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Vol. X Issue 07

January, 2023

RNI No. DELENG/2012/45970

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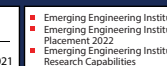
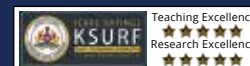
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UNDERSTANDING UNIVERSITY RANKINGS

I was no topper. College rankings never mattered to me. But somehow, they do. Mostly to the crème de la crème with several options to study in whichever educational institute they find worthy.

It might be shocking, but there are 500 universities in India that claim to be in the Top 50. Mind you, I am only talking about Indian organizations that are in the business of ranking universities. Globally, some of the most respected Indian universities figure nowhere – not in the Top 100 at least. There is a reason for that. International calculation methods to rank universities are wildly different.

The Indian Institutional Ranking Framework (IIRF) by industry-academia professionals is by far “one of the most concrete systems, based on unique parameters designed with facts considered for an Indian socio-economic demography, which reiterate general perceptions for employability and entrepreneurship in India,” says the Federation of World Academics (FWA), the team that launched IIRF in 2016.

There are dozens of university ranking organizations in India. But only a handful are registered, and their ranking methodologies are transparent and authentic. It's only apt to name them. Aside from IIRF, the government-run National Institutional Ranking Framework (NIRF) is arguably one of the most believable. Then there's Business World, India Today, Outlook, The Week and Times' OMS.

That's it. The rest – they number in the 50s – could very well be a façade.

Let's face it. When we are entering college, the rank of a particular college is hardly playing on our minds. It's mostly the reputation.

“I am not saying that they (rankings) are rigged. The intention is good, but they should be made more inclusive and comprehensive, considering Indian context,” says a top academician at Birla Institute of Technology and Science (BITS).

“Take the NIRF rankings for instance. BITS, being a private university, is not ranked too high because the people sitting on the ranking committee are mostly from public universities. Regardless, BITS always gets the cream,” he adds.

It's only fair to hear it from a topper, who wishes to remain anonymous. “When I chose to study in Pune, the primary factor was to choose a university outside my home city in order to experience university life in a new and different city. So, the ranking was not a driving factor per se. So, I didn't really care about the ranking of Symbiosis. I had only heard about the image and reputation of Symbiosis as a university, and had heard good things about their faculty. I was never involved intensely in the rankings of universities.”

Here's the last word. Whether or not you, as students, care about rankings, they provide a “gold standard, a benchmark, to the academic institutes to understand where they stand vis-a-vis to other peers in terms of various pillars of academia,” says the BITS professor.

Rohit Wadhwaney
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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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B-212, 2nd Floor, Ansal Chambers-1 (Above SBI Bank)
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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

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CONTENTS



10

NEP 2020 is disruptive

Dr. GR Raghavender
Joint Secretary at the National Mission for Justice Delivery & Legal Reforms



16

Start-Ups In India Need Robust Community Support

Leenesh Singh and Honey Kithani founded 10000 Startups India (10KSI)

BEST LAW, DESIGN & ARCHITECTURE COLLEGES - 2023

BEST LAW COLLEGES (GOVT.)	64
BEST LAW COLLEGES (PVT.)	68
BEST DESIGN COLLEGES (GOVT.)	72
BEST DESIGN COLLEGES (PVT.)	76
BEST ARCHITECTURE COLLEGES (GOVT.)	80
BEST ARCHITECTURE COLLEGES (PVT.)	84

CONTENTS

COVER STORY

36

Inviting Foreign Universities to India not meant to reverse trend of students going overseas: UGC

Rohit Wadhwaney



22

Copy-pasting answers from text books works in India, not abroad

Amit Goyal
Head of India & Asia Pacific at EdX Online Platform



30

Geographical Indication tags can do wonders to India's economy

Prof. Ganesh Hingmire
Founder and Chairman, The Great Mission Group Consultancy (GMGC)



46

The major challenge for management students is to combat/align with technology

Dr. Seema Shenoy
Director, SDM College of Business Management



58

Understanding Dharma Religion is the start of holding humanity together

Ryan Baidya
Takshila Foundation, Silicon Valley, California



26

Industry Exposure for Design Students is Indispensable

Krishan Jagota
President of the Association of Designers of India, Mumbai Chapter



42

Fostering an Entrepreneurial Ecosystem for Carving Future Leaders

Dr. Urvashi Makkar
Director, IMS Ghaziabad



50

RV College of Architecture Shaping Responsible Architects of Tomorrow

Dr. Om Prakash Bawane
Principal of RVCA, Bengaluru



66

Time to look Forward!

Dr. Shahid Amin Trali
Associate Professor, School of Management, ITM University Gwalior, Madhya Pradesh

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Dr. GR Raghavender,
Joint Secretary at
the National Mission
for Justice Delivery &
Legal Reforms shares
his insights on social
justice and Gram
Nyayalaya, a central
government scheme
on rural justice, with
**Education Post's
Tanay Kumar.**

NEP 2020 IS DISRUPTIVE

You first studied botany, zoology, botany and then library science. After that you did your postgraduation in Development Studies. Why the switch?

I did my graduation in botany, zoology and chemistry as a basic degree. After that, I went to the University College of Arts and Social Sciences, Osmania University, Hyderabad, where I completed my bachelor's in library and information sciences (ILSc) because I was really interested in reading books.

While studying library and information science, I came in contact with many students who were preparing for civil services. Many chose the subjects of arts and humanities for the Union Public Service Commission Civil Services Examination. So, before opting for civil services, I completed my master's in history and archaeology with a gold medal. I then chose history and anthropology as subjects for

the UPSC examination and got selected. I was first posted at the Economic Affairs Wing of the Ministry of Finance.

To improve performance and gain global perspective, several ministries keep sending civil servants to colleges and institutions that are globally recognised in their streams. I was selected by the ministry itself to study at the Institute of Development Studies under Erasmus University in the Netherlands. So, that's how I completed my master's in Development Studies. The course was really helpful for me to create good policies, analyze the existing ones around the world and discuss various issues. This study was of great help when I was drafting the copyright law that was enacted in 2012.

Please share your opinion the new National Education Policy (NEP) 2020, and its multidisciplinary provision?

The NEP 2020 is really disruptive and encouraging as it doesn't only stress on basic and advanced education but it also emphasizes job creation as well. The policy

encourages students to not only get the education but also contribute to nation building, either economically or through social engagements.

The multidisciplinary approach in the policy will empower students to learn several subjects and aspects of social development. Also, this provision will create a sense of empathy among students towards people from all strata of society. In short, it's fantastic and futuristic.

What are some praiseworthy social and non-academic practices you came across during your time at Rotterdam