure. The ministry has been promoting research through schemes such as Prime Minister's

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Research Fellows (PMRF), Scheme for Promotion of Academic and Research Collaboration (SPARC), Impacting Research Innovation and Technology (IMPRINT), Strengthening Teaching-Learning and Results for States (STARS), Impactful Policy Research in Social Sciences (IMPRESS) and Scheme for Trans-Disciplinary Research for India's Developing Economy (STRIDE).

PMRF is a vision of development through innovation. The institutes which can offer PMRF include all the IITs, all the Indian Institute of Science Education and Research (IISERs), IISc Bengaluru and some of the top central universities/NITs that offer science and/or technology degrees. STARS is dedicated to accelerating inter-disciplinary and transformative research in science.

IMPRESS, a scheme to support the social science research, is to address the major science and engineering challenges. SPARC facilitates academic and research collaborations between category-wise top-100 (NIRF) Indian Institutions and the best institutions in the world from 28 selected nations to jointly solve problems of national and international relevance. STRIDE supports research projects to accomplish SDGs with focus on interdisciplinary research.

Last year, you have created several new institutions, including Sanskrit universities. What initiatives have you taken for the promotion of Sanskrit and other Indian languages?

We have created three central universities namely, Rashtriya Sanskrit Sansthan (RSKS), Delhi, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha (now university), New Delhi, and Rashtriya Sanskrit Vidyapeetha (RSV), Tirupati. Two new central universities in Andhra Pradesh have been established,

We realized that our youth should learn computer programing language from the beginning, understand artificial intelligence, join internet of things, cloud computing, data science and robotics. If you compare NEP-2020 with earlier policies, you would see that they were a bit restrictive on that front.

Learning and understanding one language helps in learning other languages. The emphasis on mother tongue-based learning will help kids stay connected to their original thoughts and express them in its originality, without any shortage of words.

namely: Central University of Andhra Pradesh and Central Tribal University of Andhra Pradesh.

Further, the Central Institute of Classical Telugu has been shifted from Mysuru (Karnataka) to Nellore district in Andhra Pradesh and is being strengthened. We are working on various programs for the development of foreign language institutions, Urdu universities, the Urdu Council and the Sindhi Council.

A lot of focus is being laid on the recruitment of language teachers. We are dedicated to the development of high-quality learning in vernacular languages by encouraging research in vernacular languages. SWAYAM offers 100 courses in 8 regional languages – Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Tamil, and Telugu. You will be happy to know that we have an option that students can study MBBS and engineering courses in Hindi. Initially, only some states are doing it, but I am sure that other states will also offer these courses.

We have worked hard on National Digital Library (NDL), which is a repository of e-content on multiple disciplines. We also believe that primary education offered in mother tongue can be very beneficial. Efforts are underway to encourage primary-level learning in the mother tongue, as it has been scientifically proven that imparting instructions in the mother tongue is really helpful. Efforts are underway to strengthen our regional languages, including Hindi and Sanskrit.

What steps have you taken for improving teaching in our institutions?

Our former President Ram Nath Kovind Ji said, “The NEP spells a long-term vision with a far-reaching impact. It will strengthen the culture of ‘inclusion’, ‘innovation’ and ‘institution’, in the sphere of education.” Honestly speaking, most of the strategies are good but the real challenge is implementation. The huge task of implementing this policy lies with our teachers.

There are several schemes under the Ministry of Education to improve skills of our teachers, such as Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) which addresses current and urgent issues of supply of qualified teachers, attracting talent into the teaching profession and raising the quality of teaching in schools and colleges.

Leadership for Academicians Program (LEAP) prepares academic heads who are potentially likely to assume leadership roles in the future. Candidates were shortlisted and selected as per determined criterion in the first round. Annual Refresher Program in Teaching (ARPIT) is an online professional development of 15 lakh higher education faculties using the MOOCs platform. Lakhs of students have been receiving benefits from SWAYAM.

Besides, the National Initiative for Technical Teachers Training (NITTT) is a comprehensive training policy for technical teachers by the All India Council for Technical Education (AICTE). Under National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), we will be training 42 lakh schoolteachers to make them strategically competitive.

It will be for the first time that teachers will be given the right to participate in setting school goals and policies in the long run. The critical aspect of teacher autonomy is deemed to empower teachers and motivate them to perform better. The NEP will also work to build vibrant teacher communities for better networking and reducing isolation among teachers, helping them to create institutions that are competitive strategically.

How do you want to lay the foundation for the all-round development of students through the NEP?

Education is not intended to be an in-depth study of only a few books, nor its aim is limited to earning a good livelihood, but the basic aim is to be able to serve the society, country and the world at large by acquiring the capabilities possible for a human and refine them to their best standards.

The development of moral qualities in youth is also very important, because without morality, the creation of any ideal society seems to be a farce. Today, our young generation lacks some basic human qualities like humility, honesty, respect for elders, courtesy, sense of service, tolerance, sacrifice, etc. Customs- and values-based education in the school environment provides help in the development of these qualities and making life better.

The development of positive social trends is also an important component of a person & individual values. Many incidents happen in the society on a daily basis and if a person is in despair every moment, then their life will become difficult. In addition, through values-based education, the younger generation can be made aware of the evils prevailing in the society. They can raise their voice against the dowry system, corruption, terror, hooliganism and red tape. The syllabus prevalent in schools is filled with technical data, which contains facts, figures, rules, laws, etc.

There is no scope for the youth to take part in the subtle things of life. But in the midst of all these struggles, it is also necessary to pay attention to the remaining aspects of life, in which the role of school and teachers is incomparable.

Could you give us an update on the implementation of NEP-2020?

Efforts are underway to encourage multilingualism in education and tests to ensure that lack of knowledge of English does not impede the educational attainment of any student. With this objective, states are publishing bilingual/trilingual textbooks at the foundational level and content on DIKSHA platform which are also made available in 33 Indian languages. The National Institute of Open Schooling (NIOS) has introduced Indian Sign Language (ISL) as a language subject at the secondary level.

The National Testing Agency has conducted the JEE exam in 13 languages. AICTE has developed an AI-based translation App and study material is being translated into Indian languages. Technical Book Writing scheme is being carried in Hindi, Marathi, Bengali, Tamil, Telugu, and Kannada. Engineering courses are being offered in six Indian Languages in 19 engineering colleges across 10 states from 2021-22. Provision of additional 30/60 supernumerary seats in regional languages and up to 50% of sanctioned intake in regional languages has been made by AICTE.

Indian Knowledge System is being promoted as per recommendations of NEP-2020. An Indian Knowledge System (IKS) cell has been established in AICTE and 13 IKS centers have opened across the country.

Does the education ministry have any plan for students with special learning needs?

Certainly. The ministry has constantly been working towards promoting a culture of technology, innovation and research. Several students with learning disabilities require special interventions and can't be home-schooled or taught online.

There is a need for inclusive e-learning modes for children with disabilities. The Directorate of Education (DoE) issued guidelines to all government schools in a bid to develop a home-based intervention plan for children with disabilities. We are working towards ensuring an easy transition for children with special needs when it comes to learning. I believe that every child is entitled to equal learning opportunities.

International collaborations are very important for making a student ready for global competition. What are the steps the government taking on this front?

With the crisis (Ukraine war) looming over our heads, the students who were initially looking to enroll in universities abroad were left in a quandary. We took several measures to ensure they get world-class education in India itself. Students from Indian institutes hold various leadership positions in some of the top corporations globally and that validates the quality of the Indian education system.

Initiatives like SPARC facilitated academic and research collaborations between NIRF's top 100 Indian institutions and the best institutions from 28 selected nations to jointly solve problems of national and international relevance. This was to ensure visits and long-term stays of top international faculty/researchers in Indian institutions to pursue teaching and research.

We are trying to raise our teaching and research standard bar through Global Initiative of Academic Networks (GIAN) and GIAN-plus. Under these schemes, we have encouraged foreign professors to travel to India and take courses. Similarly, a mechanism has been devised, so that our teachers visit prestigious institutions abroad forging new collaborative relationships.

Topmost schools across the globe will be setting up campuses in India. The UGC had announced the draft regulations to make it easier for foreign universities and educational institutions to open campuses in the country. These regulations include a 90-day clearance process and provide the institutions autonomy in setting their own rates.

How do you see your arduous journey from a far-flung village in Garhwal Himalayas to being India's education minister? How did you come to join politics?

I was born in Pinani village in Pauri Garhwal district of Garhwal Himalayas, Uttarakhand. I received my primary education at a school in my village, high school from Government Inter College, Damdeval, Pauri Garhwal, which was eight kilometers away from my village.

I started my career as a schoolteacher. I have also been a journalist. I was fortunate that our former PM, Atal Bihari Vajpayee Ji, was close to me. He was a constant source of inspiration for me. Every time we met, he used to ask about my latest book. In fact, it was Atal Ji who persuaded me to join politics. Thanks to the Almighty, I have been able to win love and support of my electorates. I have fought elections from Badrinath to Haridwar. I became cabinet minister in Uttar Pradesh twice. I was a cabinet minister in Uttarakhand and then became the Chief Minister of the state. In the last term, I represented Haridwar Lok Sabha constituency and was nominated as the chairperson of the Parliamentary Assurances Committee. I feel I am a soldier of my party. Whatever task is assigned to me, I try my best to accomplish it in the best possible way.

You are unique combination of politics and literary skills? How have you managed to write so many books given your busy schedule?

I consider myself blessed that my books have been received well by readers across the country. My first collection of poems, Samarpan, was published in 1983 and after that around 75 books have been published by various publications worldwide. There are over 25 research projects (Ph.D. and D.Litt.) on my literature, many M.Phil. dissertation and Ph.D., D.Litt. thesis have been submitted by many scholars on Nishank's literature in major universities including Hemwati Nandan Bahuguna Garhwal University (Uttarakhand), Kumaun University (Nainital, Uttarakhand), Sagar University (Madhya Pradesh), Rohilkhand University (Bareilly, Uttar Pradesh), Madras University (Chennai), Kurukshetra University (Haryana), Hamburg University (Germany), Lucknow University and Chaudhary Charan Singh University (Meerut, Uttar Pradesh).

Through my literary works, I have been able to connect with the common people. My books have been translated into various languages, including Tamil, Telugu, Malayalam, Bhojpuri, Oriya, Gujarati, Urdu, Marathi, and several other Indian languages. Besides, my books have also been translated into several foreign languages, including Russian, Spanish, Nepali, German, Spanish, Creole, along with English.

You are the father to three daughters. You have initiated several schemes for the benefit of girl students. What fields have your daughters chosen?

I have always valued our daughters more. They are very sensitive and dedicated. It is extremely important that we, as parents, show positive, unconditional love to our daughter so that they can grow to be healthy, highly functioning adult. My concern and sentiments for daughters is evident in my working style.

I am happy to share that the NEP-2020 envisages equitable and inclusive education for all, with special focus on children and youth, especially girls, from socially and economically disadvantaged groups. Here I want to add that policy's focus is important because despite effort to educate women, the dropout rate for girls is still high after secondary education. I consider myself fortunate to take various steps for the betterment of our daughters.

My eldest daughter Arushi is into films. She is an actor and producer. My second daughter is a doctor in the Indian Army and my third one is a lawyer. I am extremely proud of them.

Any message for the students?

I want to tell all youngsters that hard work, patience, and total commitment are the key to success. There are no shortcuts in life. We must make the best use of time and other resources allotted to us. Values are very important in our lives. If we do not follow a value-based life, things will get difficult for us. Honesty, humility, sensitivity, and dedication are some of the traits required to move ahead in life. EP

INDIAN EDUCATION NEEDS TO BE GLOBAL IN ORIENTATION & PERSPECTIVE

Academician extraordinaire, **Dr. Gary Stockport,** the university-wide Dean of the Executive Master's in Business Administration (EMBA) program and Professor Strategy at the S.P. Jain School of Global Management in Dubai, explains in an interview with **Education Post's Managing Editor Rohit Wadhwaney** why doing an EMBA can be career-defining moment.

Please take us through your journey as an academician. What inspired you to become an academic?

Thank you for the opportunity to meet with you. It is true that people first think of me as an academic particularly as my journey started through studying at premier universities at Leeds, Nottingham, Warwick, Cranfield and London Business School in the UK and then Harvard Business School in the US. I certainly have had a privileged life and career and I have worked at universities and institutes in the UK, New Zealand, Australia, South Africa and now the UAE. What is perhaps less well known is that I have also ran my own strategy consulting business for over 20 years and I have consulted with more than 200 private, public and not-for-profit based organizations across the globe. This includes running open and customized executive-education programs as well as giving one-on-one strategy consultancy advice to C-suite executives. Consequently, I am quite naturally able to blend theory and practice. On the more academic front, I have also taken the more traditional research route and published in top academic journals as well as write strategy textbooks.

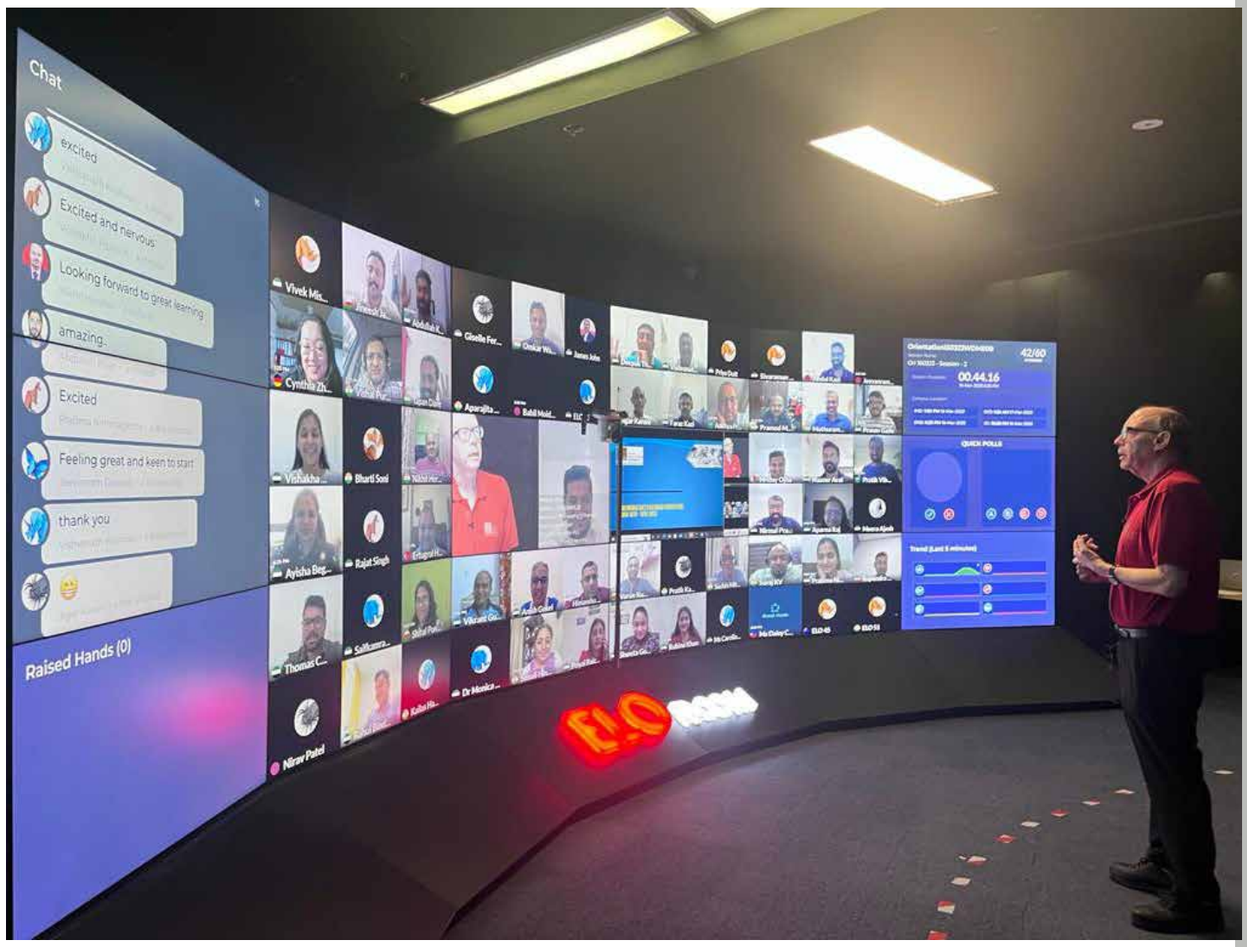
You did your PhD in Developing Inter-Organisational Networks within an Incubator on a Science Park. What exactly does this mean?

My PhD developed a new theory/framework about how organizations network both informally and formally in order to share information as well as to trade, form strategic alliances and joint ventures, as well as acquire one another. My research focused upon new technology-based firms and the research design was based upon an ethnographic approach which meant that I entered the companies in order to study them first hand. Consequently, it can be said that I was at the coal face of studying strategy in action so to speak. This was an incredibly rich learning experience at the time and something I have never forgotten.

Doing an EMBA can be a career-defining moment, as many change jobs whilst studying. Being armed with an EMBA brings more confidence and many students and alumni change jobs, companies and transform into a new career trajectory.

You are going big on spreading knowledge about the Executive MBA (EMBA). Please explain the difference between a regular MBA and an EMBA.

An Executive MBA (EMBA) is a part-time master's degree typically studied over 18-24 months. It is targeted at busy, working professionals who are typically around 35-40 years of age, have a technical background and bring 10+ years of work experience into the classroom. However, in reality, an EMBA attracts many candidates who have at least three years of work experience, work in a wide cross-section of sectors and have diverse work roles and responsibilities. Given the students are juggling work, family and study the timing of these programs



is very important with most being run on weeknights and/or weekends. The learning formats can be face-to-face, online or within some sort of a blended format. An MBA, on the other hand, is typically offered full-time over a 12–18-month time period. Persons doing an MBA typically have around three to five years' work experience and are in their mid to late 20s. As you can therefore see, the EMBA and MBA are aimed at very different target market segments, and you cannot really compare apples with oranges. However, I think from a school's strategy and branding perspective, it is important for a business school to offer both.

How does an EMBA add to the current skill set of employees?

An EMBA is essentially a generalist management qualification. Therefore, it aims to build an all-round knowledge and skill set such as accounting, finance, marketing, human resource management and strategy etc. Therefore, it helps students tackle actual problems at work including likely to be faced in the future within both an integrative and holistic way. Project based learning is particularly beneficial in this regard. As well as developing the hard skills, EMBA programs have increasing focused upon developing the students'

softer skills such as presentation and selling skills, negotiation, conflict management, building resilience and effective time management etc. Typically, faculty teaching on an EMBA bring many years of academic and work experience into the classroom. This has been attained working full-time in the public or private sectors or through undertaking consulting. Therefore, the real world of business is brought into the classroom and is analyzed through the lenses of models, frameworks and theories.

What are the long-term career benefits of an EMBA?

Doing an EMBA can be a career defining moment, as many change jobs whilst studying. Being armed with an EMBA brings more confidence and many students and alumni change jobs, companies and transform into a new career trajectory. Some take the plunge and start their own new business venture. In sum, doing an EMBA can result in both career acceleration and adaption as the pace of career development both speeds up and changes direction. Long term, alumni reach significant C-Suite positions where the leadership and strategy aspects learnt while studying really come to the fore. Undertaking an EMBA is no guarantee of career success but it is right to point out that it increases the likelihood and probability of success. Just look at Apple CEO Tim Cook who undertook a part-time EMBA at Duke. Many EMBA alumni proudly attribute their career success to having undertaken an EMBA earlier in their life.

Your academic journey has taken you across the world, including a stint in India. Do you feel India is lagging in education when compared to some other countries you've visited?

Firstly, I need to point out that I really love India. I first visited India as a PhD student with British Council funding some 25 years ago and I have been coming back ever since. I very well know that EMBA students from India are hardworking, respectful and choose study based upon the quality of the curriculum as well as value for money. The family culture about the importance of education is very evident in India. They expect high quality education.

Where do you think India is going wrong when it comes to education? What steps should Indian authorities take to improve the situation?

I think Indian education needs to be global in orientation and perspective. The country needs quality leaders at all levels and having a global education foundation such as access to a high quality EMBA is critically important. More generally, I believe India has made great strides in the education sector in recent years and as a result the literacy rate of the country is continually improving. However, perhaps there are still areas for improvement, such as increasing access to education for all and ensuring quality education is available to everyone.

Are you aware of India's new National Education Policy (NEP) 2020? If yes, what is your opinion of it?

Yes, I am aware of India's new National Education Policy (NEP) 2020. Generally, I think it is a comprehensive policy that aims to transform the Indian education system and make it more relevant, inclusive, proactive and responsive to the needs of the 21st century. I believe it is more relevant and inclusive to the needs of the current job market. The policy emphasizes the importance of early childhood education and digital literacy and encourages interdisciplinary education. Overall, I think the NEP is a positive step towards improving education across India, but it will probably require focused commitment and alignment across government, the education sector, including parents and students and other stakeholders to help to implement it for eventual success.

Finally, any message for potential EMBA students?

The best strategic investment a person can ever make is in their own professional development. This is without doubt. Warren Buffet has always said this and so do I. The return on the EMBA investment can be infinite as, in reality, how do persons really quantitatively measure their professional development which can bring much value to themselves, their company, their family as well as other stakeholders. Given the increasing emphasis given within EMBA programs upon Ethics, Responsibility and Sustainability (ERS) we can even say doing an EMBA will also help make a student become a better global citizen and therefore even a better person. Why not do one and see for yourself! EP

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38th Ramaiah Medical College

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IN DEPTH **INTERVIEW**

EVEN UNPAID DOMESTIC WORK BY WOMEN CONTRIBUTES TO NATION'S ECONOMY

Prof. Rabin Deka, Head of the Department of Sociology of Assam's Tezpur University tells **Education Post's Tanay Kumar** that the Indian middle class must renounce caste-based prejudices for the sake of the country's development.

Please tell us about your early education and reason behind opting for sociology as a career.

I studied in a primary school of vernacular medium institution called Sonapani LP School, located in a remote area of the undivided Darang district (presently Udalguri district) of Assam. After completion of my primary education, I was admitted in the Paneri High School located near my village, where I studied up to high school. Then I moved to Guwahati's Cotton College where I did my higher secondary schooling and graduation.

During my graduation at the Cotton College, I developed an interest in sociology but couldn't choose any course in it as at that time, there was no course at the undergraduate level at Gauhati University. After my graduation, I moved to the University of Poona, Pune (presently known as Savitribai Phule Pune University).

From the days of your graduation at Cotton College till date, how has the study of sociology transformed?

Sociology has emerged as one of the strongest disciplines in terms of teaching and research across the globe. Sociologists across the world have undertaken pathbreaking research on several issues of contemporary relevance such as environment, ecology and public health, poverty, global refugee crisis, gender issues, etc. These researches have significantly influenced both academia and public policy in the global context.

Since the advent of the 21st century, sociologists have transcended disciplinary boundaries by engaging with the larger audience, leading to the emergence of Public Sociology. As the renowned sociologist Michael Burawoy said, "Public sociology brings sociology into a conversation with the public."

What are the challenges that sociology as a branch of study is facing or might face in the near future?

The recent trend of higher education emphasizes skill-based, employment-oriented learning to cater to the need of the market. This suggests we need to accommodate the practical applicability of our teaching and research and equip ourselves with new materials and artefacts of learning. This possesses a crucial challenge in front of us to maintain the critical and reflexive nature of the discipline.

Along with research, what are the opportunities for students willing to study sociology?

Sociology is an emerging discipline which creates multiple opportunities for the students of the subject, along with research. Sociology graduates are preferred by employers in several sectors, which include teaching and research institutions, social sector organizations, various government departments, public policy etc.

In your observation, do you see some upsetting practices and the young generation (millennials and Gen-Zs)?

We observe several upsetting practices in our generation. Even many of the educated and so-called modern people of our society are still enslaved by patriarchal and caste-based prejudices. Look at the matrimonial section of our daily newspapers. Bride or grooms look for partners on the basis of physical appearance, caste, income, which injures the basic and universal human values.

The superstitious beliefs and practices even amongst many educated ones are a shame and prohibit us to promote scientific temper in society. When it comes to the young generation, it is alarming to see that they are addicted to smartphones and social media. Most of the times, they live in the virtual world, which will eventually affect their healthy social relationships, both inside and outside the family.

India has a lot to catch up when it comes to gender equity and attain necessary numbers in women's labor force participation. What can families, especially middleclass urban societies, do in their homes to contribute more toward gender equity?

Most of the urban middle and upper-class societies in metropolitan cities in India have advanced quite a bit in terms of material resources. However, it is observed that they are more concerned about their individual material gains and lack a progressive ideology. It is particularly reflected in marriages among the urban upper middle families. Right from the process of bride or groom selection to marriage rituals, caste-based practices that are followed, which might eventually lead to the emergence of a market driven neo-patriarchy.

In order to contribute toward gender equity, the urban middle or upper middleclass families will have to come out of these caste-based or patriarchal practices. Families coming from these strata of societies may also contribute towards sensitization on several discriminatory gender issues in and around their urban neighborhoods.

It is a good sign that a significant number of women living in Indian cities are working. However, the question remains whether their employment can empower them in key decision making in the house and other matters. Until and unless the urban middleclass working women assert their rights in the family decision-making process, the issue of gender equity will remain a distant dream.

The Political Economy of Population Control and Women's Reproductive Health was a research paper you wrote for Concept Publishing. Please share some examples you found in your research about the benefits of increasing female labor force participation in India's economy.

Female labor force participation is an important factor for the growth and development of any economy. In fact, female labor force participation is crucial not only to promote inclusive growth but also to achieve the Sustainable Development Goals (SDGs), particularly SDG 5 – "Achieve gender equality and empower all women and girls."

The scenario of India's female labor force participation is far from satisfactory. In 2019, it was 19% which is lesser than the world's average – 25.1%. The situation has, however, improved over the last few years. As per official statistics, the Labor Force Participation Rate for males has gone up to 57.5% in 2020-21, as compared to 55.6% in 2018-19.

The recent trend of higher education emphasizes skill-based, employment-oriented learning to cater to the need of the market. This suggests we need to accommodate the practical applicability of our teaching and research and equip ourselves with new materials and artefacts of learning.

Female Labor Force Participation Rate has gone up to 25.1% in 2020-21 from 18.6% in 2018-19. This suggests that India has a significant gender gap. It is pertinent to mention here that India's Female Labor Force Participation Rate is the lowest among the BRICS countries and also lower than some of its neighbors in South Asia, such as Sri Lanka and Bangladesh.

A study conducted by the International Labour Organization (ILO) in 2018 revealed an alarming fact. Over 95% of India's working women are engaged in the informal sector and they work in physically intensive, low-paying, highly precarious work environment, and with no social protection. Structural issues are dominant in these issues. Dropping out of school, marriage at an early age, lack of skill-based technical education, these factors compel women of socio-economically marginalized sections to join the informal workforce.

Another question remains regarding the measurement of work, along with employment. There is a strong need to broaden the measurement of work. As stated in the latest ILO standards, the definition of 'work' in relation to labor force participation is narrow, which only measures work as a market product. It does not include the value of women's unpaid domestic work, which contributes significantly to the household's standard of living and ultimately to the economy. EP

PASSION IS THE MOST IMPORTANT ASPECT TO CONSIDER WHEN CHOOSING A CAREER

Dr. Girija Bharat, Founder and Director of Mu Gamma Consultants Pvt. Ltd, is of the belief that India can leverage its full potential only if each individual is motivated to strive for excellence in what one is pursuing. We should promote meritocracy in our institutions and transition towards a just, equitable and socially inclusive society. One of the recipients of Women Transforming India Award-2021 by the Indian government's NITI Aayog, Bharat talks to **Education Post's Tanay Kumar** about the country's emerging green sector.

mu gamma

Please tell us about your early education, your family background and what role your parents played in shaping your career?

My family, especially my mother, has been a very strong pillar of strength for me throughout my life. I was brought up in Rourkela, a small town in Odisha state. My parents, both from Kerala, were very academically inclined. My father, Krishna Pillai, was a chartered accountant and my mother, Easwari Amma, was a personal manager at Steel Authority of India Ltd (SAIL), where she worked for 33 years.

I lost my father very early in life, and my mother not only did she ensure me, and my siblings got a good education, but she also completed her own formal education in law, public administration and social welfare. Later on in life, she took voluntary retirement and went back to Kerala to practice law.

My husband, Dr. Manish Kumar, and I studied at IIT (ISM) Dhanbad. He has always encouraged me to find solutions, no matter what the situation was. And the reason behind his supportive nature may be because he has seen my mother-in-law (a Professor in Botany) face challenges in her career due to my father-in-law's frequent transfers. I strongly believe men will have gender equity systemically built in, if they are raised by educated and progressive women.

You did your Master's and Doctorate in Chemistry, after which you ventured into the field of environment and water resource management. What triggered you in this transition?

I took chemistry because of the limited options available, not that I willingly chose it. I was studying at SK DAV College in Rourkela and the Honors course was offered in limited subjects of science, and chemistry was one of them. I really slogged while studying chemistry, understanding its basic, moderate and advanced levels. After B.SC (Chemistry), I went to Utkal University in Bhubaneswar for post-graduation in Chemistry and ISM Dhanbad for Applied Chemistry.

My interest in chemistry evolved during my Masters and accelerated during my PhD when I was researching on removal of phenolic pollutants from wastewater by granular activated carbon (GAC). This was application of nanotechnology for treatment of wastewater.

Our family believed in sustainability and finding 'nature-based- solutions', even before the word 'sustainability' was coined. The principles of reduce, reuse, recycle, redesign were in-built in us from early in life and the concerns about the environment and sustainability were part of my subconscious mind and I really started enjoying it when it got combined with chemistry.

Even among science students, subjects like climate science, water engineering, waste management, are not as popular as engineering or MBBS. Why do you think that is?

The focus of most of the parents in India is on job security, rather than pursuing one's passion. This is another reason that students, shy away from a career in climate change or opt for green jobs. Opportunities are available in several conventional and established disciplines, but the ones pertaining to the environmental sector, green jobs or climate change sector is not yet a preferred choice for many. But I do feel this trend is changing across the world now and so is in India.

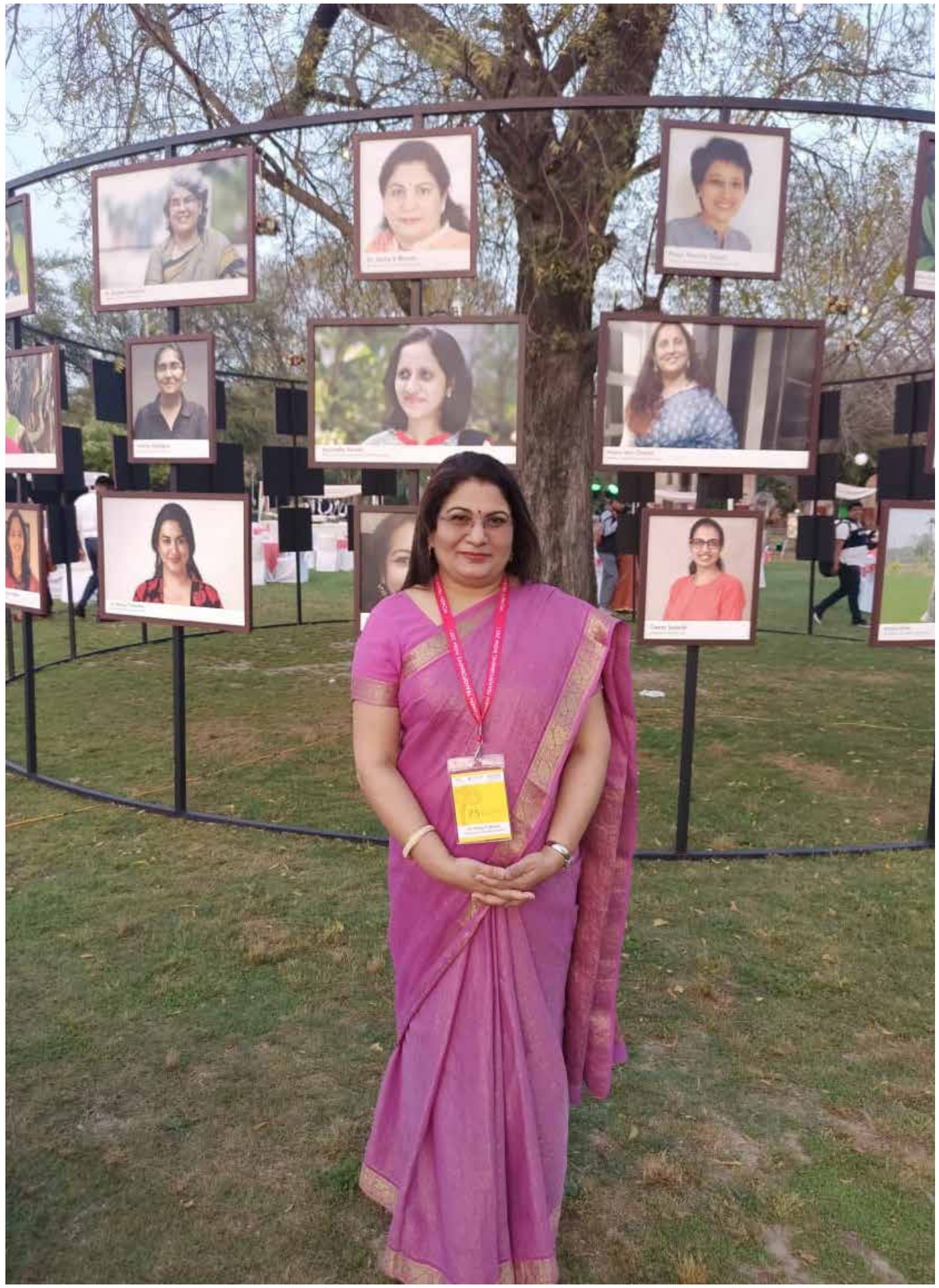
What are some ways that courses like ecology, waste management science, sustainable engineering could be more popularized among students for higher education?

Thanks to digital and social media, people residing even in remote areas can access information about these branches of study. It is the attitude and aptitude that we have to work on. In the 1990s, insurgency was not a new thing in a northeastern state like Tripura. I was teaching at Maharaja Bir Bikram College in Agartala, and we used to organize science camps and science exhibitions in remote corners of the state.

I set up an award for chemistry toppers at M.B.B. College, Chemistry department, as part of Tripura Chemical Society, which is still on even after 23 years. One of my colleagues, Prof. Purenendu Kanti Das, donated his entire life's savings to the university when he retired to popularize chemistry to the students. So, to answer your question, with a collective approach, we will have to change our approach via such programs and activities to help familiarize and motivate the younger generations with these branches of study.

Industries around the world are now calling for a skilled workforce in the green sector. Are you seeing something similar taking place in India?

India has a huge young population and this demographic dividend should be leveraged. It is notable that the workforce in our country is very agile and adaptable. I



am not saying this only for blue-collar workers but also for the white-collar workers. So, when we talk about the strength of India's population, we have an advantage, but we will have to add technical knowledge and soft skills to make them job-ready. Second, we will have to learn from other countries how they have leveraged their strengths and made them assets of their country.

I see lots of unwanted noise among many Indians, be it the youth or aged folks. These unnecessary noises and irrational thoughts keep us from utilizing our potential to the fullest. If we could just eliminate these, we can do quite a lot, whether it is the green sector or any other sector. I am reminded of a sentence from Michael Singer's book: 'Living untethered', where he says that if Albert Einstein was busy with what others said, he would not have been able to do higher order thinking and arrived at the formula: $E=MC^2$.

You founded Mu Gamma, when you were 50. In India, what challenges does a woman entrepreneur face during her entrepreneurial journey?

I always wanted to do something different. Whether it was my stint at CSIR, M.B.B. College, George Mason University (USA), TERI or even working as a Consultant at The World Bank. I have always put my 100% in each job with persistence, perseverance, and commitment. Thus Mu Gamma Consultants was born.

After I tendered my resignation at TERI, I got two offers – a project with the World Bank (for water quality assessment in Kerala) and another USAID Project (for co-drafting the Water Policy of Republic of Georgia). Georgia's project came with a condition that I had to live some weeks in Tbilisi, its capital. My husband told me he would take care of our daughters and I was really elated when our daughters said that, "We are no more kids, you should not turn down this opportunity". So, when you have your family support, half of the battle is won.

Further, time management is really important when you want to start your own venture.

What do you think India needs to address immediately in the domain of sustainable industries and green skills?

Application of theoretical knowledge is extremely important in any area of education. Thanks to the new National Education Policy that it hammers on the hands-on experience. Mandatory internships which have already started in our colleges, also enable students gain the much-required practical experience as well as make them job-ready in their areas of specialization.

The environment sector is inter-disciplinary as well as trans-disciplinary. The students who have studies in various disciplines can contribute towards the green sector and these are very well paying and rewarding careers. For example, an electrical engineer can work in a wind turbine manufacturing or solar panel firm. We ate Mu Gamma also have a very interdisciplinary team with colleagues from the Environmental Sciences, Civil Engineering, Public Policy, Natural Resource Management, Economics, Biotechnology, Chemistry, etc.

The incorporation of teaching and training modules in our curriculum to make them aware of the 'future of jobs' is another need that we must pay attention to. EP

CLIMATE COLLECTIVE

SOCIO-CULTURAL BIASES ARE PREVENTING WOMEN FROM ENTERING GREEN SECTOR

A fervent supporter of climate and sustainability entrepreneurship, **Jui Joshi,** Partner at Climate Collective, tells **Education Post's Tanay Kumar** about the importance of gender diversity in this rather new and rising sector.

CLIMATE STARTUP SCHOOL

You completed your Bachelor's degree in Engineering, following which you did your Master's in Climate Change and Sustainability Studies from the Tata Institute of Social Sciences (TISS). Engineering and Climate Change, two entirely different fields... why did you make the switch?

I completed my Engineering in Information Technology (IT) from Pune and I enjoyed it. After almost two years, I realised this is not something I want to do for the rest of my life. During that time, I strongly felt how pivotal career counselling

is in one's life. You may be good in a particular subject or skill, but that does not mean it has to become your career.

I volunteered myself for some projects related to cleaning river banks and ocean beaches. In some of these projects, there were over 700 people working together, making notes of every single thing we picked up from these river banks and beaches, such as cigarette butts, milk packets, plastic bottles etc. That's pretty much when I developed an interest in sustainability and decided to pursue my Master's in the subject.

While I was volunteering for these clean-up projects, I would keep coming across many theories of sociology, urban planning, policy, sustainable development goals, etc. Climate Change and Sustainability Studies is a fine combination of studying these concepts and applications.

Climate Collective also offers a month course work to students to enlighten them about the necessary aspects of climate tech.

Further, institutions and colleges should inform students where they could find resources that are available online or offline. And companies working in this sector and colleges must come on board to provide internships so that students can be skilled at early levels of their career, which would further benefit them in the future as well.

Please tell us more about Climate Collective and how students in higher education can benefit from organizations like yours.

Climate Collective is an Indian non-profit organization which works in the niche of climate tech and entrepreneurship support. People often perceive climate tech only in energy and mobility such as electric vehicles, but it also encompasses circular economy, solution initiatives for pollution, plastic waste start-ups, air pollution start-ups, potter technology start-ups, sustainable food technology and much more. All these are new businesses with basic products in place and want to crack the market. So, Climate Collective works majorly with the start-ups that have basic minimum viable products in the sustainability sector. We help them grow and scale up.

Further, Climate Collective emboldens them to get funding as well. Climate Collective runs accelerator programs for these businesses and we have also been trying to build an ecosystem that enables sustainability entrepreneurs, as this sector really needs a boost in India. We keep running large scale events for all of them in that community. We also help several corporates in their decarbonization process through plugging new innovations in their supply chains.

On the issue of students, Climate Collective runs a climate start-up school, which helps young graduates and fresh working professionals getting into and getting a grip on their venture as climate entrepreneurs. Climate Collective has fellowships, courses that fast track one's journey in the green sector.

Climate Collective has 862 climate tech start-ups in its portfolio across South Asia and some in Middle East. We organize climate job fairs for students and freshers so that they could get relevant internships and job opportunities in this sector and by these job fairs the start-ups also get passionate people who want to work in the sustainability sector.

What are some emerging career opportunities in sustainability and climate change?

Fortunately, this sector is envisaging a rapid rise and students should definitely think of a career in the green sector. According to the International Labour Organization (ILO), this sector will employ over 24 million people by the year 2030. To further add this sector's importance, in the union budget of 2023-24, the government has allocated around □19,000 crore for the National Green Hydrogen Mission.

Now, it's not essential that one has to get a degree from a sustainability dedicated institute like TISS to work in the green sector. Here are some examples: if you are a finance graduate, you can work in the finance department of a green sector company. If you are a chartered accountant, you can take care of the accounts of a climate tech start-up. As an IT engineer, you can help develop the whole user interface for those start-ups. Chemical engineers are trying to solve the problem of plastic packaging.

This is a sunrise sector and we can teach and mould our students-turned-professionals according to the needs as there is a big shortage of skilled workforce. Another example of its potential is that, during the pandemic, when many core sectors were registering negative or sluggish growth rate, the green sector was flourishing.

There must be some incidents during your stint at Climate Collective which made you feel that you wished more and more people were aware about climate change and entrepreneurship. Would you share some of those incidents with us?

Yes, so many times when we run our climate accelerator programs for climate tech start-ups, we feel awareness is lacking.

Sometimes we try to seek women professionals in the sustainable energy sector, but the number of females choosing a career in it is far too less. So, if we don't galvanize awareness for every gender, we must not lose the opportunity to bring women in these green jobs as the diversity scenario in other areas of our economy isn't very bright.

How does Climate Collective propose to encourage students to chose climate tech and green sector as a career option?

Introducing syllabus and giving the credits for the course, even at a minor elective level, can be one worthwhile solution to inform college students. Further, Climate Collective also offers a month course work to students to enlighten them about the necessary aspects of climate tech.

Further, institutions and colleges should inform students where they could find resources that are available online or offline. And companies working in this sector and colleges must come on board to provide internships so that students can be skilled at early levels of their career, which would further benefit them in the future as well.

How do you see women in the domain of climate entrepreneurship in India and how can they be more empowered?

When it comes to women in entrepreneurs in India, some old socio-cultural biases come partly into the picture. They may be inadvertent, but they do exist and they need to be uprooted. One of the fundamental social predicaments is that women are hardly encouraged to be entrepreneurs. Do a stable job, choose a non-risk sector, don't deviate too much, etc. That's what most women in India are told. These prejudices need to be thrown out the window.

Then there is the problem of education for women, which is another vital aspect is we want more women to become entrepreneurs.

Climate Collective has 862 climate tech start-ups in its portfolio across South Asia and some in Middle East. We organize climate job fairs for students and freshers so that they could get relevant internships and job opportunities in this sector and by these job fairs the start-ups also get passionate people who want to work in the sustainability sector.

Further, helping them in networking is very important as males easily network with other males in this sector. Climate Collective works indefatigably to help female climate entrepreneurs to network with relevant people and we try our best to get them funding because women in India rarely hold any property or collateral to take loans.

What are the challenges that climate entrepreneurs in India are currently facing?

Funding is still a bit tight in this sector, despite registering good growth. People are also sceptical about using the goods produced by climate tech companies. In 2022, PwC reported that this sector received a staggering $87.5 billion of funding in the financial year 2020-21. So, climate tech is really a rising sector to consider a career in.

We also need more robust but amicable regulations which not only keep an eye on any malpractice in this sector, but also help worthy start-ups and other firms. Waste management, pollution, food-tech are some of the areas where entrepreneurs need substantial funding and above all, the trust of people. EP

RECYCLING TO CREATE A CIRCULAR ECONOMY OF PLASTIC

One of the few women entrepreneurs in India's sustainability sector, **Meha Shrivastava Lahiri,** who co-founded Recity Network, is working tirelessly to keep plastic in the economy and out of the environment. In a freewheeling chat with **Education Post's Tanay Kumar,** she talks about her entrepreneurial journey and the importance of making people aware of a circular economy by recycling.

recity

You were born in Prayagraj (Allahabad), a rather unlikely place to produce an ambitious entrepreneur in the sustainability sector like yourself. Tell us about your education and your family's reaction to the career you chose.

Prayagraj, where I was born and raised, holds a very special place in my heart. But the place where you belong rarely has much to do with the career path you choose. It mostly has to do with your interests and upbringing. From a very young age, I have been reading about unplanned urbanization and its effect on the environment. It would make me sad. So, I always envisioned implementing techniques that would protect the environment. I have learned from my parents, Kamal and Meenal Shrivastava, that we should always do things that not only make us happy but which make others' lives better, too. My grandfather, Bansidhar Shrivastava, was a freedom fighter and an education revolutionist. So, I guess contributing positively to my country runs in my blood.

After completing my MBA in Finance from Smt. Hiraben Nanavati Institute of Management and Research for Women in Pune, I started working as a marketing professional. In the past 21 years, I have founded two companies – a creative agency called Just As Meaningful (JAM), which helps craft and execute strategies for various marquee brands, and second was Recity. While founding Recity, I knew it was special as it was something I always wanted to do and my family was very supportive and proud of my decision.

Your LinkedIn profile mentions, "circular economy of plastics." What exactly does that mean?

Let's first understand the concept of a circular economy. A circular economy is a systematic approach dealing with various global challenges, such as waste management, climate change, pollution, etc. Its primary motive is to keep products and materials circulating in the economy, instead of just dumping it as waste.

Similarly, the circular economy of plastics is bringing back the plastics in the economy by recycling. It is also another giant leap to protect our planet. Today, over 3.4 million tons of plastic waste is dumped each year in India and only 30% of this waste is recycled, while the remaining is left rotting in land, hills and oceans, causing harm to various living species in the surrounding environment. Hence, to encourage sustainability, the circular economy of plastics in India is a must from all fronts – policy, implementation, business and social good.

Environmental conservation has become one of the most crucial parts of every individual's life and it is truly important to introduce and promote courses on sustainable resource development as most people are not aware of the problem and the solutions. Private colleges and universities must encourage sessions to promote the awareness of such courses and also align sessions with industry experts in order to increase the curiosity students about working towards environmental protection.

Compared to other management streams like finance, accounts, or business, waste management is yet to be explored at a necessary level in India. What is the future of this branch of study and its job market in India?

The future of waste management largely depends on sustainable innovations and commitment to circularity integrated into business models. The field of plastic circularity is currently very dynamic, fast-paced and ever-evolving. Today, with the increase in population, urbanization and waste disposal systems, incorporating waste management as a crucial part of a product's journey is a necessity. Nearly 0.1 million tons of waste is generated daily in India and it is vital to manage this waste. Thus, the sector of waste management will develop more in India, along with creating various job opportunities.

Many colleges around the world have a provision of giving academic credits to students if they do community work. In your opinion, if something similar started in India, could it be helpful?

Yes, I think it could be worth a shot because it is very important for us to educate students about environmental protection. We have recently collaborated with a university for a beach clean-up drive and it is immensely gratifying as a majority of the participants who are willing to volunteer are students. In my opinion, creating a curriculum in India with credits for community work to recover and recycle plastic waste would really inculcate a more practical know-how-to approach among the country's youth.

Recity works with several self-help groups of women which make its portfolio in incorporating women from all strata of society. What are the challenges you believe that we all must address to achieve adequate female labour force participation?

Indeed, we believe in incorporating women from all strata of society. I have understood that it is essential for every individual has to be financially resilient, disregard of their gender. I believe that the biggest challenge women face in the Indian society is lack of knowledge and awareness. Thus, sessions on enhancing education and learning opportunities for women should be galvanized as much as possible.

Often, many people misperceive environmental protection as social work or NGO jobs which pay little or nothing at all. What is your message to them?

As the green economy focuses on the solutions that aim to solve problems related to the environment, most people often think of it as social work or jobs related to NGOs. But I would say that a green economy is a combination of all. It surely captures social and environmental dimensions, but it also has the potential of providing economic growth.

There are various purpose-driven businesses that aim to make good for others, impact people and the environment beyond earning profits. Let's find inspiration from them and evolve. So, my message to them would be to accept the new ways of the world and grow with it.

IN DEPTH **INTERVIEW**

'SKILLED WORKFORCE IS REQUIRED IN WATER MANAGEMENT SECTOR'

A veteran of hydraulics and water resource engineering, **Prof. Ram Karan Singh,** Vice Chancellor at ICFAI University, Dehradun tells **Education Post's Tanay Kumar** about his thoughts on research and the future of water management.

Q Please tell us about your family background and your education.

I was born and brought up in a joint family in a village called Sirsira village, Raebareli of Uttar Pradesh. I am one of six brothers and sisters. My father, Tej Bahadur Singh, was a farmer and mother, Bhawna Singh, is a homemaker. My entire school education was in Hindi medium in the village itself.

I was a bright student and a self-learner. I was one of the board topers among 10+2 students and due to this, I got an opportunity

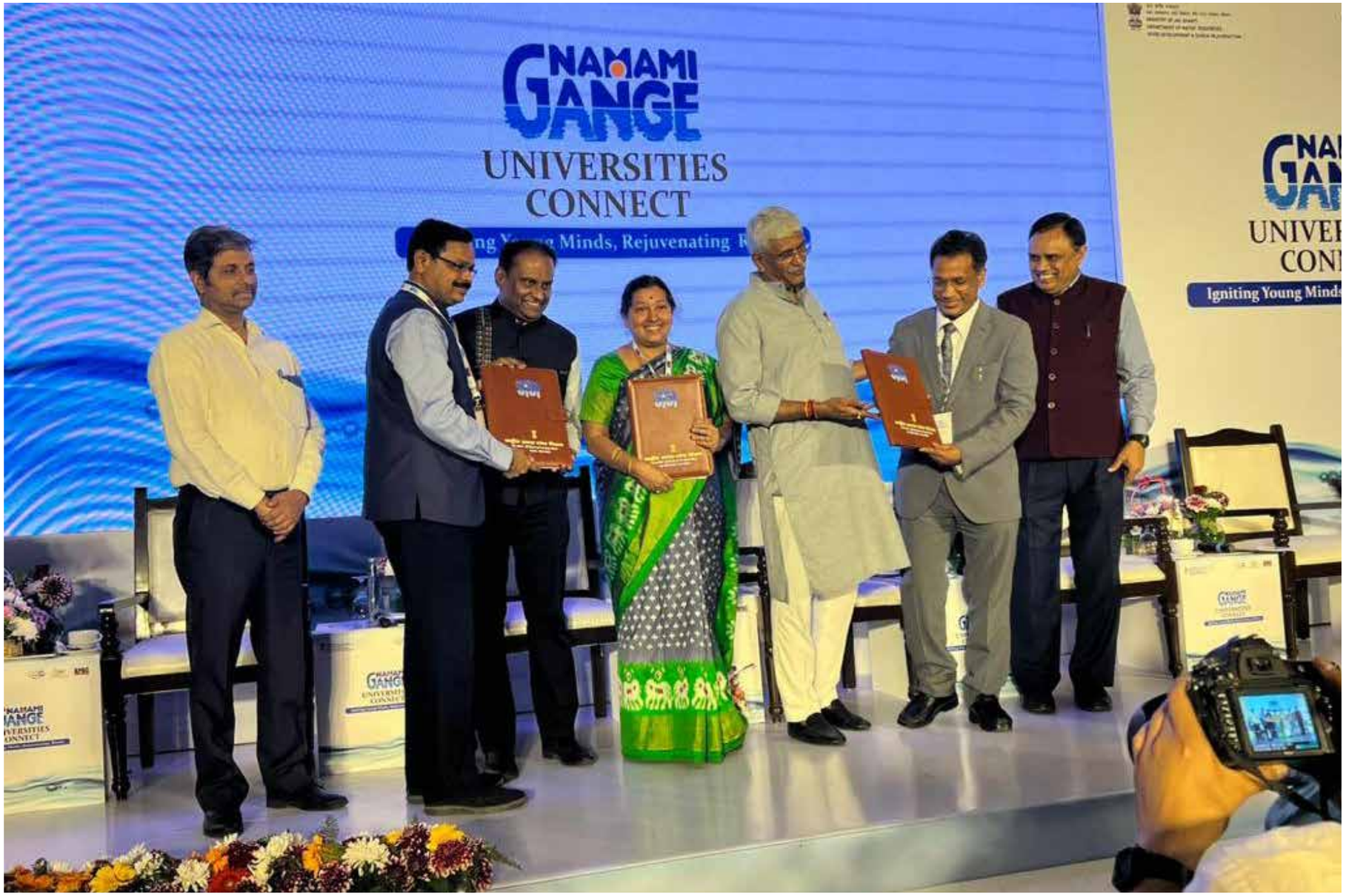
to pursue my graduation from the Birla Institute of Technology and Science (BITS), Pilani, Rajasthan in 1985. It was a dual degree – bachelor's and master's in engineering. My PhD was also from BITS Pilani and also taught for a short while as a faculty member. Later on, I completed my post-doctoral degree from Japan in 2004.

Q You did your PhD in Hydraulics and Water Recourse Engineering. What is the future of these branches in India if they are offered as separate courses?

The water resource availability per capita is reducing in the country; water foot print per capita is increasing due to changes in our lifestyle. The sectoral water demand in the agricultural, domestic, and energy sector, commercial and industrial sector, is increasing due to the population pressure and anthropogenic activities.

So, the innovative solution for the quantitative and qualitative management of the surface water and the groundwater is really important to meet the ever increasing sectoral demand. Also, a skilled workforce is required in the water management sector to address the future problems at all levels of education. Because of climate change problems and the extreme environmental calamities, the problems are becoming more complex. In order to address the future sustainable goal of the UN and adopt and mitigate the extreme events, well-trained and deft workforce will be required in the future.

Q Along with the Indian government, you did projects with GTZ Germany, SNV Netherlands, JSPS Japan, UNESCO and many other institutions. What are the practices that inspired you at these organizations, some that you might have incorporated at ICFAI University?



All the projects I completed with national and international funding agencies were research-based projects and the research outcomes were directly used as a policy in the government scheme of the respective countries. This kind of learning helped me to design the new courses and programs in the area of water, environment and energy sectors and supervise PhD work and handle more projects to benefit others in our society. In the future, ICFAI Tech School will immensely benefit from the various courses and programs which will be designed in cutting edge areas and technologies.

Q In February, ICFAI Dehradun was granted three international patents in Kuwait. Please tell us about that and how a parttime or fulltime PhD scholar can get benefits at the university, along with a regular one?

The International Invention Fair in the Middle East, Kuwait Science Club, and Under the Patronage of His Highness the Amir of the State of Kuwait has awarded following three patents of ICFAI University Dehradun each published in USA, Australia and Germany.

- The PAM-Physical Fitness, Bronze Medal Certificate
- The IPIT-Waste Intelligent Process Management, Silver Medal Certificate
- ITPI Steel and Mining Waste Management Certificate

As per the guidelines issued by the United Grants Commission, PhD programs offered fulltime and parttime options. But there is no difference in academic rigor and quality. In the first year of their coursework, they do physical classes within the university campus. It gives them an opportunity to do multidisciplinary interaction. Further, their researches are monitored and guided by supervisors and the student research committee where both fulltime and parttime students meet on one platform, providing them the opportunity to learn together.

Q How does the university ensure internship and placement opportunities for its students?

The faculty monitored short-term and long-term industrial training programs provide good connect with the industry as well better university and industry linkage. This brings better trust in the organization to visit the campus and provide jobs to students in the core areas of expertise and skill sets. In the times to come, these exercises will be strengthened more to bring better results.

Q The University offers MTech programs in some unconventional streams like Geo-informatics or Planning, Design and Construction of Rural Roads. How does the university bring opportunities only for M.Tech. Students?

The higher education program in the ICFAI University is designed to bring academic excellence to the fore make available quality professionals required in focused areas of engineering. Such kind of manpower is high in demand due to an exponential increase in academic institutions and research organizations within the country as well as abroad.

Q The ICFAI Group runs colleges and institutions in other states of India. What is the group aiming for?

The integrated efforts of the marketing team, placement team and academia are going to bring glory to the ICFAI Group in the various areas of education, for example, research case study-based teaching-learning process in the ICFAI Business School makes the system unique in management education. The conducive work environment for the faculty and other staff will attract quality manpower. Top academic think-tanks and support by the ICFAI group lends the direction of the growth.

Prof. Dhruva Ghai, Pro Vice Chancellor at Indore's Oriental University, emphasizes that teaching about finance and the basic economy of the nation is important for our students. With the **Education Post's Tanay Kumar**, Prof. Ghai, shares his viewpoints on the importance of research.

EVEN SCHOOL STUDENTS MUST BE TAUGHT ABOUT PERSONAL AND BASIC FINANCIAL PLANNING

Q Please tell us about your inspiration for pursuing Executive Program in Management (EPGP) from the IIM Indore after your second last formal education in 2009.

One must keep on growing in their profession or career. I completed my PhD in Computer science and engineering from the University of North Texas, USA. So, a decade of my early education was spent in the laboratory, running the simulations, conducting

IN DEPTH **INTERVIEW**

experiments, followed by my brief stint at nano Dragon LLC and other technical roles. I joined Oriental University as Dean (Engineering and Technology). As I became part of decision-making process in the university, I realized that budgeting, balance sheets and management are indispensable part of any business or organization. I had spent more time in engineering, not in finance, and I realized that I was behind in these areas. And I thought, there is still time that I could complete a crucial formal education, so I thought of choosing an Executive Program from IIM Indore.

I am a sincere believer in efficient education. I thought that investing one year in management education might give me an edge, and I was right. The experience I would have gained in industry in five years, I gained in one year at IIM. It delights me I did that course when I look back.

Q Being an engineering graduate, you were a runner-up in the Bulls and Bears competition during your stint at the IIM Indore. Would you please share your thought that engineering or any stream student should be taught stock markets intricacies in the Indian academia?

I was eventually part of a team, and I was accompanied with another person. My partner was well versed with the stock market, so I also learned some essential knowledge of the stock market. Now he is working at HDFC Bank. Though it was not a big competition but yes, I had to do my homework.

Stock market or market analysis is more about numbers, charts, data and information analysis. Micro and macroeconomics both come into the picture for decision making. I believe that everyone should know how the stock market works. People must understand the value of compounding and how to make money work for them.

Moreover, reading about the economy of the nation keeps one in the sync with the current happenings of the world as well. There are many laws that we should be aware about as a citizen. I strongly believe that even school students must also be taught about finance. Everyone must try to read business news and current affairs every single day. Do read business newspapers.

Q You had done your PhD from the University of North Texas, USA. Would you please enlighten us about the rational academic and non-academic (both) practices you found there?

It was the most gruelling but rewarding time of my life, but it resulted in teaching me some great lessons in academics and life. I used to go to my lab in the morning around 8am and used to leave around 8pm. I used to take the first bus to the campus from my residence and used to catch the last one going back.

Research Park is a separate campus at the University of North Texas campus. Now it has been renamed as “Discovery Park”. The building was acquired from Texas Instruments, a renowned semiconductor company. American education is really an eye opener. One gets to choose the subjects that one wants to study and choose a professor in your area of interest/ research. Majority of the professors are research leaders in their own domains.

Access to the humongous online and offline repository was given to all students. The laboratories are at the cutting edge of the cutting edge. So, it would only be an individual who would hold oneself back from gaining the knowledge. Now India has its new National Education Policy (NEP) that mandates Choice-Based Credit System (CBCS) which resembles the American education system. Sports facilities at the campus were equally great.

Q You have been a very active member of the Institute of Electrical and Electronics Engineers (IEEE). Please share the lessons, insights and practices from this prestigious organization that you’re trying to incorporate at the Oriental University.

I started at IEEE as a student member, I became a member upon graduation and now I am a senior member of this prestigious organization. I have been publishing papers under this organization since my time as a doctoral

student. Not only does it support publishing research papers but also conducting conferences. The main goal of this organization is the promotion of research.

At Oriental University, we have an online repository of IEEE CSDL papers for students. If any topic or research area has already been covered in any paper, it helps students get insights from those published papers. Our students keep collaborating with many senior members of IEEE in their studies and publish their results and research as well.

Oriental University has a full subscription of this platform and the organization also helped Oriental during the lockdown period of the COVID-19 pandemic. Students keep participating in various competitions under the banner of this organization.

Q There are two very interesting policies at the Oriental University, Innovation and Entrepreneurship Policy and National Innovation and Startup Policy (NISP) -2020. Please shed some light on how these policies help in placement opportunities for the students.

The entire thrust of our government is on job-creation as the COVID-19 pandemic has only worsened the job market scenario. Many of the start-ups have taken off and are doing great for the nation's economy.

Keeping in mind 'job-creation' for our students, we devised these policies. Our students are also bright, and they can do great if they are given all the encouragement. One student on our campus is working on creating salted dates (dry fruit). He came and gave me a sample of his product and it tasted good. And it was a bit surprise to me that he was a pharmacy student. So, we supported him via our incubation facility.

Our incubation centre has all the requirements for the students. Incubation officers support the students in every possible way. Office space is a big essential requirement when one starts any venture. It costs not only the place's rent but also the bills of electricity, internet, computer systems, chairs, table, security cameras and all the things that you can see in a normal modern office. Oriental University doesn't charge anything for these facilities.

Further, Oriental University has tie-ups with several multinational organizations around the world, ranging from corporates to think-tanks as well. These organizations, e.g., MSMEs, Indo-German Tool Room, keep conducting workshops under these two policies at Oriental University that further help our students. We also have an intellectual property rights cell that supports students and faculties with filing of their patents.

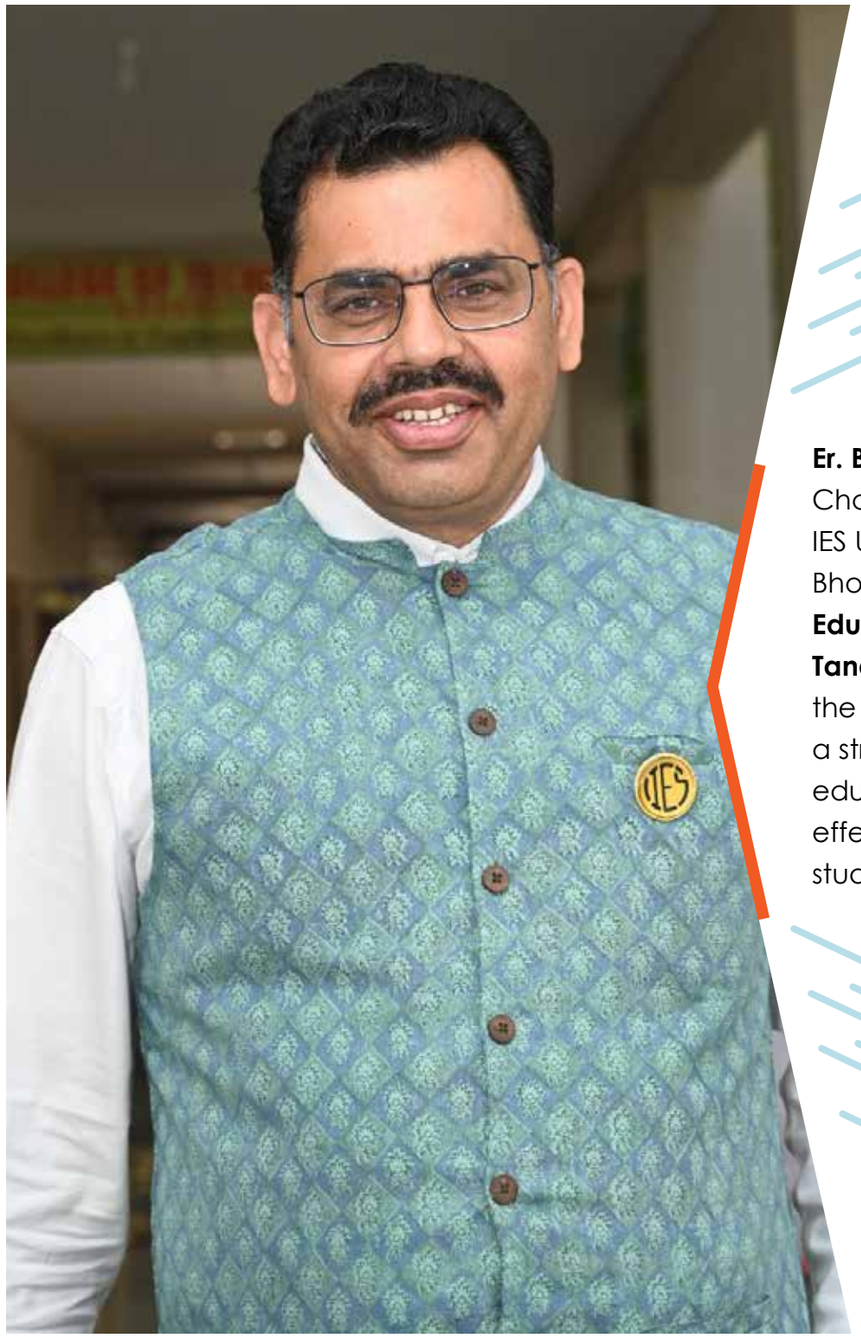
Q Please share some international collaborations the university has attained.

There are two types of tie-ups; one is university level tie-ups and the second is professors' or scholars' level tie-ups. Many of our professors have research collaborations with professors abroad. They keep conducting seminars and insight sessions for students for knowledge-exchange. The university has many tie-ups in the African continent, and we are aiming towards having fruitful collaboration in North America as well. Plus, we have a good collaboration with renowned Linux organisation, RedHat, BOSCH which is well known in the mechanical field, Juniper Networks etc.

Q The Oriental University has some vocational and very potential branches like Library and Information Science. Please tell us about the ambition and future aspirations of the university.

We completely understand the importance of libraries in our lives, which is why we have this course as well. Data is the new oil. So, when we talk about the universities and academic institutions, the library is the place where the largest amount of data is stored. So, one must know how this science works. European and American universities realize the importance of this course and with the rampant digitization, online libraries have become more important.

We are working on complete automation and digitization of our library services. Oriental University has around 77-acre of land and we are increasing or infrastructure facilities, laboratories, and more digitization in this vast land that we have. We already have a B.Sc. Agriculture program in place and students enrolled in this course will get a vast area of land to practice as well. In agriculture, field and grass is their classroom. So, students would get more enhanced facilities, state-of-the-art infrastructure, and more tech-savvy campus at Oriental University. EP



Er. B.S. Yadav, Chancellor of IES University, Bhopal, tells **Education Post's Tanay Kumar** about the importance of a strong secondary education and its effect on higher studies.

EXCELLING IN HIGHER EDUCATION IMPOSSIBLE WITHOUT SOLID SECONDARY EDUCATION

Q Please tell us about your academic and professional journey.

I belong to the Sagar district of Madhya Pradesh and I completed my secondary education from the Madhya Pradesh Board. In 1990, I completed my 12th Boards from a government school in Bina district, which is a two-hour drive from Sagar. Back in the 1980s or 1990s, a majority of schools in the state were government run.

In 10th class, I topped the subject of general knowledge in the whole Sagar division, comprising of six districts. For this achievement, the state government awarded me with the book, Discovery of India, by our former Prime Minister Jawaharlal Nehru. In those days, resources were limited, and we were curious to know about the happenings around us any which way we could.

Q IES Group, the university's parent foundation, also runs preschools, primary and secondary schools. What are some of the things Indian schools should change to help students with their higher education dreams?

It's a very relevant question and also a very crucial one. Some people in higher education institutions (HEIs) are not able to assess the importance of school education. Each year, lots of seats in many HEIs remain vacant. I see two reasons behind this plight: first, the intelligent quotient (IQ) of students, and second is their capability. Both of them become the foundation of any tertiary education. How can a student do well in graduation and afterwards, if the basics haven't been taught well at the primary and secondary levels?

By the contribution of both the public and private partners, school education must be planned and devises in such a way that it makes a student strong in their academic and analytical approach. Students should be encouraged and guided to take their career streams by their own inclination and that's why fundamentals of that particular stream must be rock solid. For example, for mechanical engineering students, fundamentals of mathematics and physics have to be strong.

India is rich in its human resource and our much talked about demographic dividend would not be completely leveraged if we don't strengthen our schooling system. Further, education in schools, teaching-evaluation patterns and every other parameter must be assessed properly.

Q IES University is a member of several prestigious organizations like NASSCOM, Confederation of Indian Industries (CII). Please tell us how students at the university get benefitted by these memberships.

Yes, our university is a member of many associations, like the Association of Indian Universities (AIU), NASSCOMM, Confederation of Indian Industries, ASSOCHAM and others. These associations help us with access to their academic repositories, industrial networks, and mentorship by the organizations' veterans. We keep conducting different training programs for our students and we also call experienced personalities from those organizations for several workshops and sessions.

These collaborations help students understand the relevant industry, incubation, funding and other aspects of entrepreneurship. Recently, with the AIU, IES University organized a western-zone chess tournament for women and over 700 girls participated in the tournament.

Q What are the initiatives that the university has taken to tie-up with industries that are relevant to the departments of education, paramedical college, pure and applied science, law and agricultural science?

In technical courses, we have good ties with Microsoft. We have an exclusive Center of Excellence where global organizations like IBM play an important role in mentoring and guiding our students. We have ties with Virtusa, which is a renowned name in digital engineering.

Our nursing students keep getting training opportunities in Japan.

Our agricultural department has collaborated with many local farmers and some NGOs that are actively working in the agrarian sector. We have started providing internship opportunities with companies that have good ratings by NASSCOM. We also have ties with LinkedIn and Coursera for several certifications courses.

Q In 2021, the Centre for Education Growth and Research appointed you as the chairman of its Skill Development Department. What are some skill initiatives you have introduced at the university?

We have collaborated with several skill councils as well. Further, we have a separate vertical at our campus where we have a proper center of Prime Minister Kaushal Vikas Yojana and another one is of Deen Dayal Upadhyay Gramin Kaushal Vikas Yojana (DDUGKVY). Apart from these two, we are aiming to have collaborations with other skill councils and institutions. We also invite other academic institutions and colleges to benefit from our skill centers.

Q The new National Education Policy 2020 (NEP) has made internships mandatory. How does your university help students with internships and placements across all streams?

The Indian government has always stressed on the importance of internships even before the NEP 2020 came into place. At IES University, we help our students in getting internships at their preferred firms. We have our own hospital and medical faculty at the university, where nursing students are trained. We also guide them if they want to intern at another hospital, whether it is a government or private hospital.

India is rich in its human resource and our much talked about demographic dividend would not be completely leveraged if we don't strengthen our schooling system. Further, education in schools, teaching-evaluation patterns and every other parameter must be assessed properly.

Q Recently, the Madhya Pradesh government started some higher education courses, including medical, in the Hindi language. What is your view on this?

Being a citizen of a Hindi speaking state, we always encourage and promote the Hindi language, but when it comes to technical and science courses, English plays a bigger role. Around the world, a majority of work in the science and technology field is available in the English language, ranging from numerous books to research papers and which is why education in science and technology must be done in English.

Q What are some of the books that influenced you?

Discovery of India influenced me a lot. I learned a lot from the books that Swami Vivekanand wrote. In fact, reading about his whole life is an inspirational one and we also encourage our students to read about Swami Vivekanand's life. EP

IN DEPTH **INTERVIEW**

Rakesh Kumar, Chairman of Indian Exposition Mart Limited (IEML), tells **Education Post's Prabhav Anand** that the trade promotion industry is reaching a stage of maturity and organizers are now looking for a full-service package and not just an exhibition space. He further talks about the challenges facing the handicraft industry and how IEML is using innovative strategies to stay ahead of competition.

THINK BIG, THINK INDIA

IF INDIA WINS, EVERYONE WINS

Q You spent several years as the Executive Director of the Export Promotion Council for Handicrafts (EPCH). Could you tell us more about your experience in this role and some of the key accomplishments during your time there?

It is actually more than 3 decades. In those days, there was the real charm of trying to create an institution from scratch. Industry was not so organized back then, and the vision of getting together to create frameworks

for sustainable growth of the handicraft sector was something that had to be communicated creatively. Today EPCH has a membership of over 14,000 exporters and is perceived to be an extremely well-run group of professional organizers.

One of the things I miss the most, was the ability to take up an individual exporter and guide and mentor him towards success. That is a luxury in today's time! At the same time, I would like to humbly say that I was part of a great team, who shared the same values and passion.

Q After your tenure at EPCH, you served as the Chairman of India Exposition Mart Limited (IEML). How did your previous experience prepare you for this role, and what were some of the challenges and opportunities that you encountered in this position?

Actually, the context is that, when we in EPCH got the entire community of handicraft exporters together and started doing global shows then we recognized the gap in infrastructure as well as service orientation in the exhibition space industry. This gave me the thought to set up our own exhibition space which would serve two purposes – first, to be a venue for handicraft exhibitions and benefit our exporters in EPCH and second, to fill the gap of the venues in the National Capital Region.

It was while I was the Executive Director of EPCH when IEML was born, as a collaborative participation of exporters and the government of Uttar Pradesh. Today IEML is scaling up and is now, it is into its 17th year of the journey. Here again, the challenge was to get people together and convince them about the vision and the power of working together, which was achieved by me and other team members of EPCH gradually.

In those days, such a concept of having hundreds of shareholders was not the norm and the one idea that became a leverage point was the permanent marts we would set up for the founding members. Till date, this is an unparalleled story in any industry.

Q During your time as Chairman of IEML, you oversaw the expansion and modernization of the company's facilities. Could you tell us more about this initiative and its impact on the trade promotion industry in India?

Every organization has various stages in its journey and being the founding member, I am a witness to various stages of evolution and growth of IEML, which continues to be held by hundreds of exporters in a collective manner. At IEML, our first stage of growth came when we convinced the organizers to move to Greater Noida, as in those days Greater Noida was not as developed as it is today. Our second stage of growth came, when we anticipated and envisioned the market and expanded our exhibition halls ahead of the industry demand. Over a period of time, the biggest exhibitions in every sector started preferring IEML, taking us to a pole position in the private sector exhibition venue space. Our current stage of growth is around our own IPs to give us a differentiated and unique position in industry. We have already launched six IPs of our own and have aggressive plans around this. The trade promotion industry is reaching a stage of maturity and now it is at this time when organisers look not only at facilities and space but also the service package and the team attitude. Here again, IEML has anticipated the industry needs in advance and planned ahead.

Q You have been recognized for your contributions to the Indian handicrafts industry, as well as your efforts to promote trade and commerce more broadly. What do you see as the most significant achievements of your career, and what motivates you to continue working in this field?

I am honored that the industry recognizes my effort over the last four decades. I have a deep sense of respect for every individual and a highly positive dispensation. I believe that the word impossible does not exist. Many a times, when we would be ideating about something usually ahead of its time, people would be driven by the difficulty of implementation, which would be the very source of motivation from me. My motivations have also been for the growth of India, the positive image of India and the growth of the sector rather than individual growth. My contributions have been around this philosophy. Under the current government, the India story has really been strengthened, whether by the *Atmanirbhar* scheme or ease of doing business or policy change and the working pace of the entire government machinery has improved significantly, and I have no doubt that we will become the second largest economy of the world soon. This is my real motivation, and this is what drives me on an ongoing basis. No doubt that results matter, but if results don't come adequately due to any reason, there is no reason for us to slack our efforts. During the COVID-19 period in 2020, when the entire world's economy was in turmoil, we worked round the clock and held almost 200 seminars for our exporters.

Q Many students and young professionals today are interested in pursuing careers in trade promotion. What advice would you give to them on how to prepare for this field, both in terms of education and practical experience?

It is an encouraging sign that students wish to take up trade promotion as a career – this is undoubtedly a promising career which will give them global exposure. Education-wise, I believe doing a course in global trade from good institutions would be very useful. Equally important is people skills and adaptability. When you work in global environments you find so many differences and it is important to adapt quickly because no course will teach you about people skills and adaptability. Courses will tell you about trade treaties and barriers etc., but understanding the culture is usually self-learnt, and this is equally important.

Q How can young professionals succeed in the trade promotion industry and balance the needs of diverse stakeholders such as government agencies, industry associations, and businesses, while building consensus and achieving common goals?

I think success is determined by how you are wired from childhood for one and how you adapt to external environments for another. If you are positive and have conviction, then you have better chances of succeeding. Many times, what starts out as a diverse perspective of different shareholders can be converted into a collaborative "everyone has the same meta goal" thinking. See, if India wins then the government wins, the association wins, the exporter wins – so basically everyone wins when India wins. So, instead of narrow casting the approach, I would encourage youngsters to think of India winning as that will dissolve all differences. The second approach has to be to accept another's viewpoint however different it may be from yours. Just because it is different from your point of view does not make it wrong. This will help in consensus building to a large extent.

> **Under the current government, the India story has really been strengthened, whether by the *Atmanirbhar* scheme or ease of doing business or policy change and the working pace of the entire government machinery has improved significantly. No doubt that results matter, but if results don't come adequately due to any reason, there is no reason for us to slack our efforts. During the COVID-19 period in 2020, when the entire world's economy was in turmoil, we worked round the clock and held almost 200 seminars for our exporters.**

Q What advice would you give to young professionals who are interested in pursuing a career in the trade promotion industry?

I would like to advise youngsters around these three key points:

- Never compromise on your value systems which should be the basis around your career development.
- Keep the focus on learning and innovating and in your careers and be guided by that, not money alone.
- Anticipate the future and prepare for that in advance and never fear taking bold career steps around the future. EP

OUTCOME BASED EDUCATION

THE INDUSTRY ACADEMIA COLLABORATION

A member of the governing body at Shri Ram College of Commerce, University of Delhi, **Prof. Madhu Vij** is a senior professor of finance, accounting, international finance, risk management, banking and financial services.

The National Education Policy (NEP) 2020 is a transformative and ambitious policy created by the government that seeks to pave the way for flexible and lifelong learning by the students. NEP is a new and forward-looking vision for India's Higher Education system that aims to develop and prepare students for meaningful and satisfying lives by recognizing and identifying the unique capabilities of each student and enable economic independence. The NEP policy is not just about the degree - it is based on the pillars of access, equity, quality, affordability, governance, accountability' and proposes to transform India into a 'vibrant knowledge hub'.

Indian Higher Education Institutions (HEIs), under NEP 2020 will be required to focus on the three pillars needed to elevate our institutions to global standards – Industry connect, Internationalization and Interdisciplinary research. NEP has not only enabled Indian HEIs to hire international faculty, open international campuses but also allowed Foreign Universities to set up campuses in India. Going forward, this will help India's HEIs to increase their perception globally.

The importance of internationalization of higher education in today's education system cannot be overstated. It helps to improve academic quality and maintain high standards of academic excellence. Educational Institutions and students get exposed to different best practices across the globe which may get adopted over a period of time. This also helps in building strategic partnerships and a stronger global community. The practice of internationalization helps to foster inclusive academic environment as it connects with all the stakeholders in the global environment

In the present environment, the use of technology is growing rapidly in all sectors. Learning and adapting to the new technology quickly can be quite a challenging job for the students. How to help the students and reskill their future competencies can be tedious. Outcome-based education is an effective education system that is designed to meet these requirements and focuses on developing professionally and socially competent students.

What is Outcome-Based Education (OBE)?

An important area of focus of the NEP 2020 is the Outcome-based education. The education sector worldwide is undergoing a major transformation, with a shift in focus from the traditional mode of classroom teaching to an outcome- based teaching and learning environment. The present system of education predominantly relies on the traditional classroom mode of teaching, which is highly 'teacher centred' and usually taught with a fixed curriculum. The OBE has the flexibility to design and alter the curriculum. The core aim behind this approach is to identify the factors that play an important role in improving the competency and knowledge acquisition skills of the students.

The success of OBE is measured by what students can do with what they have learned in the class rather than by the time or effort spent in the classroom. Simply put, OBE is a student centric approach with a focus to develop deeper insights and pursue a career that has an everlasting impact on their excellence and innovation skills. Some of the important principles of OBE are:

- OBE enables students to develop new skills and knowledge and improve the quality of education in higher educational institutions and colleges. This enables to bring clarity among the teacher and students.
- Curriculum/ Course designing – The design of the curriculum in OBE is constantly evolving and aligning with the latest industry demands. There needs to be a constant collaborative effort between industry and academia that will help in designing course content and other learning activities that are aligned with the industry requirements and ultimately help students acquire those skills and meet the needs of the industry.
- High expectation - Students can achieve great things and high performance when we engage deeply with what they are learning. OBE assists students in developing a variety of skills that are designed according to industry demands. This helps to prepare students for the real world and also meet the needs of businesses.
- Expanded opportunities – OBE learning defines what students are expected to demonstrate and attain through their academic journey. Rubrics are used to assess the continuous quality improvements in students eg the improvement in critical thinking skills, writing skills, student engagement and participation in various activities, research skills etc. This makes it incredibly challenging for students as they are provided with expanded opportunities which promotes more successful learning.

What does OBE do?

OBE has been widely adopted by leading institutions across the world. It is a system of education where all aspects of education are focussed on the outcomes of the course. The focus is to make sure students are able to achieve their goals at the end of the course – both in terms of developing skills and gaining knowledge.

- Flexibility in designing the curriculum that is tailored to the needs of the students and the industry. OBE is designed to make sure that the course design and syllabus are constantly kept up to date. This helps to ensure that students always stay relevant with necessary skills and knowledge and are effective and gives students the flexibility and freedom of learning in their ways.
- There is a continuous improvement in the learning of students which assists them in developing a variety of skills to meet the demands of the industry and thereby enhance the quality of education. OBE focuses on what education can do than what they know or what they have learned.
- Academia and Industry collaboration is nothing new, though it has gained more attention and focus under the NEP 2020. OBE is designed to foster effective industry-academic partnership and ensures that students receive an education that addresses the industry demands and is tailored to meet the needs of the industry. The Industry Academia partnership is essential to catalyze innovation and growth in technology. Collaboration between industry and academia is essential for developing research and gives educational institutions assess to more resources to fund the research. These collaborations benefit both parties as they bring distinct perspectives and skill sets to the table and help to bridge the skill gap between the two. Interdependence between the two thus leads to innovation and the requisite synergy.

Difference between Outcome Based Education System vs Traditional Education System

	Outcome Based Education System	Traditional Education System
1.	Focus is on knowledge and developing new skills. Students are active learners.	Curriculum plays a pivotal role in providing deeper insights regarding different subjects. Students are passive learners.
2.	The performance of students is measured at every step. Assessment is on an ongoing basis.	Student's performance is measured at the end of the course. Assessment is examination driven

3.	Students have the flexibility and freedom of learning in their ways. Lectures are creative and innovative	Focus is on memorizing and rote learning. Syllabus is rigid.
4.	Student centred form of learning	Teacher centred approach
5.	Defines the outcomes of what a student may achieve in the entire curriculum.	Transmits knowledge and understanding of ideas to students. Emphasis is on what the teacher hopes to achieve.
6.	The focus of the teacher is on developing the skills of the students through their experiences.	A traditional way of teaching where the teacher is lecturing while the students are most of the time listening and learning.
7.	Focus on key competencies students should be able to develop.	Gap between formal education and career-oriented skill set.

Benefits of OBE for Students

- Students learn the latest technology and skills that businesses are looking for
- Focuses on the real- world relevance of education
- It is a learner -centric approach
- Brings clarity among teachers and students

as focus is on the achievement of well -defined objectives

- Reduces learning gap amongst the students
- Design courses that meet the needs of industries
- Students get the flexibility of learning in the way that is convenient for them

Conclusion

The OBE under NEP 2020 is a progressive model that hopes to transform the traditional education system. It involves the restructuring of curriculum, pedagogy and assessment practices to provide more expanded opportunities for students. The objective under OBE is to set high expectations from students so that they move towards high order learning. It is a learner-centric approach with a definite focus on the real-world relevance of education. Another innovative dimension of the OBE is the Industry Academia collaboration which ensures students receive an education that is tailored to meet the needs of the industry. Both parties stand to gain as the industry gets graduates with the necessary skills and knowledge who are industry ready while the academia gets continuous feedback on keeping their courses and teaching methods update. This helps to keep the syllabus aligned with the latest industry demands. Strong industry academic partnerships will also help in preparing students for employment and ultimately align with the goals of NEP 2020.

- ★ **Brings clarity among the teachers and students**
- ★ **Every student has the flexibility and freedom of learning in their ways.**
- ★ **There is more than one method of learning**
- ★ **Reduces comparison among the students as everyone has a different target**
- ★ **Completely involves students taking responsibility for their goals**

HIGHER EDUCATION IN UNIVERSITIES IN INDIA

Dr. Amarjeet Singh
Principal, JSSATE, Noida

Higher education plays an important role in the development of the country and it is important that Indian universities provide quality education to their students. The history of higher education in India can be traced back to ancient times. India had universities like Nalanda and Takshashila, which were centers of learning and attracted students from all over the world. However, with the advent of foreign rule and colonialism, the Indian education system has undergone many changes.

After India gained independence in 1947, the Indian government took several steps to improve the country's education system. The government has introduced various policies and programs to increase the number of universities in the country and improve the quality of education. Today, India has over 900 of her colleges and over 40,000 of her colleges providing higher education to its students.

The higher education system in India is divided into three main categories: undergraduate, postgraduate, and doctoral programs. Undergraduate programs generally last for three to four years, and students can choose from a wide range of courses, including engineering, medicine, law, and humanities. Postgraduate programs last for two years and are designed to provide students with advanced knowledge in a specific field. Doctoral programs, on the other hand, are research-based and can take anywhere between three to five years to complete.

One of the challenges that colleges in India face is the urgent need of framework and assets. Numerous colleges in India don't have satisfactory subsidizing, which makes it difficult for them to supply quality instruction to their understudies. Also, there's a deficiency of qualified staff individuals in numerous colleges, which can moreover affect the quality of instruction. Another issue that colleges in India confront is the lack of independence. Numerous universities are controlled by the government, which implies that they need to take after a certain set of rules and directions. This will some of the time restrain their capacity to improve and give quality instruction to their understudies. In spite of these challenges, there are a few colleges in India that are known for giving quality instruction to their understudies. A few of the beat colleges in India incorporate the Indian Organizing of Innovation (IITs), the Indian Organizing of Administration (IIMs), and the Indian Organizing of Science Instruction and Inquire about (IISERs).

The IITs are known for their building programs and are a few of the foremost prestigious colleges in India. They have a profoundly competitive confirmation handle, and as it were a little rate of candidates are conceded each year. The IIMs are known for their administration programs and are too profoundly competitive. The IISERs are generally unused colleges, but they are picking up a reputation for providing quality instruction within the sciences. In expansion to these beat colleges, there are a few private colleges in India that are known for giving quality instruction. These colleges are regularly more expensive than their open partners, but they have more assets and superior foundation.

Whereas India has made noteworthy advancement within the field of higher instruction, there are still a few challenges that colleges in India encounter. These challenges incorporate:

- **Need of Framework and Assets**: Many universities in India don't have satisfactory funding, which makes it troublesome for them to supply quality instruction to their understudies. Moreover, there's a deficiency of qualified workforce individuals in numerous colleges, which can moreover affect the quality of instruction.
- **Lack of Independence**: Many colleges in India are controlled by the government, which suggests that they got to take after a certain set of rules and controls. This may now and then constrain their capacity to improve and give quality instruction to their understudies.

- **Improved Faculty Hiring Practices**: Universities in India should focus on hiring more qualified faculty members, especially those with experience in industry, who can provide students with practical knowledge and skills. This can be achieved by offering attractive salaries and benefits to faculty members, as well as providing them with opportunities for professional development.
- **Disparity in Instruction:** Another challenge that colleges in India confront is the disparity in instruction:n. In spite of the government's endeavors to progress get to to instruction, there are still noteworthy abberations in instruction based on sex, caste, and financial status. Ladies and people from lower castes regularly have constrained get to to instruction, which limits their openings for social and financial versatility.
- **Obsolete Educational programs**: Numerous colleges in India have obsolete educational modules that don't reflect wants of the advanced world. This could constrain students' ability to adjust to changing work markets and new advances. Furthermore, numerous colleges don't offer courses that are significant to meet the demands of the industry.

- **Research Focus**: Universities in India should also focus on improving their research output. This can be achieved by hiring more research-oriented faculty members, providing them with the necessary resources and infrastructure, and encouraging collaboration with industry and international institutions

Strategies to Improve Higher Education in India:

To address these challenges, colleges in India ought to take a more imaginative approach to instruction. A few techniques that can be utilized to move forward higher instruction in India incorporate:

- **Expanded Financing**: Colleges in India have to be have more subsidizing to progress their framework and give quality instruction to their understudies. The government ought to increment its speculation in higher instruction, and colleges ought to too look for out private subsidizing to supplement their budgets.
- **More Independence**: Universities in India ought to be given more independence to enhance and give quality instruction to their understudies. This can be accomplished by diminishing government control and permitting colleges to set their possess approaches and strategies.
- **Progressed Workforce Enlisting Hones**: Universities in India ought to center on contracting more qualified staff individuals, particularly those with encounter in industry, who can give understudies with down to earth information and

abilities. This may be accomplished by advertising alluring pay rates and benefits to staff individuals, as well as giving them with openings for proficient improvement.

- **Making Instruction More Available**: Colleges in India ought to center on making instruction more available to understudies from all foundations. This may be accomplished by advertising grants and money related aid to understudies who come from financially impeded foundations. Colleges can too accomplice with the government and private organizations to supply professional preparing to understudies who may not be inquisitive about conventional scholarly programs.
- **Industry-Academia Collaboration:** Colleges in India should also center on creating programs that are adjusted with the wants of the industry. This may be accomplished by joining forces with industry organizations and advertising internships and apprenticeships to students. By giving understudies with commonsense encounter, colleges can superior plan them for the workforce and increment their chances of finding work after graduation.
- **Inquire about Center**: Colleges in India ought to too center on moving forward their investigate yield. This could be achieved by contracting more research-oriented workforce individuals, giving them with the fundamental assets and foundation, and empowering collaboration with industry and worldwide educate.

Higher instruction in colleges in India has come a long way, but there's still a part of work to be done to guarantee that all colleges give quality instruction to their understudies. By giving more subsidizing and assets to colleges, giving them more independence, enlisting qualified staff individuals, making instruction more available to understudies from all foundations, moving forward their inquire about yield, and creating programs that are aligned with wants of the industry, colleges in India can guarantee that their students are well-prepared for the challenges of the longer term. India incorporates a wealthy history of higher instruction, and it is vital to construct and consolidate on this establishment to guarantee that India remains a pioneer in instruction and advancement. EP

PROJECT PARIVARTAN

A STUDENT BODY-RUN GUIDE TO FINANCIAL CHANGE

In India, a meagre amount of just 27% of adults meet the minimum level of financial literacy. You might very well be educated, but this is an issue that plagues everyone, regardless which strata of the socio-economic hierarchy you are placed on. Our reporter, ***Hausianmuan Samte****, talks to a student body of Delhi's Hansraj College that is trying to fix this problem.*

While the issue of financial literacy wasn't even a matter of discussion a few years ago, it is the need of the hour in today's time. Owing to this inefficacy, the initiatives undertaken by the Finance and Investment Cell (FIC) of Delhi University's Hansraj College to guarantee the ubiquity of financial literacy has put them under the radar of social and economic change.

The FIC Hansraj, which embarked on its journey in 2014, is a student body-run organization that aims to promulgate financial literacy. To bridge their aim and make their vision a reality, the cell has consistently taken up a plethora of initiatives to disseminate quintessential information on financial literacy and related concepts by organizing multifarious events or hosting regular speaker sessions with eminent personalities.

One such initiative includes Project Parivartan, a pan-India initiative undertaken by the Social Wing of the FIC, to integrate both social and financial responsibility. Prior to the third drive, the project has impacted the way more than 10,000 people spend and save money across more than 35 cities.

"We all know how a lack of financial literacy can hamper the growth of

the economy. Project Parivartan was started under the Social Wing of FIC Hansraj in 2021 with an aim to foster financial awareness. The project was named 'Parivartan' as we wanted to bring a change and contribute towards the betterment of the society or at least initiate the process to bring the change – Parivartan," says Khushi Jindal, who served as the General Secretary of FIC for the tenure 2021-22 and played a key role in the integration and formation of Project Parivartan in its initial stage.

In a sequel of its first two iterations of the cause, the Social Wing has once again ventured into the third drive with a primary focus on farmers and MSMEs. Despite the government's continuous trials to provide easy credit lines, MSMEs and farmers struggle to obtain financial assistance due to multiple factors like the absence of collateral, lengthy paperwork, and lack of trust in loan repayment abilities. With that in mind, the volunteers approached the problems and grievances of the stakeholders involved with a well-researched curriculum that would reflect a transparent view to help analyze and seek solutions to their problems.

Spanning almost a month, this yearly voyage started on January 12, 2023, and came to a close on February 6. To gain insight into the level of awareness among the population, the team was actively engaged in on-the-ground work by collaborating with various organizations and collecting responses from all facets of society on issues of financial literacy and then analyzing them for a comprehensive conclusion. They

then set a targeted curriculum for all age groups covering the fundamentals as well as some more advanced concepts that are necessary for the stakeholders' day-to-day lives.

"One of the biggest hurdles we face during the drive is the reluctance of the underprivileged class towards the fact that financial literacy is important, even when your finances are limited. Therefore, a section of the target group remains reluctant about learning the concepts or accepts the fact that it is financial literacy itself that can help them get out of this paradox of poverty," says Samay Jain, who co-headed this year's Project Parivartan 3.0.

"My biggest takeaway from the initiative is knowing that my contributions can really bring about a change in the situation of these people, potentially lifting up a whole family, if not more, and the ability of these initiatives to really break the stereotype rampant in rural and even suburban areas that women can't work. By equipping them with the relevant resources so that they will be able to take their own financial decisions, the growth of the underprivileged class would be exponential, while also encouraging the ones who were initially reluctant to join the cause," he adds.

With the previous editions of the drive being recognized by highly decorated individuals and state governments such as Union Minister of State For External Affairs and Parliamentary Affairs Vellamvelly Muraleedharan, Reliance Group CFO Rajneesh Jain, Bharat Sanchar Nigam Limited, Blackberrys and NLC India Limited, this year's special list of recognition includes the likes of social activist Kiran Bedi, Navjyoti India Foundation, NABARD Ghaziabad, and the Government of Rajasthan.

"The motive behind the project was basically to further the aim of the Finance and Investment Cell – promulgating financial literacy. The idea was to further our target group and do our bit towards spreading financial awareness towards the underprivileged sections who do not have access to financial literacy. I would say that the project has done reasonably well in achieving its vision. With pan-India surveys and sessions, the project strives to achieve its vision on a more grander scale year after year," says Eesha Goyal who headed Project Parivartan 2.0 and is the current Vice President of FIC.

"The learnings and the impact that came out of it is something that is difficult to express. Handling a group of 20+ volunteers and coordinating amongst multiple deliverables is not without its fair share of difficulties but the satisfaction and the happiness when you see the impact you had envisioned taking form is multifold will always hold a special place in my heart." EP

IIRF-2023 | TOP 50 CENTRAL UNIVERSITY

All India Rank* (Based on Survey & Secondary Research)	Central University	City	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
					Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
1	Jawaharlal Nehru University	New Delhi	Delhi		236.5	217.1	198.8	157.3	74.0	60.7	38.8	**983.12**
2	Banaras Hindu University	Varanasi	Uttar Pradesh		238.5	216.1	198.5	156.3	73.6	60.6	39.3	**982.95**
3	Aligarh Muslim University	Aligarh	Uttar Pradesh		237.8	214.3	198.5	156.6	76.4	60.5	38.8	**982.88**
4	Jamia Millia Islamia	Jamia Nagar	Delhi		235.8	216.8	198.2	157.3	75.0	61.0	38.6	**982.66**
5	University of Hyderabad	Hyderabad	Telangana		237.8	214.3	196.5	158.0	75.0	60.9	39.7	**982.22**
6	University of Delhi	New Delhi	Delhi		230.3	211.4	194.8	168.0	74.7	61.7	40.8	**981.71**
7	Central University of Punjab	Bathinda	Punjab		230.3	214.9	194.8	167.3	71.2	61.6	40.8	**980.85**
8	Visva Bharati University	Shantiniketan	West Bengal		226.9	217.7	194.8	156.8	77.6	65.0	40.8	**979.64**
9	English and Foreign Languages University	Hyderabad	Telangana		230.0	214.3	194.8	165.8	71.7	61.5	40.3	**978.27**
10	Central University of Rajasthan	NH-8/Ajmer	Rajasthan		229.6	214.3	194.2	161.4	77.0	61.3	39.9	**977.62**
11	Babasaheb Bhimrao Ambedkar University	Rae Bareily	Uttar Pradesh		233.0	198.5	192.5	168.2	75.6	59.6	45.9	**973.45**
12	Central University of Tamil Nadu	Neelakudi	Tamil Nadu		236.8	214.9	191.9	159.0	70.8	58.9	40.3	**972.63**
13	Mizoram University	Aizwal	Mizoram		238.5	217.4	191.4	152.5	73.0	60.1	39.6	**972.35**
14	Tezpur University	Sonitpur	Assam		237.2	217.4	189.1	150.8	72.9	63.3	41.4	**971.93**
15	North Eastern Hill University	Shillong	Meghalaya		240.6	214.3	189.1	145.9	76.6	64.2	41.0	**971.51**
16	Rajiv Gandhi University	Itnagar	Arunachal Pradesh		233.4	217.7	188.5	152.5	74.2	64.1	39.8	**970.07**
17	Pondicherry University	Kalapet	Puducherry		237.8	211.1	186.2	158.0	74.6	60.5	41.1	**969.34**
18	Sikkim University	Gangtok	Sikkim		240.6	217.4	185.6	150.8	73.8	58.5	41.1	**967.80**
19	Assam University	Silchar	Assam		237.5	217.7	183.4	142.3	70.8	65.9	42.3	**959.76**

*Page 6

*Page 6

IIRF-2023 | TOP 50 CENTRAL UNIVERSITY

All India Rank* (Based on Survey & Secondary Research)	Central University	City	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
					Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
20	Central University of Kerala	Kasargod	Kerala		240.6	211.1	183.4	140.8	76.6	64.3	42.2	**958.90**
21	Central University of Gujarat	Gandhi Nagar	Gujarat		240.2	214.3	183.4	147.1	74.8	57.7	41.4	**958.84**
22	Dr. Harisingh Gour Vishwavidyalaya	Sagar	Madhya Pradesh		230.0	218.7	183.4	149.5	73.0	55.3	42.0	**951.88**
23	Central University of Haryana	Jant-Pali Village	Haryana		223.5	195.4	183.4	160.2	74.4	64.8	42.0	**943.62**
24	Nagaland University	Kohia	Nagaland		233.0	207.3	180.5	145.9	72.0	59.3	42.5	**940.55**
25	Central University of South Bihar	Fatehpur	Bihar		240.6	215.5	180.5	141.3	66.6	56.4	38.6	**939.45**
26	Manipur University	Manipur	Manipur		211.8	214.3	180.5	156.8	70.8	56.0	43.1	**933.26**
27	Mahatma Gandhi Central University	Motihari	Bihar		233.0	199.2	177.6	147.1	69.8	61.1	43.0	**930.86**
28	Tripura University	Tripura	Tripura		226.9	201.7	177.6	148.3	71.8	62.9	40.8	**929.99**
29	University of Allahabad	Prayagraj	Uttar Pradesh		237.2	198.5	177.1	144.7	76.4	54.4	40.8	**929.03**
30	Hemwati Nandan Bahuguna Garhwal University	Srinagar	Uttrakhand		236.8	198.5	174.8	142.3	75.3	59.0	40.2	**926.93**
31	Maulana Azad National Urdu University	Hyderabad	Telangana		230.3	211.1	174.8	142.5	67.8	58.6	39.9	**925.02**
32	Indira Gandhi National Open University	New Delhi	Delhi		226.5	196.7	174.8	152.0	69.6	56.9	43.6	**920.06**
33	Central University of Karnataka	Kadaganchi	Karnataka		230.0	189.1	174.2	149.5	71.8	58.6	41.4	**914.58**
34	Central University of Andhra Pradesh	Anantapur	Andhra Pradesh		211.8	207.0	171.4	149.5	70.7	59.8	43.1	**913.28**
35	Central Agricultural University	Imphal	Manipur		234.4	197.3	171.4	147.1	64.3	57.7	39.6	**911.85**
36	Central University of Odisha	Koraput	Odisha		222.1	201.7	171.4	142.3	69.8	56.9	40.8	**904.84**
37	Indian Maritime University	Chennai	Tamil Nadu		223.1	198.5	168.5	147.1	62.8	59.5	39.6	**899.15**
38	Nalanda University	Rajgir	Bihar		233.4	183.5	168.5	132.5	69.8	61.2	43.1	**891.93**

*Page 6

*Page 6

IIRF-2023 | TOP 50 CENTRAL UNIVERSITY

All India Rank* (Based on Survey & Secondary Research)	Central University	City	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
					Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
39	Central University of Jammu	Bagla (Rahya-Suchani)	Jammu & Kashmir		222.1	189.1	165.6	138.6	69.8	58.6	40.8	**884.63**
40	Central University of Kashmir	Ganderbal	Jammu & Kashmir		222.1	186.0	165.6	149.5	61.8	54.3	41.9	**881.28**
41	Central University of Jharkhand	Kamre	Jharkhand		223.1	186.0	165.6	135.0	70.3	60.4	39.6	**879.98**
42	Central University of Himachal Pradesh	Dharamashala	Himachal Pradesh		219.7	190.4	165.1	137.4	69.8	53.3	40.9	**876.51**
43	National Sports University	Manipur	Manipur		230.0	191.0	163.4	122.8	68.6	57.8	42.2	**875.79**
44	Gati Shakti Vishwavidyalaya	Vadodara	Gujarat		229.6	189.1	163.4	130.1	63.8	50.9	41.5	**868.37**
45	The Central Sanskrit University	New Delhi	Delhi		219.3	179.7	163.4	137.4	68.8	54.3	39.6	**862.54**
46	Guru Ghasidas Vishwavidyalaya	Bilaspur	Chhattisgarh		223.1	192.3	163.4	127.7	63.3	52.2	39.6	**861.53**
47	Central Tribal University of Andhra Pradesh	Kondakarakam	Andhra Pradesh		226.9	194.8	163.4	128.9	58.8	46.6	34.6	**853.93**
48	Rajiv Gandhi National Aviation University	Rae Bareli	Uttar Pradesh		209.1	176.6	162.8	147.1	64.8	53.5	35.8	**849.52**
49	Shri Lal Bahadur Shastri National Sanskrit University	Qutub	Delhi		209.1	179.7	162.8	139.8	61.8	56.9	42.6	**852.66**
50	Rani Lakshmi Bai Central Agricultural University	Jhansi	Uttar Pradesh		219.7	186.0	162.8	135.0	62.8	51.8	34.2	**852.17**

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities (Govt., Pvt. & Public)	City	Status	All India Pvt. Rank	State Rank	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
1	Indian Institute of Science, IISc	Bengaluru	Govt.		1	Karnataka		237.2	218.3	198.8	158.3	75.2	62.5	40.2	**990.49**
2	Indian Agricultural Research Institute, Pusa	New Delhi	Govt.		1	Delhi		239.2	217.4	198.5	157.3	74.8	62.5	40.6	**990.29**
3	Homi Bhabha National Institute	Mumbai	Govt.		1	Maharashtra		238.5	215.5	198.5	157.6	77.6	62.0	40.3	**989.96**
4	Tata Institute of Social Sciences, TISS	Mumbai	Govt.		2	Maharashtra		236.5	218.0	198.2	158.3	76.2	62.4	40.0	**989.52**
5	Indira Gandhi Institute of Development Research	Mumbai	Govt.		3	Maharashtra		238.5	215.5	196.5	159.0	76.2	62.4	41.1	**989.22**
6	Institute of Chemical Technology	Mumbai	Govt.		4	Maharashtra		231.0	212.7	194.8	169.0	75.9	63.1	42.4	**988.73**
7	Indian Institute of Foreign Trade, IIFT-Delhi	New Delhi	Govt.		2	Delhi		231.0	216.1	194.8	168.2	72.4	62.8	42.3	**987.59**
8	Jawaharlal Nehru Centre for Advanced Scientific Research	Bengaluru	Govt.		2	Karnataka		227.6	219.0	194.8	157.8	78.8	66.3	42.6	**986.81**
9	Birla Institute of Technology & Science, BITS-Pilani	Pilani	Pvt.	1	1	Rajasthan		230.7	215.5	194.8	166.8	72.9	63.1	41.6	**985.38**
10	Defence Institute of Advanced Technology	Pune	Govt.		5	Maharashtra		230.7	215.5	194.2	162.4	78.2	62.5	41.2	**984.65**
11	Siksha 'O' Anusandhan	Bhubaneswar	Pvt.	2	1	Odisha		233.7	199.8	192.5	169.2	76.8	60.8	47.3	**980.14**
12	National University of Educational Planning and Administration	New Delhi	Govt.		3	Delhi		237.5	216.1	191.9	160.0	72.0	60.1	41.6	**979.31**
13	National Brain Research Centre	Gurugram	Govt.		1	Haryana		239.2	218.7	191.4	153.4	74.2	61.3	41.0	**979.04**
14	Indian Institute of Space Science and Technology	Thiruvananthapuram	Govt.		1	Kerala		237.8	218.7	189.1	151.7	74.1	64.5	42.7	**978.61**
15	National Institute of Food Technology Entrepreneurship & Management, NIFTEM	Sonepat	Govt.		2	Haryana		241.3	215.5	189.1	146.9	77.8	65.4	42.3	**978.19**

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities (Govt., Pvt. & Public)	City	Status	All India Pvt. Rank	State Rank	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
16	International Institute for Population Sciences	Mumbai	Govt.		6	Maharashtra		234.1	219.0	188.5	153.4	75.4	65.3	41.1	976.75
17	Jamia Hamdard	New Delhi	Pvt.	3	1	Delhi		238.5	212.4	186.2	159.0	75.8	61.7	42.4	976.02
18	Amrita Vishwa Vidyapeetham	Coimbatore	Pvt.	4	1	Tamil Nadu		241.3	218.7	185.6	151.7	75.0	59.7	42.6	974.60
19	Vellore Institute of Technology	Vellore	Pvt.	5	2	Tamil Nadu		238.2	219.0	183.4	143.2	72.0	67.1	43.9	966.67
20	ICAR - National Dairy Research Institute	Karnal	Govt.		3	Haryana		241.3	212.4	183.4	141.8	77.8	65.5	43.6	965.59
21	Thapar Institute of Engineering & Technology	Patiala	Pvt.	6	1	Punjab		240.9	215.5	183.4	148.1	76.0	58.9	42.7	965.53
22	Tata Institute of Fundamental Research	Mumbai	Govt.		7	Maharashtra		230.7	219.9	183.4	150.5	74.2	56.5	43.4	958.56
23	Manipal Academy of Higher Education	Manipal	Pvt.	7	1	Karnataka		224.1	196.7	183.4	161.2	75.6	66.0	43.4	950.31
24	Indian Veterinary Research Institute	Izatnagar	Govt.		1	Uttar Pradesh		233.7	208.6	180.5	146.9	73.2	60.5	43.9	947.24
25	Indian Law Institute	New Delhi	Govt.		4	Delhi		241.3	216.8	180.5	142.3	67.8	57.6	40.0	946.14
26	Punjab Engineering College	Chandigarh	Govt.		1	Punjab		212.5	215.5	180.5	157.8	72.0	57.2	44.4	939.94
27	Forest Research Institute	Dehradun	Govt.		1	Uttarakhand		233.7	200.4	177.6	148.1	71.0	62.3	44.4	937.54
28	Bharath Institute of Higher Education & Research, BIHER	Chennai	Pvt.	8	3	Tamil Nadu		227.6	202.9	177.6	149.3	73.0	64.1	42.2	936.67
29	ICFAI Foundation for Higher Education	Hyderabad	Pvt.	9	1	Telangana		237.8	199.8	177.1	145.7	77.6	55.6	42.2	935.71
30	Kalinga Institute of Industrial Technology, KIIT	Bhubaneswar	Pvt.	10	2	Odisha		237.5	199.8	174.8	143.2	76.5	60.2	41.6	933.61
31	Institute of Liver and Biliary Sciences, ILBS	New Delhi	Pvt.	11	2	Delhi		231.0	212.4	174.8	143.5	69.0	59.8	41.3	931.70

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities (Govt., Pvt. & Public)	City	Status	All India Pvt. Rank	State Rank	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
32	Birla Institute of Technology, BIT-Mesra	Mesra	Pvt.	12	1	Jharkhand		227.2	197.9	174.8	152.9	70.8	58.1	45.0	**926.74**
33	Narsee Monjee Institute of Management Studies, NMIMS	Mumbai	Pvt.	13	1	Maharashtra		230.7	190.4	174.2	150.5	73.0	59.8	42.7	**921.26**
34	S.R.M. Institute of Sciences and Technology	Kancheepuram	Pvt.	14	4	Tamil Nadu		212.5	208.3	171.4	150.5	71.9	61.0	44.4	**919.96**
35	Meenakshi Academy of Higher Education and Research, MAHER	Chennai	Pvt.	15	5	Tamil Nadu		235.1	198.5	171.4	148.1	65.5	58.9	41.0	**918.53**
36	Sathyabama Institute of Science and Technology	Chennai	Pvt.	16	6	Tamil Nadu		222.8	202.9	171.4	143.2	71.0	58.1	42.2	**911.52**
37	Symbiosis International	Pune	Pvt.	17	2	Maharashtra		223.8	199.8	168.5	148.1	64.0	60.7	41.0	**905.84**
38	Central Institute of Fisheries Education	Mumbai	Govt.		8	Maharashtra		234.1	184.7	168.5	133.5	71.0	62.4	44.4	**898.61**
39	Sri Sathya Sai Institute of Higher Learning	Anantapur	Pvt.	18	1	Andhra Pradesh		222.8	190.4	165.6	139.6	71.0	59.8	42.2	**891.31**
40	Periyar Maniammai Institute of Science & Technology, PMIST	Thanjavur	Pvt.	19	7	Tamil Nadu		222.8	187.2	165.6	150.5	63.0	55.5	43.3	**887.96**
41	Banasthali Vidyapith	Banasthali	Pvt.	20	2	Rajasthan		223.8	187.2	165.6	135.9	71.5	61.6	41.0	**886.66**
42	Sri Ramachandra Institute of Higher Education and Research	Chennai	Pvt.	21	8	Tamil Nadu		220.4	191.6	165.1	138.4	71.0	54.5	43.3	**884.22**
43	TERI School of Advanced Studies	New Delhi	Pvt.	22	3	Delhi		230.7	192.3	163.4	123.8	69.8	59.0	43.6	**882.48**
44	Bharati Vidyapeeth	Pune	Pvt.	23	3	Maharashtra		230.3	190.4	163.4	131.1	65.0	52.1	43.3	**875.51**
45	KLE Academy of Higher Education and Research	Belagavi	Pvt.	24	2	Karnataka		220.0	181.0	163.4	138.4	70.0	55.5	41.0	**869.22**
46	Sant Longowal Institute of Engineering and Technology, SLIET	Sangrur	Govt.		2	Punjab		223.8	193.5	163.4	128.7	64.5	53.4	41.0	**868.21**

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
47	Dr. M.G.R Educational and Research Institute	Chennai	Pvt.	25	9	Tamil Nadu		227.6	196.0	163.4	129.9	60.0	47.8	42.2	866.78
48	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Public		1	Rajasthan		209.7	177.8	162.8	148.1	66.0	54.7	43.9	862.94
49	Graphic Era	Dehradun	Pvt.	26	1	Uttarakhand		209.7	181.0	162.8	140.8	63.0	58.1	45.6	860.94
50	International Institute of Information Technology	Bengaluru	Pvt.	27	3	Karnataka		220.4	187.2	162.8	135.9	64.0	53.0	35.6	858.86
51	Saveetha Institute of Medical and Technical Sciences	Chennai	Pvt.	28	10	Tamil Nadu		210.1	182.2	162.8	145.7	62.0	50.4	43.3	856.40
52	JSS Academy of Higher Education & Research	Mysuru	Pvt.	29	4	Karnataka		217.3	191.6	162.8	124.3	64.8	49.9	41.7	852.34
53	Deccan College of Post-Graduate & Research Institute	Pune	Govt.		9	Maharashtra		210.1	179.1	162.8	126.2	74.0	54.7	41.6	848.40
54	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Pvt.	30	11	Tamil Nadu		213.5	177.8	162.2	128.7	65.0	53.0	45.0	845.15
55	Avinashilingam Institute for Home Science & Higher Education for Women	Coimbatore	Public		1	Tamil Nadu		203.6	181.0	161.1	142.3	62.5	50.4	42.2	842.88
56	National Museum Institute of History of Art, Conservation and Musicology	New Delhi	Govt.		5	Delhi		203.6	186.6	159.9	123.6	75.8	49.9	41.7	841.02
57	Kalasalingam Academy of Research and Education	Virudhhnagar	Pvt.	31	12	Tamil Nadu		203.2	186.6	156.5	140.8	61.0	48.7	43.3	840.09
58	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	Pvt.	32	13	Tamil Nadu		213.5	187.2	155.4	133.5	60.0	48.8	41.1	839.58
59	Dr. D.Y. Patil Vidyapeeth	Pune	Pvt.	33	4	Maharashtra		216.9	190.4	154.2	116.0	64.5	57.9	38.8	838.82
60	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	Pvt.	34	1	Haryana		216.6	164.6	154.2	135.9	66.0	55.5	45.0	837.89

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities (Govt., Pvt. & Public)	City	Status	All India Pvt. Rank	State Rank	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
61	Manav Rachna International Institute of Research & Studies	Faridabad	Pvt.	35	2	Haryana		216.9	187.2	154.2	119.0	65.8	53.0	41.6	837.66
62	Christ University, Hosur Road	Bengaluru	Pvt.	36	5	Karnataka		209.7	190.4	154.2	121.4	66.0	56.4	38.7	836.81
63	Datta Meghe Institute of Medical Sciences	Wardha	Pvt.	37	5	Maharashtra		220.4	187.2	154.2	123.8	60.0	53.8	35.9	835.29
64	International Institute of Information Technology	Hyderabad	Pvt.	38	2	Telangana		210.1	181.0	151.9	138.4	60.9	48.7	43.9	834.77
65	Shanmugha Arts, Science, Technology and Research Academy, SASTRA	Thanjavur	Pvt.	39	14	Tamil Nadu		218.7	181.0	151.9	128.7	65.0	53.8	35.3	834.29
66	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	Pvt.	40	1	Uttar Pradesh		205.6	193.5	151.9	133.5	58.6	48.8	41.7	833.72
67	Pravara Institute of Medical Sciences	Ahmednagar	Pvt.	41	6	Maharashtra		210.4	190.4	151.9	121.4	62.0	55.5	41.0	832.64
68	JAIN	Ramanagara	Pvt.	42	6	Karnataka		203.9	181.3	151.4	141.3	62.0	48.0	41.6	829.38
69	Lakshmibai National Institute of Physical Education	Gwalior	Govt.		1	Madhya Pradesh		210.4	187.2	151.4	133.5	58.0	47.0	41.5	828.95
70	Gandhi Institute of Technology and Management, GITAM	Visakhapatnam	Pvt.	43	2	Andhra Pradesh		213.2	177.8	151.4	131.1	60.0	49.1	44.4	826.90
71	D.Y. Patil Educational Society	Kolhapur	Pvt.	44	7	Maharashtra		203.9	181.3	151.4	135.7	61.0	48.7	41.7	823.60
72	Central Institute of Higher Tibetan Studies	Varanasi	Govt.		2	Uttar Pradesh		203.2	190.4	150.8	121.4	63.2	53.0	40.7	822.64
73	Gurukula Kangri	Haridwar	Govt.		2	Uttarakhand		203.2	196.7	150.8	121.6	61.0	47.1	41.1	821.54
74	Tilak Maharashtra Vidyapeeth	Pune	Govt.		10	Maharashtra		209.7	177.8	150.2	123.8	63.0	54.7	41.3	820.53
75	Gandhigram Rural Institute	Gandhigram	Public		2	Tamil Nadu		209.1	181.0	149.7	126.5	63.0	48.0	42.2	819.32

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
76	NITTE	Mangalore	Pvt.	45	7	Karnataka		203.2	190.4	149.7	121.4	62.8	47.3	44.0	818.70
77	Institute of Advanced Studies in Education	Churu	Govt.		2	Rajasthan		210.1	177.8	149.7	126.5	62.5	49.9	41.7	818.07
78	Vel's Institute of Science, Technology & Advanced Studies, VISTAS	Chennai	Pvt.	46	15	Tamil Nadu		203.2	193.5	149.7	121.1	55.3	53.8	40.4	817.07
79	Sri Chandrasekarendra Saraswathi Viswa Maha Vidyalaya	Kancheepuram	Pvt.	47	16	Tamil Nadu		206.7	181.0	149.1	121.4	65.6	51.8	40.5	815.90
80	Ramakrishna Mission Vivekananda Educational and Research Institute	Howrah	Pvt.	48	1	West Bengal		209.7	181.6	149.1	126.0	55.1	51.4	42.2	815.05
81	Jain Vishva Bharati Institute	Nagpur	Public		3	Rajasthan		210.1	181.6	149.1	123.3	56.2	53.8	40.7	814.73
82	Gujarat Vidyapith	Ahmedabad	Govt.		1	Gujarat		209.7	181.6	149.1	121.6	61.0	47.0	43.3	813.26
83	Vignan's Foundation for Science, Technology and Research	Guntur	Pvt.	49	3	Andhra Pradesh		206.3	181.6	149.1	123.8	61.0	47.8	42.7	812.30
84	Padmashree Dr. D.Y. Patil Vidyapeeth	Mumbai	Pvt.	50	8	Maharashtra		202.9	178.4	149.1	128.7	59.0	49.7	43.4	811.16
85	Karpagam Academy of Higher Education	Coimbatore	Pvt.	51	17	Tamil Nadu		203.2	178.4	149.1	122.6	61.1	53.4	42.7	810.48
86	North Eastern Regional Institute of Science & Technology	Itanagar	Govt.		1	Arunachal Pradesh		202.9	181.6	149.1	122.8	60.0	52.2	41.5	810.02
87	The LNM Institute of Information Technology	Jaipur	Pvt.	52	3	Rajasthan		202.9	181.6	148.5	123.8	62.2	47.2	42.8	808.96
88	Dayalbagh Educational Institute	Agra	Pvt.	53	2	Uttar Pradesh		204.3	178.4	148.5	122.6	62.9	50.2	41.6	808.48

*Page 6

*Page 6

IIRF-2023 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
89	Hindustan Institute of Technology & Science	Chennai	Pvt.	54	18	Tamil Nadu		204.3	178.4	148.5	123.3	60.1	51.9	41.0	**807.55**
90	Lingaya's Vidyapeeth	Faridabad	Pvt.	55	3	Haryana		210.8	176.9	148.5	120.2	64.1	50.6	35.4	**806.31**
91	Krishna Vishwa Vidyapeeth	Karad	Pvt.	56	9	Maharashtra		206.3	181.6	148.5	122.6	54.6	48.8	43.0	**805.43**
92	Karunya Institute of Technology and Sciences	Coimbatore	Pvt.	57	19	Tamil Nadu		206.3	181.6	148.5	124.1	56.2	46.1	42.6	**805.35**
93	Jaypee Institute of Information Technology	Noida	Pvt.	58	3	Uttar Pradesh		208.4	181.6	148.5	123.8	56.1	45.4	41.3	**805.06**
94	Kerala Kalamandalam, Vallathol Nagar	Thrissur	Public		2	Kerala		213.2	168.4	148.5	121.4	61.0	48.6	42.8	**803.79**
95	BLDE - Bijapur	Bijapur	Pvt.	59	8	Karnataka		213.9	162.7	147.9	124.5	55.6	53.3	43.8	**801.69**
96	Vinayaka Mission's Research Foundation	Ariyanoor	Pvt.	60	20	Tamil Nadu		204.3	166.5	147.9	126.0	58.2	52.2	43.5	**798.58**
97	Sri Balaji Vidyapeeth	Pillaiyarkuppam	Pvt.	61	1	Puducherry		206.3	162.7	147.9	125.0	60.9	50.9	43.4	**797.14**
98	St. Peter's Institute of Higher Education and Research	Chennai	Pvt.	62	21	Tamil Nadu		209.7	166.2	147.7	123.3	57.6	49.6	42.0	**796.14**
99	Sri Devraj Urs Academy of Higher Education and Research	Kolar	Pvt.	63	9	Karnataka		202.9	162.7	147.4	123.1	61.8	53.9	43.4	**795.15**
100	MGM Institute of Health Sciences	Navi Mumbai	Pvt.	64	10	Maharashtra		206.3	165.9	147.4	123.3	57.1	50.8	43.4	**794.13**
101	Shobhit Institute of Engineering & Technology	Meerut	Pvt.	65	4	Uttar Pradesh		209.1	165.9	146.8	124.3	57.0	47.0	41.7	**791.74**
102	IIS, Gurukul Marg	Jaipur	Pvt.	66	4	Rajasthan		203.2	166.5	146.8	126.0	57.7	48.8	42.6	**791.57**

*Page 6

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for B.Tech, M.Tech and other Research Programs	City	State	State rank	All India Pvt. Rank
1	Indian Institute of Science (IISc)	Bangalore	Karnataka	1	
2	Homi Bhabha National Institute	Mumbai	Maharashtra	1	
3	Indian Agricultural Research Institute, Pusa	New Delhi	Delhi	1	
4	Institute of Chemical Technology	Mumbai	Maharashtra	2	
5	Defence Institute of Advanced Technology	Pune	Maharashtra	3	
6	Birla Institute of Technology & Science	Pilani	Rajasthan	1	1
7	National Institute of Food Technology Entrepreneurship & Management (NIFTEM)	Sonepat	Haryana	1	
8	Manipal Academy of Higher Education	Manipal	Karnataka	2	2
9	Vellore Institute of Technology	Vellore	Tamil Nadu	1	3
10	Punjab Engineering College	Chandigarh	Punjab	1	
11	Thapar Institute of Engineering & Technology	Patiala	Punjab	2	4
12	Birla Institute of Technology (BIT)	Mesra	Jharkhand	1	5
13	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1	6
14	ICFAI Foundation for Higher Education	Hyderabad	Telangana	1	7
15	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	2	8
16	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	3	9
17	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	4	10
18	Symbiosis International	Pune	Maharashtra	4	11
19	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	2	12
20	Bharati Vidyapeeth	Pune	Maharashtra	5	13
21	Jamia Hamdard	New Delhi	Delhi	2	14
22	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	5	15

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for B.Tech, M.Tech and other Research Programs	City	State	State rank	All India Pvt. Rank
23	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh	1	16
24	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	Tamil Nadu	6	17
25	Graphic Era	Dehradun	Uttarakhand	1	18
26	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	2	
27	Banasthali Vidyapith	Banasthali	Rajasthan	3	19
28	Sant Longowal Institute of Engineering and Technology (SLIET)	Sangur	Punjab	3	
29	International Institute of Information Technology (BLR)	Bangalore	Karnataka	3	20
30	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	7	21
31	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	Thanjavur	Tamil Nadu	8	22
32	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	Uttar Pradesh	1	23
33	Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra	6	24
34	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	Tamil Nadu	9	25
35	JAIN	Bangalore	Karnataka	4	26
36	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	10	27
37	International Institute of Information Technology (HYD)	Hyderabad	Telangana	2	28
38	Karpagam Academy of Higher Education	Coimbatore	Tamil Nadu	11	20
39	Christ, Hosur Road	Bangalore	Karnataka	5	30
40	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	12	31
41	Gandhi Institute of Technology and Management (GITAM)	Visakhapatnam	Andhra Pradesh	2	32

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for B.Tech, M.Tech and other Research Programs	City	State	State rank	All India Pvt. Rank
42	Kalasalingam Academy of Research and Education	Virudhunagar	Tamil Nadu	13	33
43	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana	2	34
44	Jaypee Institute of Information Technology	Noida	Uttar Pradesh	2	35
45	Lingaya's Vidyapeeth	Faridabad	Haryana	3	36
46	Hindustan Institute of Technology and Science (HITS)	Chennai	Tamil Nadu	14	37
47	Institute of Advanced Studies in Education	Churu	Rajasthan	4	
48	Vignan's Foundation for Science, Technology and Research	Guntur	Andhra Pradesh	3	38
49	The LNM Institute of Information Technology	Jaipur	Rajasthan	5	39
50	Vel's Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	Tamil Nadu	15	40
51	Sri Chandrasekarendra Saraswathi Viswa Maha Vidyalaya	Kancheepuram	Tamil Nadu	16	41
52	Karunya Institute of Technology and Sciences	Coimbatore	Tamil Nadu	17	42
53	St. Peter's Institute of Higher Education and Research	Chennai	Tamil Nadu	18	43
54	North Eastern Regional Institute of Science & Technology	Itanagar	Arunachal Pradesh	1	
55	Dayalbagh Educational Institute	Agra	Uttar Pradesh	3	44
56	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	19	45
57	Gandhigram Rural Institute	Gandhigram	Tamil Nadu	20	
58	Shobhit Institute of Engineering & Technology	Meerut	Uttar Pradesh	4	46
59	Gurukula Kangri	Haridwar	Uttarakhand	2	

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for Medicine and Allied Courses	City	State	State Rank
1	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	1
2	Institute of Liver and Biliary Sciences, ILBS	New Delhi	Delhi	1
3	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	2
4	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1
5	Jamia Hamdard	New Delhi	Delhi	2
6	JSS Academy of Higher Education & Research	Mysuru	Karnataka	1
7	Dr. D.Y. Patil Vidyapeeth	Pune	Maharashtra	1
8	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	Haryana	1
9	Bharati Vidyapeeth	Pune	Maharashtra	2
10	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	3
11	Datta Meghe Institute of Medical Sciences	Wardha	Maharashtra	3
12	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu	4
13	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	5
14	Krishna Vishwa Vidyapeeth	Karad	Maharashtra	4
15	Padmashree Dr. D.Y. Patil Vidyapeeth	Mumbai	Maharashtra	5
16	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	6
17	Manipal Academy of Higher Education	Manipal	Karnataka	2
18	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	7
19	Pravara Institute of Medical Sciences	Ahmednagar	Maharashtra	6
20	D.Y. Patil Educational Society	Kolhapur	Maharashtra	7
21	KLE Academy of Higher Education and Research	Belgaum	Karnataka	3
22	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	8
23	NITTE	Mangaluru	Karnataka	4
24	MGM Institute of Health Sciences	Navi Mumbai	Maharashtra	8
25	Sri Devraj Urs Academy of Higher Education and Research	Kolar	Karnataka	5
26	Sri Balaji Vidyapeeth	Pillaiyarkuppam	Puducherry	1
27	BLDE Bijapur	Bijapur	Karnataka	6

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for Arts, Science, Research and Humanities	All India Pvt. Rank	City	State	State Rank	Status
1	Tata Institute of Social Sciences, TISS		Mumbai	Maharashtra	1	Govt.
2	Indira Gandhi Institute of Development Research		Mumbai	Maharashtra	2	Govt.
3	Jawaharlal Nehru Centre for Advanced Scientific Research		Bengaluru	Karnataka	1	Govt.
4	National University of Educational Planning and Administration		New Delhi	Delhi	1	Govt.
5	International Institute for Population Sciences		Mumbai	Maharashtra	3	Govt.
6	National Brain Research Centre		Gurugram	Haryana	1	Govt.
7	Jamia Hamdard	1	New Delhi	Delhi	2	Pvt.
8	ICAR-National Dairy Research Institute		Karnal	Haryana	2	Govt.
9	Amrita Vishwa Vidyapeetham	2	Coimbatore	Tamil Nadu	1	Pvt.
10	Indian Law Institute		New Delhi	Delhi	3	Govt.
11	Indian Veterinary Research Institute		Izatnagar	Uttar Pradesh	1	Govt.
12	TERI School of Advanced Studies	3	New Delhi	Delhi	4	Pvt.
13	National Museum Institute of History of Art, Conservation and Musicology		New Delhi	Delhi	5	Govt.
14	Siksha 'O' Anusandhan	4	Bhebaneswar	Odisha	1	Pvt.
15	Bharath Institute of Higher Education & Research	5	Chennai	Tamil Nadu	2	Pvt.
16	Bharati Vidyapeeth	6	Pune	Maharashtra	4	Pvt.
17	ICFAI Foundation for Higher Education	7	Hyderabad	Telangana	1	Pvt.
18	Sant Longowal Institute of Engineering and Technology, SLIET		Sangur	Punjab	1	Govt.
19	Central Institute of Fisheries Education		Mumbai	Maharashtra	5	Govt.
20	Manipal Academy of Higher Education	8	Manipal	Karnataka	2	Pvt.
21	Kalinga Institute of Industrial Technology	9	Bhubaneswar	Odisha	2	Pvt.
22	Tata Institute of Fundamental Research		Mumbai	Maharashtra	6	Govt.
23	Banasthali Vidyapith	10	Banasthali	Rajasthan	1	Pvt.
24	Forest Research Institute		Dehradun	Uttarakhand	1	Govt.

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for Arts, Science, Research and Humanities	All India Pvt. Rank	City	State	State Rank	Status
25	Narsee Monjee Institute of Management Studies, NMIMS	11	Mumbai	Maharashtra	7	Pvt.
26	Deccan College of Post-Graduate & Research Institute		Pune	Maharashtra	8	Govt.
27	Shanmugha Arts, Science, Technology and Research Academy, SASTRA	12	Thanjavur	Tamil Nadu	3	Pvt.
28	Meenakshi Academy of Higher Education and Research, MAHER	13	Chennai	Tamil Nadu	4	Pvt.
29	Symbiosis International	14	Pune	Maharashtra	9	Pvt.
30	Dr. M.G.R Educational and Research Institute	15	Chennai	Tamil Nadu	5	Pvt.
31	Sri Sathya Sai Institute of Higher Learning	16	Anantapur	Andhra Pradesh	1	Pvt.
32	S.R.M. Institute of Sciences and Technology	17	Chennai	Tamil Nadu	6	Pvt.
33	Saveetha Institute of Medical and Technical Sciences	18	Chennai	Tamil Nadu	7	Pvt.
34	Sam Higginbottom University of Agriculture, Technology & Sciences	19	Allahabad	Uttar Pradesh	2	Pvt.
35	Kalasalingam Academy of Research and Education	20	Virudhunagar	Tamil Nadu	8	Pvt.
36	Avinashilingam Institute for Home Science & Higher Education for Women		Coimbatore	Tamil Nadu	9	Public
37	Ramakrishna Mission Vivekananda Educational and Research Institute	21	Howrah	West Bengal	1	Pvt.
38	Christ, Hosur Road	22	Bengaluru	Karnataka	3	Pvt.
39	JAIN	23	Bengaluru	Karnataka	4	Pvt.
40	Janardan Rai Nagar Rajasthan Vidyapeeth		Udaipur	Rajasthan	2	Public
41	Graphic Era	24	Dehradun	Uttarakhand	2	Pvt.
42	Lakshmibai National Institute of Physical Education		Gwalior	Madhya Pradesh	1	Govt.
43	Central Institute of Higher Tibetan Studies		Varanasi	Uttar Pradesh	3	Govt.

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities: (Govt. & Pvt.) Good for Arts, Science, Research and Humanities	All India Pvt. Rank	City	State	State Rank	Status
44	Institute of Advanced Studies in Education		Churu	Rajasthan	3	Govt.
45	Jain Vishva Bharati Institute		Nagaur	Rajasthan	4	Public
46	Gurukula Kangri		Haridwar	Uttarakhand	3	Govt.
47	Tilak Maharashtra Vidyapeeth		Pune	Maharashtra	10	Govt.
48	Gujarat Vidyapith		Ahmedabad	Gujarat	1	Govt.
49	Vel's Institute of Science, Technology & Advanced Studies (VISTAS)	25	Chennai	Tamil Nadu	10	Pvt.
50	Jaypee Institute of Information Technology	26	Noida	Uttar Pradesh	4	Pvt.
51	Manav Rachna International Institute of Research & Studies	27	Faridabad	Haryana	3	Pvt.
52	Sri Chandrasekarendra Saraswathi Viswa Maha Vidyalaya	28	Kancheepuram	Tamil Nadu	11	Pvt.
53	Gandhi Institute of Technology and Management, GITAM	29	Visakhapatnam	Andhra Pradesh	2	Pvt.
54	Karpagam Academy of Higher Education	30	Coimbatore	Tamil Nadu	12	Pvt.
55	Vignan's Foundation for Science, Technology and Research	31	Guntur	Andhra Pradesh	3	Pvt.
56	Gandhigram Rural Institute		Gandhigram	Tamil Nadu	13	Public
57	The LNM Institute of Information Technology	32	Jaipur	Rajasthan	5	Pvt.
58	B.S. Abdur Rahman Crescent Institute of Science and Technology	33	Chennai	Tamil Nadu	14	Pvt.
59	Kerala Kalamandalam, Vallathol Nagar		Thrissur	Kerala	1	Public
60	North Eastern Regional Institute of Science & Technology		Itanagar	Arunachal Pradesh	1	Govt.
61	Dayalbagh Educational Institute	34	Agra	Uttar Pradesh	5	Pvt.
62	Vinayaka Mission's Research Foundation	35	Ariyanoor	Tamil Nadu	15	Pvt.
63	St. Peter's Institute of Higher Education and Research	36	Chennai	Tamil Nadu	16	Pvt.
64	IIS, Gurukul Marg	37	Jaipur	Rajasthan	6	Pvt.

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities (Govt.)	City	State	Status
1	Indian Institute of Science (IISc)	Bangalore	Karnataka	Govt.
2	Homi Bhabha National Institute	Mumbai	Maharashtra	Govt.
3	Indian Agricultural Research Institute, Pusa	New Delhi	Delhi	Govt.
4	Institute of Chemical Technology	Mumbai	Maharashtra	Govt.
5	Tata Institute of Social Sciences (TISS)	Mumbai	Maharashtra	Govt.
6	Jawaharlal Nehru Centre for Advanced Scientific Research	Bangalore	Karnataka	Govt.
7	Indian Institute of Space Science and Technology	Thiruvananthapuram	Kerala	Govt.
8	ICAR-National Dairy Research Institute	Karnal	Haryana	Govt.
9	National Brain Research Centre	Gurugram	Haryana	Govt.
10	National Institute of Food Technology Entrepreneurship & Management (NIFTEM)	Sonipat	Haryana	Govt.

All India Rank* (Based on Survey & Secondary Research)	Deemed Universities (Pvt.)	City	State	State Rank
1	Birla Institute of Technology & Science	Pilani	Rajasthan	1
2	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	1
3	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1
4	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	2
5	Jamia Hamdard	New Delhi	Delhi	1
6	Vellore Institute of Technology	Vellore	Tamil Nadu	3
7	ICFAI Foundation for Higher Education	Hyderabad	Telangana	1
8	Manipal Academy of Higher Education	Manipal	Karnataka	1
9	Thapar Institute of Engineering & Technology	Patiala	Punjab	1
10	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	4

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
1	DA-IICT University	Gandhinagar	Gujarat	1	West	1		236.48	214.26	199.92	163.13	72.97	61.00	40.67	**988.43**
2	Ashoka University	Sonipat	Haryana	1	North	1		239.22	217.71	198.78	163.13	69.97	61.00	38.38	**988.20**
3	Nirma University	Ahmedabad	Gujarat	2	West	2		239.90	216.77	199.06	158.52	72.97	61.86	38.96	**988.05**
4	Shiv Nadar University	Dadri	Uttar Pradesh	1	North	2		239.90	210.49	199.06	165.08	72.77	61.00	38.96	**987.26**
5	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1		238.19	219.91	198.78	157.07	72.97	61.00	39.07	**986.99**
6	Azim Premji University	Bengaluru	Karnataka	2	South	2		238.53	218.66	198.49	163.38	67.97	57.58	39.53	**984.13**
7	AMITY University	Noida	Uttar Pradesh	2	North	3		237.85	217.40	197.35	158.28	70.97	59.98	38.73	**980.55**
8	REVA University	Bengaluru	Karnataka	3	South	3		239.90	214.89	196.49	157.79	69.97	61.00	39.41	**979.47**
9	Chitkara University	Patiala	Punjab	1	North	4		233.05	219.91	196.49	163.38	69.27	57.58	39.53	**979.21**
10	Dayananda Sagar University	Bengaluru	Karnataka	4	South	4		239.90	215.83	194.21	158.77	69.97	60.32	39.98	**978.98**
11	Sri Sri University	Bhubaneswar	Odisha	1	East	1		243.33	213.63	194.21	152.21	72.37	62.20	39.58	**977.54**
12	O.P. Jindal Global University	Sonipat	Haryana	2	North	5		231.34	219.91	194.21	160.22	71.37	59.98	40.10	**977.12**
13	Shoolini University	Solan	Himachal Pradesh	1	North	6		233.05	212.06	193.64	160.95	75.87	61.00	40.27	**976.84**
14	JSS Science and Technology University	Mysuru	Karnataka	5	South	5		241.27	214.89	193.07	150.51	76.27	58.86	40.84	**975.71**
15	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	3	West	3		237.50	218.66	193.07	153.18	71.97	60.83	40.10	**975.31**
16	Ahmedabad University	Ahmedabad	Gujarat	4	West	4		233.74	216.77	192.78	158.77	71.67	59.20	39.87	**972.80**
17	Sikkim Manipal University	Sikkim	Sikkim	1	North East	1		239.22	218.34	191.92	155.37	71.97	59.55	35.99	**972.35**
17	Apeejay Stya University	Sohna	Haryana	3	North	7		240.59	219.91	191.35	152.94	70.97	58.20	38.38	**972.35**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
18	Ganpat University	Mehsana	Gujarat	5	West	5		239.90	218.03	190.21	154.64	70.97	58.78	39.53	**972.05**
19	PES University	Bengaluru	Karnataka	6	South	6		236.13	220.54	190.21	157.79	72.87	55.69	38.27	**971.51**
20	ICFAI University	Dehradun	Uttarakhand	1	North	8		237.85	214.89	190.21	153.42	76.37	58.43	39.18	**970.35**
20	BML Munjal University	Gurugram	Haryana	4	North	8		241.27	218.66	190.21	145.66	71.97	62.38	40.21	**970.35**
21	AMITY University	Jaipur	Rajasthan	1	North	9		232.71	214.26	189.35	161.68	71.97	59.63	38.61	**968.21**
22	ADAMAS University	Kolkata	West Bengal	1	East	2		240.25	218.34	189.21	146.14	71.97	58.78	40.10	**964.79**
23	Chandigarh University	Mohali	Punjab	2	North	10		242.99	210.49	189.07	153.42	69.77	58.69	39.24	**963.67**
24	Presidency University	Bengaluru	Karnataka	7	South	7		242.99	207.97	188.78	148.57	69.87	58.86	41.35	**958.40**
25	Lovely Professional University	Phagwara	Punjab	3	North	11		240.59	207.97	187.35	155.85	69.37	58.43	38.73	**958.30**
26	M.S. Ramaiah University of Applied Sciences	Bengaluru	Karnataka	8	South	8		243.33	224.62	186.50	155.37	59.98	48.84	37.42	**956.05**
27	AMITY University	Gurugram	Haryana	5	North	12		232.02	208.60	186.50	160.22	69.97	59.12	39.41	**955.85**
27	Flame University	Pune	Maharashtra	1	West	6		229.97	216.14	187.07	153.55	70.87	58.26	39.98	**955.84**
28	University of Petroleum and Energy Studies - UPES	Dehradun	Uttarakhand	2	North	13		239.56	212.06	185.64	150.75	69.87	58.78	38.04	**954.70**
29	SRM University	Sonipat	Haryana	6	North	14		229.62	216.14	187.07	152.94	68.97	58.26	41.13	**954.13**
30	LNCT University	Bhopal	Madhya Pradesh	1	Central	1		241.27	215.51	185.07	143.71	70.97	58.78	38.50	**953.82**
31	NIIT University - NU	Neemrana	Rajasthan	2	North	15		235.45	211.12	184.78	155.61	69.87	58.35	38.27	**953.45**
32	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	16		214.54	219.91	184.50	169.93	64.97	59.98	39.41	**953.25**
33	ICFAI University	Jaipur	Rajasthan	3	North	17		232.71	203.58	184.50	159.49	69.47	63.15	39.58	**952.48**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
34	XIM University	Bhubaneswar	Odisha	2	East	3		239.56	210.49	184.50	152.94	67.97	56.89	39.98	**952.33**
34	CMR University	Bengaluru	Karnataka	9	South	9		230.99	213.63	184.50	157.31	70.17	57.45	38.27	**952.32**
35	MIT Art, Design & Technology University	Pune	Maharashtra	2	West	7		233.05	214.89	183.64	150.75	69.37	59.46	38.84	**950.01**
36	Sharda University	Greater Noida	Uttar Pradesh	3	North	18		235.79	219.91	183.64	144.93	69.27	57.06	38.33	**948.93**
37	Integral University	Lucknow	Uttar Pradesh	4	North	19		236.48	210.49	183.64	150.03	69.37	59.20	38.44	**947.65**
38	Oriental University	Indore	Madhya Pradesh	2	Central	2		241.27	213.63	183.64	145.66	69.27	57.06	36.84	**947.38**
39	Sangam University	Bhilwara	Rajasthan	4	North	20		234.80	215.20	183.64	150.03	68.97	54.84	39.41	**946.88**
40	Jagran Lakecity University	Bhopal	Madhya Pradesh	3	Central	3		232.36	207.35	183.36	162.89	64.47	57.41	38.84	**946.68**
41	William Carey University	Shillong	Meghalaya	1	North East	2		236.48	211.74	183.36	141.77	73.17	59.46	39.98	**945.96**
41	The Institute of Chartered Financial Analysts of India University	Gangtok	Sikkim	2	North East	2		234.08	204.20	183.16	154.40	69.37	60.83	39.93	**945.96**
42	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	Jabalpur	Madhya Pradesh	4	Central	4		233.05	207.35	183.07	152.21	70.37	60.92	38.90	**945.86**
43	Pandit Deendayal Energy University	Gandhinagar	Gujarat	6	West	8		239.90	201.06	183.07	148.08	74.57	60.75	38.33	**945.76**
44	Martin Luther Christian University	Shillong	Meghalaya	2	North East	3		233.05	207.35	183.07	154.64	69.47	57.41	39.41	**944.39**
45	ITM University	Gwalior	Madhya Pradesh	5	Central	5		236.48	219.91	182.50	140.80	68.77	56.29	39.41	**944.17**
46	Bennett University	Greater Noida	Uttar Pradesh	5	North	21		232.71	210.17	182.21	150.51	69.97	59.12	39.13	**943.82**
47	Mewar University	Chittorgarh	Rajasthan	5	North	22		233.05	216.14	181.93	146.14	68.97	58.78	38.73	**943.74**
48	Chitkara University	Solan	Himachal Pradesh	3	North	23		239.56	207.35	181.64	142.74	73.17	59.38	39.41	**943.25**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
49	The NorthCap University	Gurugram	Haryana	7	North	24		235.11	214.26	181.64	152.45	66.77	56.38	35.99	**942.59**
50	Himgiri Zee University	Dehradun	Uttarakhand	3	North	25		237.50	209.86	181.64	145.17	69.77	58.61	39.41	**941.97**
51	Uttaranchal University	Dehradun	Uttarakhand	4	North	26		232.71	204.20	181.36	154.88	67.27	59.89	38.27	**938.58**
52	MATS University	Raipur	Chhattisgarh	1	Central	6		233.74	206.72	180.78	151.73	69.07	57.75	38.10	**937.88**
53	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	6	North	27		229.62	208.92	180.78	153.42	67.27	58.95	38.44	**937.41**
54	Sir Padampat Singhania University	Udaipur	Rajasthan	7	North	28		233.05	207.35	180.78	167.26	66.97	49.61	32.10	**937.13**
55	Dev Sanskriti Vishwavidyalaya	Haridwar	Uttarakhand	5	North	29		241.27	201.06	180.50	145.41	71.97	56.98	39.47	**936.67**
56	Navrachana University	Vadodara	Gujarat	7	West	9		227.57	211.74	180.21	152.94	68.37	56.03	38.27	**935.14**
57	Manav Bharti University	Solan	Himachal Pradesh	4	North	30		229.62	208.92	180.21	150.03	68.97	58.18	37.47	**933.40**
58	GLA University	Mathura	Uttar Pradesh	6	North	31		233.05	204.20	178.79	160.95	62.97	55.78	37.13	**932.87**
59	Alliance University	Bengaluru	Karnataka	10	South	10		236.48	214.89	178.50	134.25	72.37	55.69	39.64	**931.81**
59	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	7	North	32		234.35	207.35	178.50	143.71	71.50	56.98	39.41	**931.80**
60	G.D. Goenka University	Gurugram	Haryana	8	North	33		233.05	213.63	177.93	142.50	66.97	57.92	39.07	**931.07**
61	Galgotias University	Greater Noida	Uttar Pradesh	8	North	34		239.90	213.63	177.07	133.03	68.47	58.52	37.70	**928.33**
62	Brainware University	Kolkata	West Bengal	2	East	4		229.62	213.63	180.93	147.51	65.97	56.55	33.70	**927.91**
63	Arni University	Tenda	Himachal Pradesh	5	North	35		233.05	207.35	177.07	151.24	64.97	55.61	37.81	**927.10**
64	Assam Don Bosco University	Guwahati	Assam	1	North East	4		234.42	210.49	177.93	149.30	64.97	51.07	37.98	**926.16**
65	Techno Global University	Shillong	Meghalaya	3	North East	5		234.42	199.49	177.93	150.51	68.07	56.89	37.13	**924.44**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
66	Babu Banarasi Das University	Lucknow	Uttar Pradesh	9	North	36		238.53	201.06	178.04	137.89	67.47	59.03	39.87	**921.90**
67	AMITY University	Mumbai	Maharashtra	3	West	10		241.96	200.43	177.93	140.80	63.97	54.84	38.96	**918.89**
68	University of Science & Technology	Ro-Bhoi	Meghalaya	4	North East	6		224.48	204.83	177.64	146.14	68.27	57.41	39.41	**918.19**
69	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	8	North	37		224.82	219.91	177.64	133.03	69.37	53.98	38.12	**916.88**
70	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	6	Central	7		227.57	210.49	177.36	136.67	66.97	59.12	37.70	**915.88**
71	Suresh Gyan Vihar University	Jaipur	Rajasthan	9	North	38		236.48	207.35	176.79	135.95	65.97	55.69	35.99	**914.21**
72	J. K. Lakshmipat University	Jaipur	Rajasthan	10	North	39		229.62	197.92	176.22	145.66	65.97	58.69	38.44	**912.52**
73	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	9	North	40		229.62	197.92	176.22	145.66	65.97	58.69	37.13	**911.21**
74	Mody University of Science and Technology, Lakshmangarh	Sikar	Rajasthan	11	North	41		224.14	206.40	176.22	145.66	59.98	58.43	39.41	**910.24**
75	Manav Rachna University	Faridabad	Haryana	10	North	42		229.62	210.49	176.22	134.49	65.67	53.21	39.07	**908.76**
76	Invertis University	Bareilly	Uttar Pradesh	10	North	43		222.77	197.92	175.93	141.77	73.37	59.12	37.13	**908.01**
77	Assam Down Town University	Guwahati	Assam	2	North East	7		226.88	201.69	175.64	140.80	65.37	57.32	37.70	**905.41**
78	Kalinga University	Raipur	Chhattisgarh	2	Central	8		214.20	197.92	175.64	150.51	67.47	59.55	38.27	**903.57**
79	Poornima University	Jaipur	Rajasthan	12	North	44		235.79	214.26	175.07	134.49	55.98	51.41	34.27	**901.27**
80	Parul University	Vadodara	Gujarat	8	West	11		235.79	197.92	175.07	134.00	65.77	52.09	38.50	**899.15**
81	Manipal University	Jaipur	Rajasthan	13	North	45		237.16	194.78	173.93	141.04	59.98	54.84	37.13	**898.85**
82	AKS University	Satna	Madhya Pradesh	7	Central	9		221.40	197.92	173.07	142.01	66.77	56.81	37.98	**895.97**
83	Rayat Bahra University	Mohali	Punjab	4	North	46		224.82	202.95	173.36	141.29	65.97	50.29	36.56	**895.24**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
84	ICFAI University	Baddi	Himachal Pradesh	6	North	47		213.86	212.37	173.36	142.26	64.57	53.29	33.99	**893.70**
85	K.R. Mangalam University	Sohna	Haryana	11	North	48		233.05	199.18	173.36	140.56	59.08	48.67	38.44	**892.33**
86	AURO University (Surat)	Surat	Gujarat	9	West	12		232.36	203.58	173.07	136.43	60.38	50.55	35.41	**891.79**
87	University of Patanjali	Haridwar	Uttarakhand	6	North	49		233.05	195.41	173.07	137.64	63.97	50.55	37.70	**891.40**
88	IIHMR University	Jaipur	Rajasthan	14	North	50		215.91	207.97	173.07	132.30	65.97	57.41	37.70	**890.34**
88	ICFAI University	Raipur	Chhattisgarh	3	Central	10		222.77	191.64	172.22	136.63	69.97	58.26	38.84	**890.32**
89	The Indira Gandhi Technological & Medical Sciences University	Ziro	Arunachal Pradesh	1	North East	8		223.45	201.06	171.65	136.19	66.87	53.21	36.73	**889.16**
90	Rabindranath Tagore University (Formerly AISECT University)	Raisen	Madhya Pradesh	8	Central	11		220.71	197.29	171.65	145.66	62.87	51.49	37.64	**887.32**
91	Centurion University of Technology and Management	Paralakhemundi	Odisha	3	East	5		205.63	207.03	171.65	145.66	66.77	51.84	37.64	**886.22**
92	Raffles University	Neemrana	Rajasthan	15	North	51		220.71	199.18	171.07	140.56	60.98	54.84	37.70	**885.03**
93	People's University	Bhopal	Madhya Pradesh	9	Central	12		217.28	193.21	170.50	140.80	63.97	59.12	39.07	**883.96**
94	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	10	Central	13		220.03	197.92	172.79	133.28	63.37	58.43	37.13	**882.95**
95	VIT Bhopal	Bhopal	Madhya Pradesh	11	Central	14		228.25	201.06	171.07	134.49	56.88	52.18	37.07	**881.00**
96	Guru Kashi University	Talwandi Sabo	Punjab	5	North	52		222.08	194.78	171.65	129.15	65.77	57.06	37.70	**878.19**
97	Geetanjali University	Udaipur	Rajasthan	16	North	53		207.69	196.04	172.22	142.01	64.87	55.95	38.27	**877.05**
98	MVN University	Palwal	Haryana	12	North	54		226.20	191.64	172.22	135.95	63.87	48.84	38.10	**876.81**
99	Graphic Era Hill University	Dehradun	Uttarakhand	7	North	55		218.66	199.81	172.22	143.47	57.68	47.98	36.79	**876.59**
100	Techno India University	Kolkata	West Bengal	3	East	6		213.51	194.78	172.22	136.92	65.37	53.98	39.41	**876.19**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
101	Adesh University	Bhatinda	Punjab	6	North	56		218.66	201.06	172.50	134.00	58.38	54.32	35.99	**874.91**
102	Mahatma Gandhi University	Ri-Bhoi	Meghalaya	5	North East	9		227.57	186.61	173.07	141.29	58.08	49.69	38.27	**874.58**
103	Sushant University	Gurugram	Haryana	13	North	57		215.91	200.43	171.07	138.37	58.98	49.69	39.64	**874.11**
104	Noida International University	Noida	Uttar Pradesh	11	North	58		218.66	201.69	172.22	133.28	58.48	49.95	38.84	**873.11**
105	Monad University	Pilkhua	Uttar Pradesh	12	North	59		222.08	194.78	169.36	136.19	59.68	50.89	39.07	**872.05**
105	The Assam Kaziranga University	Jorhat	Assam	3	North East	10		224.14	201.06	169.36	133.28	56.98	50.10	37.13	**872.04**
106	Bahra University	Solan	Himachal Pradesh	7	North	60		210.77	193.21	169.36	139.10	67.97	53.12	37.70	**871.24**
107	Bhagwant University	Ajmer	Rajasthan	17	North	61		209.06	203.58	169.36	143.96	59.58	47.12	37.47	**870.12**
108	Mohammad Ali Jauhar University	Rampur	Uttar Pradesh	13	North	62		220.71	194.78	169.36	138.37	60.88	49.09	35.99	**869.18**
109	Indus International University	Una	Himachal Pradesh	8	North	63		217.28	201.06	167.65	136.43	58.28	50.47	37.36	**868.52**
110	Techno Global University	Vidisha	Madhya Pradesh	12	Central	15		220.71	194.78	167.65	138.37	60.58	48.15	37.13	**867.37**
110	Usha Martin University	Ranchi	Jharkhand	1	East	7		217.28	201.38	167.65	136.43	58.00	50.55	36.07	**867.35**
111	Mangalayatan University	Aligarh	Uttar Pradesh	14	North	64		217.28	201.06	167.65	136.43	58.28	50.55	35.99	**867.24**
112	Jaypee University	Bulandshahar	Uttar Pradesh	15	North	65		212.83	182.21	167.08	138.13	70.27	56.03	40.16	**866.71**
113	Institute of Advanced Research	Gandhinagar	Gujarat	10	West	13		212.49	194.78	167.08	139.34	62.77	52.01	37.53	**866.00**
114	JECRC University	Jaipur	Rajasthan	18	North	66		214.89	197.29	167.08	136.67	56.58	53.98	37.76	**864.24**
115	Indus University	Ahmedabad	Gujarat	11	West	14		217.63	189.75	166.50	130.60	65.07	56.46	36.56	**862.58**
116	Garden City University	Bengaluru	Karnataka	11	South	11		214.54	191.01	166.50	140.80	58.98	50.55	38.84	**861.23**
117	Swami Vivekanand University	Sagar	Madhya Pradesh	13	Central	16		218.31	192.27	166.50	138.37	59.98	47.98	37.13	**860.54**
118	Sri Guru Granth Sahib World University	Chandigarh	Punjab	7	North	67		208.03	199.18	166.50	134.49	58.98	48.84	39.41	**855.43**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
119	IEC University	Baddi	Himachal Pradesh	9	North	68		213.86	186.61	166.50	133.52	61.98	52.26	36.44	**851.17**
120	Shri Ramswaroop Memorial University	Barabanki	Uttar Pradesh	16	North	69		214.89	188.50	166.50	135.95	55.98	49.27	37.70	**848.77**
121	Swami Vivekanand Subharti University	Meerut	Uttar Pradesh	17	North	70		213.51	188.50	166.50	129.15	61.78	50.29	36.84	**846.58**
122	Maharaja Agrasen University	Solan	Himachal Pradesh	10	North	71		213.51	188.50	166.50	133.03	61.48	46.35	36.33	**845.70**
123	TeamLease Skills University	Vadodara	Gujarat	12	West	15		216.94	191.64	166.50	125.75	60.58	49.18	33.93	**844.52**
124	O.P. Jindal University	Raigarh	Chhattisgarh	4	Central	17		210.77	184.73	165.93	126.96	63.77	53.12	39.01	**844.31**
125	Desh Bhagat University	Mandi Gobindgarh	Punjab	8	North	72		212.14	187.87	165.08	134.25	58.68	47.47	37.07	**842.55**
126	Rai University	Ahmedabad	Gujarat	13	West	16		210.09	187.87	163.65	124.92	61.58	54.84	38.61	**841.55**
126	North East Frontier Technical University	West Siang	Arunachal Pradesh	2	North East	11		214.20	188.50	164.51	120.89	63.37	55.52	34.56	**841.55**
127	Apex Professional University	East Siang	Arunachal Pradesh	3	North East	12		210.43	187.87	164.22	129.88	57.78	50.12	37.13	**837.42**
128	Himalayan University	Itanagar	Arunachal Pradesh	4	North East	13		208.03	189.75	163.65	131.58	56.78	49.78	37.30	**836.87**
129	Maharishi University of Information Technology	Lucknow	Uttar Pradesh	18	North	73		210.09	188.50	163.65	125.75	53.18	56.21	37.93	**835.29**
130	Medi-Caps University	Indore	Madhya Pradesh	14	Central	18		208.03	189.75	161.94	131.58	59.28	49.18	35.01	**834.77**
131	JIS University	Agarpara	West Bengal	4	East	8		210.09	179.07	161.65	130.85	62.18	53.12	37.07	**834.02**
132	ITM University	Raipur	Chhattisgarh	5	Central	19		208.03	191.64	161.65	130.60	55.08	50.55	34.73	**832.28**
133	CT University	Patiala	Punjab	9	North	74		210.77	189.12	161.65	125.99	57.88	50.89	35.47	**831.78**
134	Ajeenkya D Y Patil University	Pune	Maharashtra	4	West	17		208.03	191.64	161.65	121.38	62.38	48.84	36.56	**830.47**
135	Arunachal University of Studies	Namsai	Arunachal Pradesh	5	North East	14		206.66	188.50	163.08	133.76	57.58	45.75	34.27	**829.60**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
136	Alakh Prakash Goyal Shimla University	Shimla	Himachal Pradesh	11	North	75		210.77	182.21	162.79	130.60	58.98	47.98	36.10	**829.44**
137	IMS Unison University	Dehradun	Uttarakhand	8	North	76		208.03	187.87	162.79	134.00	58.98	43.61	33.93	**829.21**
138	Sri Sai University	Palampur	Himachal Pradesh	12	North	77		206.66	187.87	162.79	127.21	58.18	50.12	36.21	**829.04**
139	Arunodaya University	Itanagar	Arunachal Pradesh	6	North East	15		210.09	191.64	162.79	120.89	62.08	46.87	34.27	**828.63**
140	Seacom Skills University	Birbhum	West Bengal	5	East	9		210.09	187.87	161.65	123.81	60.18	48.84	35.99	**828.41**
141	University of Engineering and Management	Kolkata	West Bengal	6	East	10		210.09	186.61	159.94	123.81	63.07	46.78	36.56	**826.85**
142	University of Engineering and Management	Jaipur	Rajasthan	19	North	78		208.03	189.12	159.94	125.26	54.88	56.55	31.70	**825.48**
142	Sri Satya Sai University of Technology & Medical Sciences	Sehore	Madhya Pradesh	15	Central	20		206.66	187.87	159.94	126.24	55.38	49.99	39.41	**825.48**
143	AMITY University	Raipur	Chhattisgarh	6	Central	21		211.80	182.21	158.79	125.26	59.68	48.49	36.21	**822.46**
144	DAV University	Jalandhar	Punjab	10	North	79		207.35	189.12	158.51	131.82	55.78	45.84	33.93	**822.34**
145	DIT University	Dehradun	Uttarakhand	9	North	80		211.80	182.21	158.79	123.32	54.18	53.98	37.87	**822.16**
146	Baddi University of Emerging Sciences and Technology	Baddi	Himachal Pradesh	13	North	81		215.57	184.73	158.79	120.65	63.37	47.55	30.56	**821.23**
147	Sunrise University	Alwar	Rajasthan	20	North	82		210.09	184.73	157.94	122.11	58.18	50.55	36.21	**819.80**
148	Charotar University of Science & Technology	Anand	Gujarat	14	West	18		208.03	182.21	158.22	122.84	63.27	46.61	38.33	**819.51**
149	C.U. Shah University	Surendranagar	Gujarat	15	West	19		212.83	184.73	158.22	119.68	58.28	51.75	33.87	**819.36**
150	The Assam Royal Global University	Guwahati	Assam	4	North East	16		199.12	189.12	157.37	127.93	60.18	48.32	36.84	**818.89**
151	Eternal University	Sirmour	Himachal Pradesh	14	North	83		214.20	184.73	157.37	122.35	55.58	50.64	33.42	**818.27**
152	Spicer Adventist University	Pune	Maharashtra	5	West	20		213.51	178.44	157.08	125.75	55.78	46.27	38.90	**815.73**

*Page 6

*Page 6

IIRF-2023 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
153	Vivekananda Global University	Jaipur	Rajasthan	21	North	84		192.95	185.35	157.08	133.03	59.18	47.12	37.19	**811.90**
154	P.K. University	Shivpuri	Madhya Pradesh	16	Central	22		203.23	177.19	157.08	130.60	54.18	50.47	38.50	**811.25**
155	Mandsaur University	Mandsaur	Madhya Pradesh	17	Central	23		202.20	184.73	156.51	120.65	62.57	50.81	33.76	**811.23**
156	The Neotia University	Kolkata	West Bengal	7	East	11		212.83	178.44	157.08	131.58	55.48	45.07	29.70	**810.18**
157	Abhilashi University	Chachyot	Himachal Pradesh	15	North	85		200.49	186.93	156.51	118.47	58.68	50.12	36.21	**807.41**
158	Sanskriti University	Mathura	Uttar Pradesh	19	North	86		210.09	172.16	156.51	130.36	58.88	47.98	30.50	**806.48**
159	GNA University	Hargobindgarh	Punjab	11	North	87		197.75	185.98	156.51	120.41	56.18	46.52	36.27	**799.62**
160	GSFC University	Vadodara	Gujarat	16	West	21		197.75	179.07	156.51	119.44	59.68	50.89	34.21	**797.55**
161	ISBM University	Gariyaband	Chhattisgarh	7	Central	24		199.12	176.56	156.51	123.32	60.28	46.70	34.84	**797.32**
162	GLS University	Ahmedabad	Gujarat	17	West	22		199.81	173.42	155.94	123.32	56.78	47.55	38.16	**794.97**
163	Birla Global University	Bhubaneswar	Odisha	4	East	12		194.32	175.93	155.94	129.15	55.08	48.84	34.44	**793.70**
164	Sarvepalli Radhakrishnan University	Bhopal	Madhya Pradesh	18	Central	25		196.38	174.04	155.94	123.56	57.48	50.72	33.93	**792.05**
165	Akal University	Bhatinda	Punjab	12	North	88		197.75	175.93	155.94	120.41	55.18	50.04	36.73	**791.97**
166	Shri Vaishnav Vidyapeeth Vishwavidyalaya	Indore	Madhya Pradesh	19	Central	26		195.69	174.67	155.94	116.77	62.57	50.12	35.64	**791.41**
167	Himalayan Garhwal University	Pauri Garhwal	Uttarakhand	10	North	89		192.95	173.42	155.94	125.51	55.78	48.07	37.81	**789.47**
168	Motherhood University	Haridwar	Uttarakhand	11	North	90		192.95	173.42	155.65	121.87	58.88	49.18	37.13	**789.07**
169	RIMT University	Mandi Gobindgarh	Punjab	13	North	91		192.95	175.30	155.65	121.87	59.68	48.49	32.62	**786.56**
170	Sant Baba Bhag Singh University	Khiala	Punjab	14	North	92		196.38	172.79	155.65	118.47	56.68	50.72	35.70	**786.39**
171	Shri Ramasamy Memorial University	Gangtok	Sikkim	3	North East	17		192.95	179.07	155.65	122.11	51.78	46.61	32.62	**780.79**

*Page 6

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	Zone	Zone Rank
1	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	Gandhinagar	Gujarat	1	West	1
2	Mahindra University	Hyderabad	Telangana	1	South	1
3	Shiv Nadar University	Dadri	Uttar Pradesh	1	North	1
4	JSS Science and Technology University	Mysuru	Karnataka	1	South	2
5	Nirma University	Ahmedabad	Gujarat	2	West	2
6	Dayananda Sagar University	Bangalore	Karnataka	2	South	3
7	Shoolini University	Solan	Himachal Pradesh	1	North	2
8	Chitkara University	Patiala	Punjab	1	North	3
9	PES University	Bangalore	Karnataka	3	South	4
10	REVA University	Bangalore	Karnataka	4	South	5
11	Ahmedabad University	Ahmedabad	Gujarat	3	West	3
12	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	4	West	4
13	AMITY University	Noida	Uttar Pradesh	2	North	4
14	Sri Sri University	Bhubaneswar	Odisha	1	East	1
15	Chandigarh University	Mohali	Punjab	2	North	5
16	NIIT University (NU)	Neemrana	Rajasthan	1	North	6
17	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	7
18	SRM University	Sonipat	Haryana	1	North	8
19	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	5	South	6
20	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
21	Brainware University	Kolkata	West Bengal	1	East	2
22	ICFAI University	Dehradun	Uttarakhand	1	North	9
23	ADAMAS University	Kolkata	West Bengal	2	East	3
24	AMITY University	Jaipur	Rajasthan	2	North	10
25	Presidency University	Bangalore	Karnataka	6	South	7
26	LNCT University	Bhopal	Madhya Pradesh	1	Central	1
27	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2	North	11
28	Lovely Professional University	Phagwara	Punjab	3	North	12
29	Ganpat University	Mehsana	Gujarat	5	West	5
30	Pandit Deendayal Energy University	Gandhinagar	Gujarat	6	West	6
31	G.D. Goenka University	Gurugram	Haryana	2	North	13
32	ICFAI University	Jaipur	Rajasthan	3	North	14
33	Integral University	Lucknow	Uttar Pradesh	3	North	15
34	GLA University	Mathura	Uttar Pradesh	4	North	16
35	BML Munjal University	Gurugram	Haryana	3	North	17
36	MIT Art, Design & Technology University	Pune	Maharashtra	1	West	7
37	AMITY University	Gurugram	Haryana	4	North	18

*Page 6

IIRF-2023 | TOP PRIVATE UNIVERSITY (TECHNICAL)

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	Zone	Zone Rank
38	CMR University	Bangalore	Karnataka	7	South	8
39	Galgotias University	Greater Noida	Uttar Pradesh	5	North	19
40	Sangam University	Bhilwara	Rajasthan	4	North	20
41	Oriental University	Indore	Madhya Pradesh	2	Central	2
42	Mewar University	Udaipur	Rajasthan	5	North	21
43	MATS University	Raipur	Chhattisgarh	1	Central	3
44	Sir Padampat Singhania University	Udaipur	Rajasthan	6	North	22
45	Navrachana University	Vadodara	Gujarat	7	West	8
46	William Carey University	Shillong	Meghalaya	1	North-East	2
47	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	3	Central	4
48	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	7	North	23
49	The NorthCap University	Gurugram	Haryana	5	North	24
50	Mody University of Science and Technology, Lakshmangarh	Lakshmangarh	Rajasthan	8	North	25
51	Babu Banarasi Das University	Lucknow	Uttar Pradesh	6	North	26
52	Himgiri Zee University	Dehradun	Uttarakhand	3	North	27
53	Techno Global University	Shillong	Meghalaya	2	North-East	3
54	Invertis University	Bareilly	Uttar Pradesh	7	North	28

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for Medicines & Allied Courses	City	State	State Rank	Zone	Zone Rank
1	Maharishi Markandeshwar University	Ambala	Haryana	1	North	1
2	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1
3	Adichunchanagiri University	Mandya	Karnataka	2	South	2
4	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	1	North	2
5	NIMS University	Jaipur	Rajasthan	2	North	3
6	Dr. Chandramma Dayananda Sagar Institute of Medical Education and Research	Bengaluru	Karnataka	3	South	3
7	Sharda University	Greater Noida	Uttar Pradesh	1	North	4
8	Maharishi Markandeshwar University	Solan	Himachal Pradesh	1	North	5
9	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	2	North	6
10	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
11	Indira Gandhi Technological and Medical Science University	Ziro	Arunachal Pradesh	1	North-East	2
12	Shri Venkateshwara University	Gajraula	Uttar Pradesh	2	North	7
13	Swami Vivekanand Subharti University	Meerut	Uttar Pradesh	3	North	8
14	D Y Patil University	Navi Mumbai	Maharashtra	1	West	1
15	Integral University	Lucknow	Uttar Pradesh	4	North	9

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for Medicines & Allied Courses	City	State	State Rank	Zone	Zone Rank
16	Jaipur National University	Jaipur	Rajasthan	3	North	10
17	Geetanjali University	Udaipur	Rajasthan	4	North	11
18	Adesh University	Bathinda	Punjab	1	North	12
19	Teerthanker Mahaveer University	Muradabad	Uttar Pradesh	5	North	13
20	Tantia University	Sri Ganganagar	Rajasthan	5	North	14
21	Sri Guru Ram Das University of Health Sciences	Sri Amritsar	Punjab	2	North	15
22	Pacific Medical University	Udaipur	Rajasthan	6	North	16
23	People's University	Bhopal	Madhya Pradesh	1	Central	1
24	Saveetha Amaravati University	Vijayawada	Andhra Pradesh	1	South	4
25	Desh Bhagat University	Mandi Gobindgarh	Punjab	3	North	17
26	Malwanchal University	Indore	Madhya Pradesh	2	Central	2
27	Madhav University	Sirohi	Rajasthan	7	North	18
28	Sai Tirupati University	Udaipur	Rajasthan	8	North	19
29	Bareilly International University	Bareilly	Uttar Pradesh	6	North	20
30	Ras Bihari Bose Subharti University	Dehradun	Uttarakhand	1	North	21
31	Sri Aurobindo University	Indore	Madhya Pradesh	3	Central	3

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for Arts, Science, Research and Humanities	City	State	State Rank	Zone	Zone Rank
1	Ashoka University	Sonipat	Haryana	1	North	1
2	Azim Premji University	Bangalore	Karnataka	1	South	1
3	O.P. Jindal Global University	Sonipat	Haryana	2	North	2
4	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
5	Sri Sri University	Bhubaneswar	Odisha	1	East	1
6	Chitkara University	Patiala	Punjab	1	North	3
7	Dayananda Sagar University	Bangalore	Karnataka	2	South	2
8	AMITY University	Noida	Uttar Pradesh	1	North	4
9	Nirma University	Ahmedabad	Gujarat	1	West	1
10	Shiv Nadar University	Dadri	Uttar Pradesh	2	North	5
11	Ahmedabad University	Ahmedabad	Gujarat	2	West	2
12	REVA University	Bangalore	Karnataka	3	South	3
13	Shoolini University	Solan	Himachal Pradesh	1	North	6
14	JSS Science and Technology University	Mysuru	Karnataka	4	South	4
15	Apeejay Stya University	Sohna	Haryana	3	North	7
16	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	5	South	5
17	PES University	Bangalore	Karnataka	6	South	6
18	ICFAI University	Dehradun	Uttarakhand	1	North	8
19	Chandigarh University	Mohali	Punjab	2	North	9
20	ADAMAS University	Kolkata	West Bengal	1	East	2
21	Lovely Professional University	Phagwara	Punjab	3	North	10

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for Arts, Science, Research and Humanities	City	State	State Rank	Zone	Zone Rank
22	Ganpat University	Mehsana	Gujarat	3	West	3
23	BML Munjal University	Gurugram	Haryana	4	North	11
24	LNCT University	Bhopal	Madhya Pradesh	1	Central	1
25	MIT Art, Design & Technology University	Pune	Maharashtra	1	West	4
26	SRM University	Sonipat	Haryana	5	North	12
27	Jagran Lakecity University	Bhopal	Madhya Pradesh	2	Central	2
28	AMITY University	Jaipur	Rajasthan	1	North	13
29	ICFAI University	Jaipur	Rajasthan	2	North	14
30	William Carey University	Shillong	Meghalaya	1	East	3
31	Sangam University	Bhilwara	Rajasthan	3	North	15
32	Sharda University	Greater Noida	Uttar Pradesh	3	North	16
33	Uttaranchal University	Dehradun	Uttarakhand	2	North	17
34	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	3	North	18
35	Integral University	Lucknow	Uttar Pradesh	4	North	19
36	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	20
37	Martin Luther Christian University	Shillong	Meghalaya	2	East	4
38	Mewar University	Udaipur	Rajasthan	4	North	21
39	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	5	North	22
40	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	Jabalpur	Madhya Pradesh	3	Central	3
41	MATS University	Raipur	Chhattisgarh	1	Central	4
42	Himgiri Zee University	Dehradun	Uttarakhand	4	North	23

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities Good for Arts, Science, Research and Humanities	City	State	State Rank	Zone	Zone Rank
43	CMR University	Bangalore	Karnataka	7	South	7
44	GLA University	Mathura	Uttar Pradesh	5	North	24
45	Oriental University	Indore	Madhya Pradesh	4	Central	5
46	Navrachana University	Vadodara	Gujarat	4	West	5
47	Galgotias University	Greater Noida	Uttar Pradesh	6	North	25
48	Manav Rachna University	Faridabad	Haryana	6	North	26
49	Babu Banarasi Das University	Lucknow	Uttar Pradesh	7	North	27
50	Manav Bharti University	Solan	Himachal Pradesh	3	North	28
51	AMITY University	Mumbai	Maharashtra	2	West	6
52	G.D. Goenka University	Gurugram	Haryana	7	North	29
53	AURO University	Surat	Gujarat	5	West	7

All India Rank*	Private Universities	City	State	State Rank
1	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	Gandhinagar	Gujarat	1
2	Shiv Nadar University	Dadri	Uttar Pradesh	1
3	Shoolini University	Solan	Himachal Pradesh	1
4	Ahmedabad University	Ahemdabad	Gujarat	2
5	PES University	Bangalore	Karnataka	1
6	Nirma University	Ahmedabad	Gujarat	3
7	JSS Science and Technology University	Mysuru	Karnataka	2
8	Chitkara University	Patiala	Punjab	1
9	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	3
10	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	4

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Private Universities	City	State	State Rank
1	Birla Institute of Technology & Science	Pilani	Rajasthan	1
2	Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra	1
3	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1
4	Vellore Institute of Technology	Vellore	Tamil Nadu	1
5	Jamia Hamdard	New Delhi	Delhi	1
6	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	2
7	ICFAI Foundation for Higher Education	Hyderabad	Telangana	1
8	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	2
9	Manipal Academy of Higher Education	Manipal	Karnataka	1
10	Thapar Institute of Engineering & Technology	Patiala	Punjab	1
11	Birla Institute of Technology, BIT-Mesra	Mesra	Jharkhand	1
12	Graphic Era	Dehradun	Uttarakhand	1
13	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	3
14	Symbiosis International	Pune	Maharashtra	2
15	Dr. D.Y. Patil Vidyapeeth	Pune	Maharashtra	3
16	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	4
17	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	5
18	Bharati Vidyapeeth	Pune	Maharashtra	4
19	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	6
20	Banasthali Vidyapith	Banasthali	Rajasthan	2
21	KLE Academy of Higher Education and Research	Belgaum	Karnataka	2
22	JSS Academy of Higher Education & Research	Mysuru	Karnataka	3
23	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu	7
24	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	8
25	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	Tamil Nadu	9
26	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	Thanjavur	Tamil Nadu	10
27	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana	1
28	Christ, Hosur Road	Bangalore	Karnataka	4
29	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	Tamil Nadu	11
30	Datta Meghe Institute of Medical Sciences	Wardha	Maharashtra	5

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities	City	State	State Rank
1	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	Gandhinagar	Gujarat	1
2	Nirma University	Ahmedabad	Gujarat	2
3	JSS Science and Technology University	Mysuru	Karnataka	1
4	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	3
5	Dayananda Sagar University	Bangalore	Karnataka	2
6	Chitkara University	Patiala	Punjab	1
7	Ahmedabad University	Ahmedabad	Gujarat	4
8	Shiv Nadar University	Dadri	Uttar Pradesh	1
9	AMITY University	Noida	Uttar Pradesh	2
10	Sri Sri University	Bhubaneswar	Odisha	1
11	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	3
12	O.P. Jindal Global University	Sonipat	Haryana	1
13	PES University	Bangalore	Karnataka	4
14	Ganpat University	Mehsana	Gujarat	5
15	Chandigarh University	Mohali	Punjab	2
16	Shoolini University	Solan	Himachal Pradesh	1
17	REVA University	Bangalore	Karnataka	5
18	AMITY University	Jaipur	Rajasthan	1
19	ICFAI University	Dehradun	Uttarakhand	1
20	ADAMAS University	Kolkata	West Bengal	1
21	Presidency University	Bangalore	Karnataka	6
22	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	7
23	Apeejay Stya University	Sohna	Haryana	2
24	Sangam University	Bhilwara	Rajasthan	2
25	Lovely Professional University	Phagwara	Punjab	3
26	Oriental University	Indore	Madhya Pradesh	1
27	NIIT University (NU)	Neemrana	Rajasthan	3
28	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2
29	ICFAI University	Jaipur	Rajasthan	4
30	MIT Art, Design & Technology University	Pune	Maharashtra	1

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities	City	State
1	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	Gandhinagar	Gujarat
2	Nirma University	Ahmedabad	Gujarat
3	Azim Premji University	Bangalore	Karnataka
4	Mahindra University	Hyderabad	Telangana
5	JSS Science and Technology University	Mysuru	Karnataka
6	Centre for Environmental Planning and Technology University	Ahemdabad	Gujarat
7	Dayananda Sagar University	Bangalore	Karnataka
8	Chitkara University	Patiala	Punjab
9	Shiv Nadar University	Dadri	Uttar Pradesh
10	O.P. Jindal Global University	Sonipat	Haryana
11	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka
12	Shoolini University	Solan	Himachal Pradesh
13	AMITY University	Noida	Uttar Pradesh
14	PES University	Bangalore	Karnataka
15	Ahmedabad University	Ahmedabad	Gujarat
16	REVA University	Bangalore	Karnataka
17	Sri Sri University	Bhubaneswar	Odisha
18	ADAMAS University	Kolkata	West Bengal
19	Jaypee University of Information Technology	Solan	Himachal Pradesh
20	Pandit Deendayal Energy University	Gandhinagar	Gujarat
21	Adichunchanagiri University	Mandya	Karnataka
22	Presidency University	Bangalore	Karnataka
23	CMR University	Bangalore	Karnataka
24	NIIT University (NU)	Neemrana	Rajasthan
25	William Carey University	Shillong	Meghalaya

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Deemed Pvt. Universities	City	State
1	Birla Institute of Technology & Science	Pilani	Rajasthan
2	Siksha 'O' Anusandhan	Bhubaneswar	Odisha
3	Vellore Institute of Technology	Vellore	Tamil Nadu
4	Jamia Hamdard	New Delhi	Delhi
5	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu
6	Birla Institute of Technology (BIT)	Mesra	Jharkhand
7	Manipal Academy of Higher Education	Manipal	Karnataka
8	Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra
9	Thapar Institute of Engineering & Technology	Patiala	Punjab
10	ICFAI Foundation for Higher Education	Hyderabad	Telangana
11	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu
12	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu
13	Symbiosis International	Pune	Maharashtra
14	TERI School of Advanced Studies	New Delhi	Delhi
15	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha
16	KLE Academy of Higher Education and Research	Belgaum	Karnataka
17	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu
18	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu
19	Banasthali Vidyapith	Banasthali	Rajasthan
20	JSS Academy of Higher Education & Research	Mysuru	Karnataka
21	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu
22	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	Tamil Nadu
23	Christ, Hosur Road	Bangalore	Karnataka
24	Bharati Vidyapeeth	Pune	Maharashtra
25	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh

*Page 6

Serial No.	Deemed & Private Universities (ALPHABETICAL)	City	State
1	ADAMAS University	Kolkata	West Bengal
2	Adichunchanagiri University	Mandya	Karnataka
3	Ahmedabad University	Ahmedabad	Gujarat
4	AMITY University	Noida	Uttar Pradesh
5	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu
6	Apeejay Stya University	Sohna	Haryana
7	Azim Premji University	Bangalore	Karnataka
8	Banasthali Vidyapith	Banasthali	Rajasthan
9	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu
10	Bharati Vidyapeeth	Pune	Maharashtra
11	Birla Institute of Technology & Science	Pilani	Rajasthan
12	Birla Institute of Technology (BIT)	Mesra	Jharkhand
13	Centre for Environmental Planning and Technology University	Ahemdabad	Gujarat
14	Chitkara University	Patiala	Punjab
15	Dayananda Sagar University	Bangalore	Karnataka
16	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	Gandhinagar	Gujarat
17	Dr. D.Y. Patil Vidyapeeth	Pune	Maharashtra
18	Graphic Era	Dehradun	Uttarakhand
19	ICFAI Foundation for Higher Education	Hyderabad	Telangana
20	ICFAI University	Dehradun	Uttarakhand
21	ICFAI University	Jaipur	Rajasthan
22	International Institute of Information Technology (BLR)	Bangalore	Karnataka
23	Jamia Hamdard	New Delhi	Delhi
24	JSS Science and Technology University	Mysuru	Karnataka
25	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha

*Page 6

Serial No.	Deemed & Private Universities (ALPHABETICAL)	City	State
26	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana
27	Manipal Academy of Higher Education	Manipal	Karnataka
28	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu
29	MIT Art, Design & Technology University	Pune	Maharashtra
30	Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra
31	Nirma University	Ahmedabad	Gujarat
32	O.P. Jindal Global University	Sonipat	Haryana
33	Oriental University	Indore	Madhya Pradesh
34	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	Tamil Nadu
35	PES University	Bangalore	Karnataka
36	Presidency University	Bangalore	Karnataka
37	REVA University	Bangalore	Karnataka
38	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu
39	Sangam University	Bhilwara	Rajasthan
40	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu
41	Shiv Nadar University	Dadri	Uttar Pradesh
42	Shoolini University	Solan	Himachal Pradesh
43	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka
44	Siksha 'O' Anusandhan	Bhubaneswar	Odisha
45	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu
46	Sri Sri University	Bhubaneswar	Odisha
47	SRM University	Sonipat	Haryana
48	Symbiosis International	Pune	Maharashtra
49	Thapar Institute of Engineering & Technology	Patiala	Punjab
50	Vellore Institute of Technology	Vellore	Tamil Nadu

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities	City	State	State Rank	Zone	Zone Rank
1	Adichunchanagiri University	Mandya	Karnataka	1	South	1
2	St. Joseph University	Dimapur	Nagaland	1	North East	1
3	Karnavati University	Gandhinagar	Gujarat	1	West	1
4	KREA University	Sri City	Andhra Pradesh	1	South	2
5	Mahindra University	Hyderabad	Telangana	1	South	3
6	Symbiosis Skills and Professional University	Pune	Maharashtra	1	West	2
7	Malla Reddy University	Hyderabad	Telangana	2	South	4
8	SRM University	Guntur	Andhra Pradesh	2	South	5
9	Centurion University of Technology and Management	Vizianagaram	Andhra Pradesh	3	South	6
10	Dr. Vishwanath Karad MIT World Peace University	Pune	Maharashtra	2	West	3
11	COER University	Roorkee	Uttarakhand	1	North	1
12	D Y Patil International University	Pune	Maharashtra	3	West	4
13	Anant National University	Ahmedabad	Gujarat	2	West	5
14	Starex University	Gurugram	Haryana	1	North	2
15	IES University	Bhopal	Madhya Pradesh	1	Central	1
16	Plastindia International University	Vapi	Gujarat	3	West	6
17	Bhagwant Global University	Kotdwar	Uttarakhand	2	North	3
18	VIT-AP University	Vijayawada	Andhra Pradesh	4	South	7
19	IIMT University	Meerut	Uttar Pradesh	1	North	4
20	Marwadi University	Rajkot	Gujarat	4	West	7
21	Sage University	Indore	Madhya Pradesh	2	Central	2
22	GH Raisoni University	Chhindwara	Madhya Pradesh	3	Central	3
23	Gujarat Maritime University	Gandhinagar	Gujarat	5	West	8
24	Malwanchal University	Indore	Madhya Pradesh	4	Central	4
25	Sanskriti University	Mathura	Uttar Pradesh	2	North	5

*Page 6

All India Rank* (Based on Survey & Secondary Research)	Private Universities	City	State	State Rank	Zone	Zone Rank
26	Avantika University	Ujjain	Madhya Pradesh	5	Central	5
27	Sri Guru Ram Das University of Health Sciences	Amritsar	Punjab	1	North	6
28	Renaissance University	Indore	Madhya Pradesh	6	Central	6
29	K K University	Nalanda	Bihar	1	East	1
30	Bhartiya Skill Development University	Jaipur	Rajasthan	1	North	7
31	The Global University	Itanagar	Arunachal Pradesh	1	North East	2
32	Shri Guru Ram Rai University	Dehradun	Uttarakhand	3	North	8
33	Dr C V Raman University	Khandwa	Madhya Pradesh	7	Central	7
34	World University of Design	Sonipat	Haryana	2	North	9
35	Gandhi Institute of Engineering & Technology University	Rayagada	Odisha	1	East	2
36	D. Y. Patil University	Mumbai	Maharashtra	4	West	9
37	Sister Nivedita University	Kolkata	West Bengal	1	East	3
38	IILM University	Gurugram	Haryana	3	North	10
39	Nirwan University	Jaipur	Rajasthan	2	North	11
40	Vishwakarma University	Pune	Maharashtra	5	West	10
41	Saveetha Amaravati University	Vijaywada	Andhra Pradesh	5	South	8
42	Arka Jain University	Jamshedpur	Jharkhand	1	East	4
43	Sarala Birla University	Ranchi	Jharkhand	2	East	5
44	Somaiya Vidyavihar University	Mumbai	Maharashtra	6	West	11
45	St. Xavier's University	Kolkata	West Bengal	2	East	6
46	Sai Tirupati University	Udaipur	Rajasthan	3	North	12
47	Pragyan International University	Ranchi	Jharkhand	3	East	7
48	Ras Bihari Bose Subharti University	Dehradun	Uttarakhand	4	North	13
49	Sankalchand Patel University	Mehsana	Gujarat	6	West	12
50	PDM University	Bahadurgarh	Haryana	4	North	14

*Page 6

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"A Good Education is a Foundation for a Better Future" Elizabeth Warren

The availability of high-quality education is crucial for individual growth, but it also contributes to the development of society as a whole and creates a better future. In today's generation, where technological breakthrough is a major phenomenon, world-class quality education is the main focus of the top leading educational institutes, which can give holistic learning to the students that helps them gain advanced skills of the 21st century to disrupt the competition.

And **Dayananda Sagar University (DSU),** a leading university in India, is assisting students with academic excellence, and had made giant strides in creating a unique space for innovative learning on par with global standards.

The institute not only focuses on spreading knowledge but also wants to be the Center of Excellence in education, innovation and entrepreneurship, research, and training.

Dr. KN Balasubramanya Murthy, the **Vice-Chancellor of the University,** highlighted the institute's strategies, future vision, and missions.

The Blooming Seeds

Dayananda Sagar Institutions (DSI) was founded in the 60s and is the brainchild of a visionary person, the late Sri Dayananda Sagar. He was committed to spreading knowledge to each person in the country and wanted to transform today's generation into responsible citizens and professional leaders of tomorrow.

Keeping these foundations in mind, the university commenced in 2014 as a state private university with the approval of the Government of Karnataka. Today, it's one of the top buoyant centres of transformative education, technological breakthrough, and multidisciplinary research and is providing a rich experiential learning environment with its state-of-the-art infrastructure and well qualified, multifaceted faculties for the holistic development of emerging talents in various disciplines such as Engineering, Medicine, Commerce & Management,

Dr. K.N.Balasubramanya Murthy
Vice Chancellor, DSU Bengaluru

Law, Nursing, Design & Digital Transmedia, Mass Communication, and Journalism, Basic, Allied, and Health Sciences.

DSU has students from di□erent states of India, creating a truly vibrant and enriching campus life where each student feels welcomed and valued irrespective of their culture, region, race, or language. While stating detailed information about the institute's initiative towards creating truly vibrant and global campus life, VC highlights, "We have institutional tie-ups with a few foreign universities in the process of establishing more. The relationship with universities is at di□erent levels of maturity as we progress along with work out twining programs and mutual acceptance of credits"

DSU has come a long way in short period and accomplished many recognitions under the guidance of Dr. KNB Murthy, the institute has been achieved massive fame and also brought many changes in the education pattern of the institute, to have his detailed sights read ahead.

An Intellectual Enthusiast

The university has steadily advanced on the path of improving educational quality under the collective leadership of Chancellor Dr. D. Hemachandra Sagar, Pro-Chancellor Dr. D. Premchandra Sagar, and Vice-Chancellor Prof. KNB Murthy. Hon'ble VC sir along with Dr. C. Puttamadappa, the Registrar, the Deans, and several HODs, establishes the direction and roadmap for the university's future.

With a strong background in both academia and business Dr. KNB Murthy, under the guidance of Dr. Premachandra Sagar – Pro Chancellor, has also brought about progressive improvements through his original and creative thinking, which have helped to close the gap between business and education.

Code of Ethics

As it is always said that there is always someone's strong vision that drives them towards success, DSU has set a certain vision, mission, and core values, which drive it towards great achievements.

Having said that, VC shared the valuable vision and postulated, "Our vision is to be a center of excellence in education, research, training, innovation and entrepreneurship and to produce citizens with exceptional leadership qualities to serve for national and global needs".

Although, he also shares the mission of the institute, and states, "Our mission is to achieve our objectives in an environment that enhances creativity, innovation, and scholarly pursuits while adhering to our vision."

Sliding down the core values of the institute, Vice Chancellor, DSU highlights

The Pursuit of Excellence - A commitment to striving continuously to improve ourselves and our systems with the aim of becoming the best in our field

Fairness - A commitment to objectivity and impartiality to earn the trust and respect of society.

Leadership - A commitment to lead responsively and creatively in educational and research processes

Integrity and Transparency – A commitment to be ethical, sincere, and transparent in all activities and to treat all individuals with dignity and respect.

The code of ethics helps the institute work hard to achieve its goals. Similarly, apart from the code of ethics, there are many other approaches that the institute has adopted to sustain and enhance holistic learning in a global scenario.

Some Initiatives by DSU towards creating a truly innovative-campus for imparting globally relevant skills of 21st Century

- It's a young, proactive, and progressive university that has introduced an **engaging and innovative curriculum** for imparting industry-aligned competencies
- **Pedagogical drive:** Developing the student's independent thinking, decision-making capability, and research aptitude through many pedagogical tools like case studies, presentations, internships, research projects, industrial visits, and guest lecturers from a pool of industry experts.
- **Intelligence- based assessments and connecting concepts across domain**s for giving the multidisciplinary and holistic learning experience to the world's best minds.
- **A technology driven campus** equipped with all the modern state-of-the-art infrastructure, creating a conducive environment for progressive experiential learning and futuristic growth.
- **Creating opportunities beyond classrooms:** DSU has on campus world class sports facilities creating a joyful learning environment for students. Apart from this the students has opportunities to explore diverse and exciting club activities beyond the academics, the unexplored sector for self-discovery
- **Student's mentorship and coaching programmes:** Helping students get connected with the mentor of their choice to develop new skills, expand their networks, and boost confidence.

- **Industry preparedness program:** Assisting and preparing students right from the 1st semester to keep them abreast of recent industry trends for their implacable placements in top MNC's worldwide during the last semester.
- **Value-added skill courses from international universities:** The University emphasizes imparting globally relevant skills such as communication, critical thinking, collaboration, and creativity. In addition, skills such as cross-cultural competency, social intelligence, negotiation, and influencing are also imparted to succeed in the current globalized world.
- **Opportunities for impeccable placements:** Being an esteemed institute, there are various opportunities for students to experiment and learn different things while progressing in their semesters. A case in point is the ability to obtain a major and minor degree within the same duration, with some extra effort from students. Besides these opportunities, VC admits that "A passionate student will hardly feel the efforts of incubations with right participation. The students and faculty have been considered as a part of academic schedules when it comes to transforming ideas into companies." He further stated, "Apart from the traditional placement cell, where training and skill development for students are available, we have innovative tie-ups encouraged by industries (e.g., IBM, GE Health care, VMWare etc.) to set up laboratories." DSU not only provides the training programs but also leverages the project and research-based learning system.
- **Entrepreneurship opportunities:** The on Campus Dayananda Sagar Entrepreneurship Research & Business Incubator (DERBI) Foundation is a technology business incubator aiming to incubate technology ventures and translate ideas into opportunities. More than 100 start-ups have been supported with 22 investments and 80 plus partners, creating hundreds of jobs. The Department of Science and Technology also recognizes this, and a few flagship programs for pre- incubation (PACE), incubation (GALLOP) and acceleration (EMERGE) program are available on DSU, Campus.
- **Collaboration with reputed domestic and international institutions:** DSU understands that practices and academic initiatives are crucial in making any academic institute, and as a differentiator, they are creating its brand, identity, place, growth, innovation, and adapting the changes to sustain the international student's learning.
- As a thrust area to excel in international student's learning, DSU has used options under the New Education Policy and the flexibility offered by private university, signed MoUs with chosen partners, and started working towards the same. The institute has introduced student study and exchange programs, research collaboration, and options to do internships, and projects.
- For international students' learning, DSU has many initiatives. In order to make the learning impactful, they should have a comfortable learning system. DSU is also providing administrative support, world-class infrastructure, programs, boarding and lodging, safety, and local transportation and other necessary assistance to the visiting students for their ease of transition into a foreign culture and environment.

DSU Initiative towards Creating Global Learning Environment:

- **Enrichment Program:**

  While divulging about the learning programs of the institute, VC also introduced the extracurricular activities to enhance the student's engagement and says, "DSU encourages cultural day and festival celebrations of a specific state and country. Dance, singing, and arts-related competitions and events are organized by establishing a connection to the field of study to prove that we are studying and living in a connected world."

- **Innovative and Collaborative Approach**

  The institute adopts innovative pedagogy to promote learning, make it more fruitful for students, and encourage student engagement. It starts with their teaching methods, where problem-solving activities are given to students providing opportunities to think differently and work independently. Also, accommodating and accepting multiple perspectives and diverse opinions; creates an element of curiosity and searching for answers collaboratively, especially for some open-ended questions. After talking about the collaborative and innovative approaches, V.C., highlights "International Students Learning Needs are captured, and training delivery will be customised by understanding competency in English and learning ability. Credit transfer will also be given for pre-recognised online courses undergone by the students from MOOCS, which caters to diverse requirements".

- **Administrative Modifications**

  International Student Support Centre will provide all administrative support, including documentation, stay, boarding, lodging, transportation, food and cuisine, cross-cultural training, grievance mitigation, and travel related support.

- **Cross-Cultural Exchange Programs**

  DSU has introduced Student Formal Education Programs and Student Exchange Programs. Also, it provides cross-cultural training programs along with Dos and Don'ts. After sharing DSU's formal programs for the students, VC states, "All the academic programmes offered at the Dayananda Sagar University are curated on the concept of GLOCAL, where the student is groomed in a global demography."

- **Leveraging Project and Research-Based Study**

  The institute offers postgraduate programs in a different mode to assist research-based study. The services of the international faculty are utilized to offer a few online courses as well as project and research internships. The inter-national partnerships are utilized to provide research internships and exposure to global work cultures. Recently the School of Commerce & Management Studies (SCMS) at DSU has collaborated with Whitireia & WelTec, New Zealand, which is a top global institute having a long and illustrious history in the area of education. It will create new learning ways for the DSU, students to experience global best practices in the real world and gain specific expertise for their progressive careers.

The Bangalore Advantage – Exploring Bangalore at its Finest

Quality education, extensive global exposure and holistic development are the aspects that matter the most to any students worldwide seeking academic excellence. In that view, to offer students coming to DSU from different parts of country and world a holistic experience of magnificent city Bangalore, and take advantage of everything that the city has to offer, university has launched the Bangalore Advantage Program.

The Bangalore Advantage Program is curated with respect to the growing needs of the students striving for academic excellence and holistic learning for their careers.

Continuing its pursuance of excellence, through all these activities the university has received outstanding accolades and recognition for different parameters, which have been listed down.

- DSU awarded as **"Leading & Most Innovative University 2023"** by Big FM Impact Awards for making significant impact in the academic field with its innovative pedagogy & curriculum.
- DSU has ranked number 1 by Times of India in its 2022 for **Emerging Engineering Institute, Emerging Engineering Institute for Placement and Research capabilities.**
- It is Nationally Ranked as the 10 amongst the **100 Private Universities as per IIRF 2022, apart from 4th rank in the State and South zone.**
- Ranked Best Emerging B-school for the year 2021

Learning at DSU is not about a degree, it's all about life-long success and fulfilment in whatever path the student chooses.

SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY

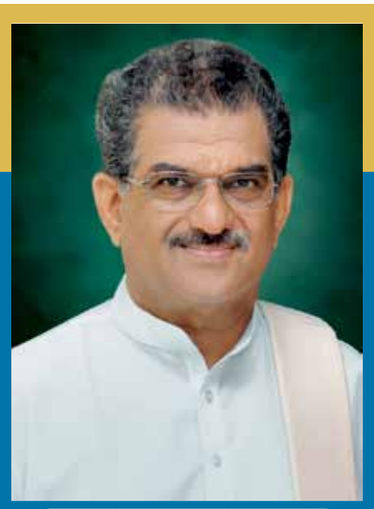
6th Floor, Manjushree Building
SDM College of Medical Sciences & Hospital Campus
Sattur, Dharwad - 580 009, Karnataka, India

www.sdmuniversity.edu.in +91 836 2477777, 2321000 & 7187000 sdmuo@sdmuniversity.edu.in

Shri Dharmasthala Manjunatheshwara University (SDM University) was established on 19th December 2018 as a State Private University at Sattur, Dharwad in Karnataka State. SDM University was established under Shri Dharmasthala Manjunatheshwara University Act 2018 and this University has been sponsored by Shri Dharmasthala Manjunatheshwara Educational Society (SDM Educational Society), Ujire, Dakshina Kannada District, Karnataka State.

The Chancellor of this University is Poojya Shri D. Veerendra Heggade who is also the President of SDM Educational Society and Dharmadhikari (the Head) of Shree Kshetra Dharmasthala. SDM Educational Society runs over 55 Educational Institutions, having the Academic Streams; Medicine, Dentistry, Physiotherapy, Nursing, Biomedical Sciences, Engineering, Management, Law, Ayurveda, Naturopathy and Social Sciences which adds glory to SDM University and as well as to SDM Educational Society.

SDM University sets the highest standards of teaching and learning, awakening the intelligence of the students and nurturing the creativity hidden in them by creating an environment where the ancient wisdom blends with modern science to transform them into human being to face the challenges. The University functions with the mission to ensure the journey of education is inspiring, pleasant and enjoyable to attract best of the Teachers and Students. The objective of the University is to transform the students of today to be the Leaders of tomorrow, a better human being and to produce passionate teachers. The University has highly qualified, experienced and committed teaching faculty.



Poojya Shri D. Veerendra Heggade
Hon'ble Chancellor &
Rajya Sabha Member (GOI)

Behind every successful and reputed Education Institutions there will be a Visionary Leader; in SDM University also there is no exception. The President of SDM Educational Society, Poojya Shri D. Veerendra Heggade is also the Chancellor of Shri Dharmasthala Manjunatheshwara University.

As a visionary Leader, with a dream to start a Centre of Excellence in Medical Education and Healthcare for the people of North Karnataka Region at an affordable cost, he has chosen Dharwad as a Centre as it is centrally located. By starting this Centre of Excellence, the Chancellor would like to become an effective partner in the Nation building. Poojya Shri Heggade is the multi-dimensional individual, reformer, educationist, philosopher and philanthropist. He has contributed over 5 decades in the field of Religion, Education, Social Service, Economic and Cultural development. The Chancellor is involved in the Rural Development in a big way to up lift the rural society through Shri Kshethra Dharmasthala Rural Development Program (SKDRDP) which is now going to be attracted Nationwide.

Awards and Recognitions: Poojya Shri D. Veerendra Heggade has been bestowed with many awards and titles including the Padma Vibhushan (the 2nd highest Civilian award of the Country) and Karnataka Ratna Award (the highest Civilian Award of the State of Karnataka) for his extensive work towards the social reformation and communal harmony.

Dr. Niranjan Kumar
Vice Chancellor, SDM University:

A renowned Plastic Surgeon is leading Shri Dharmasthala Manjunatheshwara University, Dharwad as its founding Vice Chancellor. Under his able leadership, SDM University and its constituent institutions are growing at rapid pace. Our Vice Chancellor is also Director of SDM Craniofacial Unit, SDM Medical College & Hospital and Vice President of JSS Unit, Dharwad.

SDM University provides a conducive environment for study by providing state-of-the-art facilities like Library, Auditorium, Laboratories, high-end Equipments, Museums, Class Rooms, Hostels & hygienic Mess, Indoor and Outdoor sports, Multigym facilities, Swimming pool etc., The University has highly qualified, experienced and committed teaching faculty.

CONSTITUENT INSTITUTIONS

SDM College of Medical Sciences & Hospital (SDMCMS&H) Sattur, Dharwad

SDM Medical College was established in 2003 which is spread over in 70 acres of lush green land under the leadership of the great Visionary Leader Poojya Shri D. Veerendra Heggade, the Hon'ble Chancellor.

Dr. Rathnamala M Desai
Principal, SDMCMS&H

Medical College offers MBBS and MD & MS in 22 Specialties in Pre-Clinical, Para Clinical and Clinical subjects which are recognized by the NMC, New Delhi. The College also offers Ph.D. Fellowship programs, Diploma, B.Sc. in Medical Allied Sciences & Certificate Courses. The uniqueness about the institution is the practices of standard teaching, which ultimately make students better healthcare professionals. Dr. Rathnamala M. Desai is the Principal & Professor, Department of Obstetrics & Gynaecology who is also the National President of Family Planning Association of India.

SDM Teaching Hospital: SDM College of Medical Sciences & Hospital is backed by 1250 bedded Hospital including super speciality and Craniofacial Surgery Unit at an affordable cost. Hospital has stood

as epitomes of excellent patient care providing affordable healthcare services to the public with most modern facilities. The Medical College and Hospital has experienced and well-trained doctors in all specialties.

SDM College of Dental Sciences & Hospital (SDMCDS&H), Sattur, Dharwad

was founded in 1986 with a mission to provide the oral health of the local population. Since its inception, the institute has moved from strength-to-strength from humble beginning to a state-of-the-art hospital and teaching facility today. The Hospital & Institute have been successfully serving the community with relevant mission and visions i.e. Learner and Patient centered education and Community oriented research of excellence.

Dr. Balaram D Naik
Principal, SDMCDS&H

The College has 9 specialty departments functioning with state-of-the-art facilities and providing the best possible quality dental care to the public. The college enrols 100 undergraduate students and 45 postgraduates in the respective specialty each year.

SDM College of Physiotherapy (SDMCPT) Sattur, Dharwad

Dr. Sanjay Parmar
Principal, SDMCPT

SDM College of Physiotherapy was established in the year 1996 at Sattur, Dharwad. The existing College building and Outpatient department was established in SDM Medical College campus in 2003. The Physiotherapy College has completed glorious 27 years by giving excellent physiotherapy professionals and patient care to the society. The College has well qualified & experienced staff with different specialties to provide knowledge and skills to the students. The college has excellent infrastructure and clinical facilities.

SDM Institute of Nursing Sciences (SDMINS) Sattur, Dharwad

Prof. David Kola
Principal, SDMINS

Established in the year 2006 under the auspice aegis of SDME Society, Dharwad. Today, the Institute is affiliated to Shri Dharmasthala Manjunatheshwara University, Dharwad a unique multi-disciplinary State Private University which is the culmination of vision of our founder, Poojya Shri D. Veerendra Heggade, Hon'ble Chancellor. It is one of the renowned Nursing Institute imparting quality nursing education in northern part of Karnataka.

SDM Institute of Nursing Sciences provides excellent nursing education. Institute believes that Nursing education we impart should develop imagination of the student and to serve better in the society. True to our mission, excellence and quality being our motto, it has been the constant endeavour to train competent, compassionate and caring Nursing Personnel empowered to be socially conscious, morally upright and emotionally balanced. Nursing professionals are committed in providing technical resources in pursuit of academic success for our students. We have achieved this goal by working in partnership with Medical College & Hospital.

SDM Research Institute for Biomedical Sciences (SDMRIBS), Sattur, Dharwad

Dr. Palaksha K. J.
Principal, SDMRIBS

A young institute established in 2019 with specialized research facilities - well equipped basic research laboratory, pharmaceutical grade clean room, and highly qualified & experienced faculty to unravel the mysteries of various unmet medical needs particularly, non-communicable diseases through innovative thinking, creative problem solving and cutting edge technologies.

Constituent Institutions of Shri Dharmasthala Manjunatheshwara University

COURSES OFFERED

SDM COLLEGE OF MEDICAL SCIENCES & HOSPITAL, DHARWAD
(Recognized by NMC, New Delhi)

1 MBBS

2 MD / MS / Diploma:
- ☑ M. D. Anatomy
- ☑ M. D. Physiology
- ☑ M. D. Biochemistry
- ☑ M. D. Pathology
- ☑ M. D. Microbiology
- ☑ M. D. Pharmacology
- ☑ M. D. Forensic Medicine
- ☑ M. D. Community Medicine
- ☑ M. D. General Medicine
- ☑ M. D. Paediatrics
- ☑ M. D. Dermatology
- ☑ M. D. Psychiatry
- ☑ M. D. Anesthesiology
- ☑ M. D. Radio-diagnosis
- ☑ M. D. Hospital Administration
- ☑ M. D. Emergency Medicine
- ☑ M. D. Respiratory Medicine
- ☑ M. S. General Surgery
- ☑ M. S. Ophthalmology
- ☑ M. S. Orthopedics
- ☑ M. S. Otorhinolaryngology
- ☑ M. S. Obstetrics & Gynecology
- ☑ Diploma in Public Health

3 Fellowship Programmes in Medical Faculty:
- ☑ Neonatal Intensive Care
- ☑ Minimally Invasive Surgery (Gynaecology)
- ☑ Reproductive Medicine
- ☑ Consultation-Liaison Psychiatry
- ☑ Rhinology
- ☑ Orthopaedic Trauma

4 Certificate Courses in Medical Faculty (Post MBBS):
- ☑ Renal Dialysis

5 GOVERNMENT SPONSORED PROGRAM (BiSEP):
- ☑ PG Diploma in Cellular & Molecular Diagnostics

6 Medical Allied Science Courses:
- ☑ B.Sc. Renal Dialysis Technology
- ☑ B.Sc. Medical Lab Technology
- ☑ B.Sc. Medical Imaging Technology
- ☑ B.Sc. Optometry
- ☑ B.Sc. OT Technology
- ☑ B.Sc. Anaesthesia Technology
- ☑ B.Sc. Emergency and Trauma Care Technology
- ☑ B.Sc. Medical Records Technology
- ☑ Bachelor in Audiology and Speech Language Pathology

7 Certificate Courses in Allied Sciences (Post CMLT/ DMLT/ B.Sc.):
- ☑ Blood Bank Technology
- ☑ Histo - Technician
- ☑ Advanced Cert. in Medical Micro. Lab. Technology

SDM COLLEGE OF DENTAL SCIENCES & HOSPITAL, DHARWAD
(Recognized by DCI, New Delhi)

1 BDS

2 MDS Programs:
- ☑ MDS Oral Medicine & Radiology
- ☑ MDS Conservative Dentistry
- ☑ MDS Oral & Maxillofacial Surgery
- ☑ MDS Prosthodontics
- ☑ MDS Public Health Dentistry
- ☑ MDS Orthodontics
- ☑ MDS Periodontics
- ☑ MDS Pedodontics
- ☑ MDS Oral Pathology

3 Fellowship Programmes in Dental Faculty:
- ☑ Cleft Lip & Palate (Oral Surgery)
- ☑ Forensic Odontology
- ☑ Oral Implantology
- ☑ Occlusal Sciences

4 Certificate Courses in Dental Faculty (Post BDS):
- ☑ Forensic Odontology (Offline)
- ☑ Forensic Odontology (Online)
- ☑ CAD CAM Dentistry
- ☑ Fundamentals of Digital Dentistry

SDM COLLEGE OF PHYSIOTHERAPY, DHARWAD
(Recognized by Govt. of Karnataka)

1 Bachelor of Physiotherapy

2 Master of Physiotherapy Courses:
- ☑ MPT - Musculoskeletal Disorders
- ☑ MPT - Neurological and Psychosomatic Disorders
- ☑ MPT - Cardiorespiratory Disorders
- ☑ MPT - Community Physiotherapy
- ☑ MPT - Paediatrics
- ☑ MPT - Sports
- ☑ MPT - Obstetrics & Gynecology (OBG)

SDM INSTITUTE OF NURSING SCIENCES, DHARWAD
(Recognized by Indian Nursing Council, New Delhi)

1 B.Sc. Nursing

2 M.Sc. Nursing:
- ☑ M.Sc. Medical Surgical Nursing
- ☑ M.Sc. Community Health Nursing
- ☑ M.Sc. Child Health Nursing
- ☑ M.Sc. Nursing in OBG
- ☑ M.Sc. Nursing in Psychiatry

3. Diploma in Nursing (General Nursing & Midwifery)

4 General Duty Healthcare Assistant (GDHA)

SDM RESEARCH INSTITUTE FOR BIOMEDICAL SCIENCES DHARWAD

M.Sc. in Biomedical Science

Ph.D. Programs:
- ▼ Medical
- ▼ Dental
- ▼ Physiotherapy
- ▼ Biomedical Sciences

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where Aspiration meets Opportunity

APPROVALS & RECOGNITIONS

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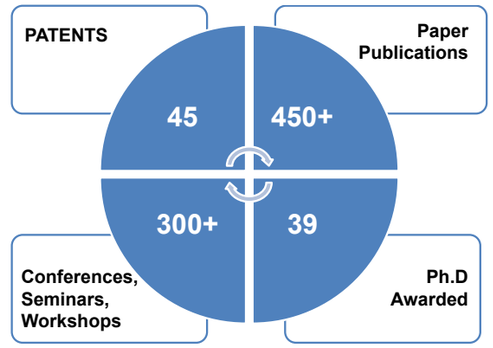
The word **SANGAM** means a Confluence of rivers, denoting an act of coming together or all merging into one. To uphold this unity, Sangam University, accredited with NAAC has been **established** by BadrilalSoni Charitable trust and promoted by Sangam Group of Industries in 2012 with the mission to make world class higher education affordable and accessible to all sections of society. The **Vision** of University is to become a center of excellence for holistic development and global education by cultivating and nurturing young minds to transform into global leaders of the future. The University tries to provide a professional environment along with imbibing a sense of moral and human values. We are committed to bring forth an educational milieu which is tuned to the needs of global markets.

Sangam is a student-centered university that empowers each individual to succeed. It offers an accessible, nurturing and student-focused educational experience to those who want to move ahead steadily towards personal or professional growth.

STRATEGIC PLAN 2.0: RISE MODEL

The Young Emerging Private University SU took its shape in the year 2013 and since then there has been an incremental momentum in its plans and designs to look forward to and implement state of the art facilities at the university campus. Sangam University in its helm of affairs also envisions, innovative and interdisciplinary courses, as this institution is committed to mark the implementation of New Education Policy 2020 by the year 2025. These inter-disciplinary courses will blend the complementary disciplines striving for a quality skill based education.



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- ✓ Logistic Sector Council, Chennai
- ✓ SCMS (Skill council of Mining Sector)
- ✓ Retailers Association of India
- ✓ ESI Sports India Pvt. Ltd.
- ✓ IP Quad Partners
- ✓ Audyogik Shikshan Mandal, Pune
- ✓ Government of Rajasthan IT: GIS Technology

INTERNATIONAL COLLOBRATION

- ✓ CTEVT, Nepal
- ✓ Oklahoma State University, USA
- ✓ Kyungdong University, South Korea
- ✓ CPEAP, Australia
- ✓ Regenesys Business School, South Africa
- ✓ Globastorm Safety Foundation university, Nigeria
- ✓ Bluecrest University, Ghana
- ✓ Kingdom Life Christian University, South Carolina
- ✓ National Taipei University of Business, Taiwan
- ✓ Woosong University, Republic of Korea
- ✓ Harmon Business Academy, Nigeria
- ✓ NIIT, Ghana
- ✓ Yesbud University, Zambia
- ✓ Assossa University, Assossa Ethiopia

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- **640 STUDENTS Rs. 1 Cr.+**

HEADS:

- ➢ **Girl Student Scholarship**
- ➢ **Merit**
- ➢ **Sports**
- ➢ **Needy**
- ➢ **Alumni**
- ➢ **University Employee**

TRAINING & PLACEMENT

Number of Companies : 80

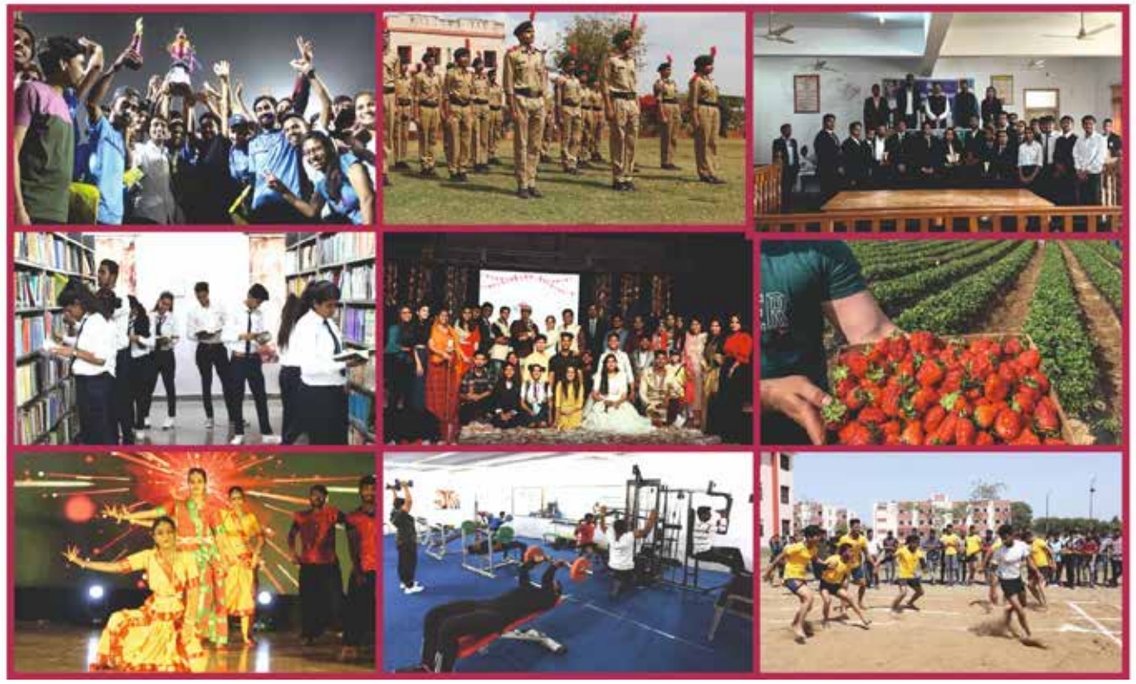
Number of Placement : 400+

Top Brands - Byjus, TCS, Wipro, Metacube, DMart, Synoriq, Fexle, Q Spider, Indigo Airlines, Global Projects, Geetanjali Home States, Ceasefire, Anand Rathi, Axis Bank, Au Small Finance Bank, Extra Marks, Unschool, IndiaMart, Tata AIG, BeFree, Ostwal Group of Companies, Hidden Talent, IMS People, Lakend Hotels, SRVA Education, Motilal Oswal, LipiData, AG Tech, Innovatech Software Solutions, TCI, HRSAC, RRSC, Map Smart, ILFS and many more

HIGHLIGHTS 2.0

- ➢ SU: IIRF Ranking 6th in Rajasthan and 45th in India: 2022
- ➢ SU, School of Management Studies: 3rd in Rajsthan,36th in India 2023.
- ➢ First Prize in Smart India Hackathon 2022, of rupees one lakh
- ➢ Gold in AIU Drop Roball, Rohtak
- ➢ Raksha Rajya Mantri Commendation Award, 2022
- ➢ NCC Students selected in Republic Day Parade, Ek Bharat Shresth Bharat New Delhi
- ➢ Projects: NABARD, NIDM, NCW, ICSSR
- ➢ NAAC Sponsored National workshop
- ➢ Global India Business Summit 2.0
- ➢ Industry Academia Meet

LIFE AT SANGAM UNIVERSITY



IIRF Ranking : 6th in Rajasthan and 45th in India 2022

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Vice-President, HR
Reliance Jio

Dr. S.M. Mohamed Ismail
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Member of Parliament (National List),
Sri Lanka (2018–2020)

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Chancellor
Hindustan Institute of Technology & Science, Chennai

HITS, a forerunner in Academic Excellence, Innovation and Global Collaborations

The remarkable journey of the Hindustan Group of Institutions began in the year 1966 by our Founder Chairman Late Dr.KCG Verghese, a visionary educationist, who established Hindustan Engineering Training Centre (HETC), a pioneer in offering non-formal technical education and his vision has resulted in the evolution of the prestigious Hindustan Group of Institutions, which today imparts world class education in an extensive range of specializations in varied academic fields.

Hindustan Institute of Technology & Science (HITS) a Deemed to be University is the most sought-after destination for higher education in technology

and science, aspiring students across the globe and has been the center of educational excellence and academic research since its founding in 1985, built under the noble vision of the Founder-Chairman, Late Dr. K.C.G. Verghese, "To Make Every Man a Success and No Man a Failure".

HITS is a part of the most illustrious Hindustan Group of Institutions which caters to the academic needs of over 18,000 students. The learning community comprises students from several foreign countries besides those from India.

Competitive curriculum:

Hindustan is mindful of the changes in technology, education and global career market and has strived to offer industry centered, cutting-edge programmes offering Undergraduate, Postgraduate, Diploma, Research & Doctoral Programmes in diverse fields of Engineering, Technology, Architecture, Management, Law, Fashion, Design, and Arts, Aviation, Applied Sciences, Allied Sciences and Arts.

HITS is a pioneer in aeronautical and aerospace engineering education in the country and is offering UG, PG and PhD Education in Aeronautical and Aerospace Engineering with annual graduates exceeding 400 in number.

Aerospace laboratories in HITS are well-equipped which include Supersonic Wind Tunnel, Subsonic Wind Tunnel, Propulsion Testing Laboratories, Flight Simulator and Aviation equipment, giving a complete learning experience for the students in the field of aeronautical and aerospace engineering.

Rankings & Accomplishments:

HITS is acclaimed with several notable accolades and rankings across the globe. To name a few, QS World University Rankings – Asia 2021 has rated an overall 37th Rank (India); THE Impact Rankings has rated an overall 601-800 rank; NIRF rated Engineering at No. 152 and Architecture No. 27; Recent rankings from Times B School 2023, has ranked our institution to 1st position in Tamil Nadu and 29th position in India under top private institutions.

Innovation & Evolvement:

KCG VERGHESE SAT – A Nano Satellite Design and Development by our Students is proposed to be launched during second quarter of 2023 in the 75 Students' Satellites Mission 2023 under Azadi Ka Amrit Mahotsav (MoU signed with ITCA -TSC, Bengaluru).

The institution has a sprawling campus landscaped to house 8 Academic Blocks, 16 Centers of Excellence for Research, state-of-the-art Workshops, Laboratories, etc.

Global connect:

HITS has carved a niche for itself through established global collaborations with Institutes and Industries to promote Faculty & Student Exchange Programmes and we have been awarded many Patents ,various sanctioned Funded Research Projects from leading organizations like Department of Science and Technology (DST), Defense Research and Development Organization (DRDO), Naval Research Board (NRB) etc…

We have always delivered on our promise, "Reach Greater Heights with Hindustan" with our commitment to quality and excellence.

ADVERTORIAL

Dr. S.N. Sridhara
Vice Chancellor
Hindustan Institute of Technology and Science, Chennai

Research and Innovation in Higher Education Institutions (HEIs)

Gone are the days when higher education institutions were treated as degree-granting institutes or universities. Rather, it is expected that higher education institutions will foster innovation and conduct research on a variety of subjects of interest. Academic institutions are ranked and accredited based on their innovation and research outcomes. The rubric component for research output accounts for approximately 30-40% of the overall performance metrics defined by national and international ranking bodies. This alerts higher education institutions to immediately increase their research and innovation indices to be ranked among the top institutions.

Innovation cues are generally drawn from the positive environment created by the institution to foster creativity and innovation among its students and faculty. Encouraging students to participate in hackathons at the national and international level and filing patents are two measures of fostering innovation. In hackathons, several industries and incumbent industrialists challenge the student community to provide workable and achievable solutions. These challenges stimulate creativity and innovation among students, who in turn use their knowledge acquired through the curriculum to seek and propose good solutions to the problems raised. Hackathons can last several days, with additional series of evaluation of the proposed solutions and the construction of a workable solution to the stated problem. Usually, good rewards of cash prizes and citations will be offered to the winning teams. The winning teams will also have the opportunity to patent their idea or product and are encouraged to become entrepreneur.

The off-the-cuff competition for innovation rankings by higher education institutions has forced them to file as many patents as possible. However, not

all proposed ideas are patentable and not all patents granted are commercially viable. Unless our innovation leads to practical implementation, these patents are nothing more than a stack of paper documents. Recent trends in the measurement of the innovation index in HEIs take into account only commercially converted patents from HEIs. Thus, higher education institutions simply cannot accumulate patents, but must also make efforts to push them into the market in order to obtain commercial recognition and reward.

The 'Start-Up' is another buzz word used while measuring the innovation output from HEI. Every HEI claims to have nurtured many start-ups, but in reality, less than 0.5% of them survive beyond two to three years of existence and thrive in the market. The eco-system for powering a start-up must be robust and provide 360º encapsulation. Many enterprise and technology incubators (ITBs) created by higher education institutions will simply have office space with computers and an Internet connection. This ambiance could help software development projects, but are not very useful for product development startup ideas. Product development start-up ideas need Fab-Labs with a variety of fabricating and manufacturing tools. Therefore, creating a Fab-Lab with cutting-edge tools for manufacturing, including profile measuring machines, CNC machines, 3D printers, etc., is essential. It provides a real benefit and impact to startups. Another important component of TBIs is appropriate mentoring by mentors, who have proven themselves in their startups and businesses. Mentoring helps young people learn from the mistakes of their elders and prevents pitfalls. A TBI's comprehensive eco-system should also provide guidance to the beginners on product design, manufacturing, marketing, legal, administrative and financial aspects. It is not easy to establish a company without knowing the local rules and regulations, various financing avenues, marketing strategies and legal issues related to the company acts, GST and other tax filing systems etc.

On the whole, higher education institutions need to make prompt effort to provide 360-degree support to their innovators in order to establish and support start-ups on their campuses. Since, majority of the TBIs do not even comply to a small percentage of the requirements mentioned above, the failure rate of startups is as high as 97.6% in India as per the survey data released by concerned department of Government of India.

So far, "research" has been considered as an outcome in the form of many research papers published in journals. The current requirements are publication in highly reputable journals, maintaining the shelf life of published paper over a long period of time, and getting good citations. The publications in Scopus Indexed, Web of Science (WoS), Science Citation Index Expanded (SCIE) journals with good impact factor and cite-score fetch good accolades. Faculty and students must work together with other national and international researchers to publish in reputable journals and also to maintain high citations for published articles. The term "research" is not limited to publications, but extends to obtaining research grants from government and private organizations. Therefore, the rubric proposed by the Ranking Agencies for Higher Education Institutions focuses on the research and consultancy grant received by higher education institutions.

A good research ambience should be created by higher education institutions to encourage the faculty and students to make research one of the core activities of the institution. The faculty and students must be encouraged with incentives to publish research papers, seed grant to undertake preparatory research work. Reducing the teaching burden of accomplished researchers is another good measure by higher education institutions' authorities. Encouraging the registration of Junior Research Fellow (JFR) and Senior Research Fellow (SFR), attracting full-time researchers with good research scholarships and many such initiatives help to improve the research rubric.

In summary, all higher education institutions must promote the culture of research and innovation among their faculty and students and contribute to the scientific community in particular and to society as a whole.

ADVERTORIAL

ADICHUNCHANAGIRI UNIVERSITY

ADICHUNCHANAGIRI UNIVERSITY

A HUB FOR WORLD CLASS PROFESSIONAL EDUCATION TO THE RURAL POPULATION

Sri. Dr. Nirmalanandanatha Mahaswamiji turned the vision of Sri. Sri. Sri. Dr. Balagangadharanatha Mahaswamiji into a reality by establishing the Adichunchanagiri University for providing world class professional education to the rural population. Adichunchanagiri University came into existence in 2018 under Karnataka Act No. 18 of 2013. The University is situated in a lush green and environment-friendly unitary campus at BG Nagara NH- 75, Nagamangala Taluk, Mandya District, Karnataka, India. A multidisciplinary University is offering quality education employing a broad range of strategies to concentrate on emerging areas in various disciplines such as Health Sciences, Engineering and Technology, Commerce and Management, Education technology, Humanities & Social Sciences and Natural Sciences. The University has highly experienced and competent teaching faculty, adequate infrastructure and physical facilities for academics and research. The University is having a total strength of 5678 students, 607 teaching Faculty, 42 Adjunct Faculty and 915 support staff.

COURSES

Medical: MBBS, MD, MS, MPH, M.Sc. (Medical) - Biochemistry, Microbiology, Ph.D. Engineering & **Management:** BE, M.Tech, MBA, Ph.D.

Pharmacy: B.Pharm, M.Pharm, Pharm.D, D.Pharm, Ph.D.

Nursing: B.Sc., P.B.B.Sc, M.Sc. Ph.D.

Allied Health Sciences: Bachelor in Physiotherapy, B.Sc. in Clinical Psychology, B.Sc. -Medical Laboratory Technology, Medical Imaging Technology, Renal Dialysis Technology, Anaesthesia and Operation Theatre Technology, Optometry

Humanities & Social Sciences: B. Com, BBA, B.Ed., Ph.D.

Natural Sciences: B.Sc., (Physics, Chemistry, Mathematics)

M.Sc. and Ph.D. in Physics, Chemistry, Nanoscience, Biochemistry, Biotechnology, Microbiology, Molecular Biology.

VISION

Education for all with the value systems of Empathy, Enrichment, Equity, Excellence, Empowerment, Entrepreneurship & Enlightenment to serve the society.

MISSION

Education to all for Self Reliance, Socio-Economic Change to develop an Inclusive Society with Shared Opportunities & Responsibilities

Empathy towards the Less Fortunate, the Sick, the Suffering & the Disabled

Enrichment to acquire Abundant Knowledge, Requisite Skills & Appropriate Attitude Excellence for Quality Assurance, Enhancement & Sustenance in Academics & Research to produce Graduates of Global Standards

Equity for Fairness & Social Justice by providing Equal Opportunities

Empowerment of Graduates to become Intuitive, Innovative & Inventive

Entrepreneurship is a concept involving the product or service to be delivered or a new technology to be developed

Enlightenment to attain Wisdom & Virtues in Life to think beyond self.

OBJECTIVES

Expanding the horizon of world knowledge, providing instruction, teaching and learning, training, research and development at the level of Higher Education in the disciplines- Engineering and Technology, Health Allied Sciences, Agricultural Sciences, Commerce and Management, Humanities & Social Sciences and Natural Sciences.

Other emerging areas of study across the globe-

- Designing and delivering high quality training, capacity building and development systems for teacher educators, teachers in higher and professional education, leadership training including political leaders, administrators and development professionals working in education and other systems.
- Instituting degrees, diplomas including PG diplomas, dual degree Programs, integrated courses, certificates and other academic distinctions like awards, award of credits on the basis of successful completion of academic work evaluated through multiple modern methods of assessment and outstanding contributions like writing original books, research publications, sports and cultural events.
- Disseminating knowledge and developing a public debate on issues of education and allied development fields.
- Undertaking collaborative research and advocacy with other organizations
- Undertaking any objectives as may be approved by the Government for the enhancement of the education and other development sectors.

Teaching, Learning and Evaluation:

40% of seats in all the courses are earmarked for Karnataka Students. Constant curricular revision, updating and enrichment were done by Boards of Studies, Academic Council and approved by the Board of Management.

The University has a sound, secure, transparent and accountable Digital Evaluation System with a provision for third and fifth valuation respectively for Undergraduate and Post graduate programs to minimize erroneous valuation. University results across all courses vary from 75% to 100% with very few exceptions.

Co-Curricular Activities:

A total of 145 co-curricular activities – invited Guest lectures, Conferences, Seminars, Symposia and Workshops were conducted.

Extra-Curricular Activities:

University has developed Outdoor Sports complex and Synthetic Tennis and Basketball courts. It also encourages students to actively participate in Inter-collegiate, State and National Level Athletics and Sports events. Regular Sports and Cultural events are held every year at all constituent colleges and students participate in various cultural events across the state.

Infrastructure and Learning Resources:

Adequate and appropriate infrastructure, Equipment, laboratory facilities and IPR Cell are provided at the Constituent Colleges, ACU-Centre for Research and Innovation (ACU-CRI), Adichunchanagiri

Institute for Molecular Medicine (AIMM), Centre of Research Management & Industrial Linkage (CORMIL) and Centre for Molecular Pharmaceutics & Advanced Therapeutics (CMPAT) for advanced interdisciplinary research, high quality publications and filing Patents.

Considerable improvement has taken place in terms of Physical Facilities, Equipment, Laboratories, Clinical Material, Industrial Training and field practice areas including NABH accredited Adichunchanagiri Hospital and Research Centre (AHRC) and NABL accredited COVID-19 Laboratory.

A 1150-bed tertiary care hospital, and Super Specialties in the areas of Urology, Plastic Surgery, Neurosurgery, Cardiology, Nephrology, Medical Gastroenterology, and now a centre for diabetes care is envisaged.

Research and Innovation:

Ph.D. Programs have been introduced in the faculties of Engineering, Management and Technology, Pharmacy, Medicine, Nursing, Humanities and Social Sciences and Natural Sciences. About 110 Scholars are pursuing Ph.D. programs in various disciplines including 06 foreign research scholars and 33 patents have been filed by the faculties of Engineering, Pharmacy and Medicine.

The university has ranked 1st, 2nd, and 4th at the state, zone, and national levels respectively among the top 50 emerging universities.

The mission of the university is education for Self-Reliance, socio-economic change, empathy towards the less fortunate, Enrichment to acquire Abundant Knowledge, Excellence, empowerment to become Intuitive, Innovative & Inventive, and enlightenment to attain Wisdom & Virtues in Life to think beyond Self. Under the able guidance and the visionary dynamic leadership of Jagadguru Sri. Sri. Sri. Dr. Nirmalanandanatha Mahaswamiji, the University has made rapid progress and will continue to do so to achieve its noble mission.

MATHEMATICS CHALLENGE

CMT - SERIES PROBLEMS - by GANIT MATH (गणित मठ)

- composed by -
Teachers' Teacher , Maths Wizard

श्री श्री 1008 गणित गुरु गणितानन्द जी महाराज
संस्थापक - गणित मठ

CMT-2020/ 39 :

$$If\ \frac{\tan^2\alpha}{\sqrt{11\tan^2\beta}+\sqrt{13\tan^2\gamma}}=\frac{\tan^2\beta}{\sqrt{13\tan^2\gamma}+\sqrt{7\tan^2\alpha}}$$

$$=\frac{\tan^2\gamma}{\sqrt{7\tan^2\alpha}+\sqrt{11\tan^2\beta}}=51,$$

then ,

$$\frac{\sqrt{7}}{51\sqrt{7}+\tan\alpha}+\frac{\sqrt{11}}{51\sqrt{11}+\tan\beta}+\frac{\sqrt{13}}{51\sqrt{13}+\tan\gamma}=?$$

CMT-2020/ 40 :

$$If\ \left(\begin{array}{l}x^6\tan^3\alpha-3x^4y^2\tan^2\alpha\tan\beta\\+3x^2y^4\tan\alpha\tan^2\beta-y^6\tan^3\beta\end{array}\right)^m$$

$$=\left(x^4\tan^2\beta-2x^2y^2\tan\alpha\tan\beta+y^4\tan^2\alpha\right)^n$$

$$=\left\{41\tan\alpha\tan\beta-20\left(\tan^2\alpha+\tan^2\beta\right)\right\}^{\frac{1}{8}},$$

then ,

$$3m+2n-48mn+1=?$$

ANSWERS :
CMT-2020/37: 1 *CMT-2020/38 :* 0

It's imperative that the seeds of speed and accuracy be sown at a young age, to unravel the magic of success in every exam, on every page.

I highly recommend all the young learners to solve Mental Maths Workbook (by Ganit Math Publications)

- Saanvi Puri

Qualified:

1. JSTSE, NTSE
2. KVPY SA, KVPY SX (AIR- 198)
3. JEE MAIN(PERCENTILE:99.42)
4. CBSE X: 98.6%, CBSE XII: 99.25% (PCMB)
5. NEET UG 2022 AIR- 368 (690/720)
6. NEET Physics: 180/180; CBSE X, XII Maths- 100/100
7. JEE ADV. AIR 3354

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Answers will be published in the next issue . You can ask any queries and send your solution to
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1st in West Bengal for Quality of Campus Life by India Higher Education Rankings & Awards 2022-23

2nd Best Private University in West Bengal by Outlook

3rd Best Multidisciplinary University in West Bengal by India Higher Education Rankings & Awards 2022-23

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1 Lakh+ Careers Shaped | **70+** Courses | **100%** Scholarship Available

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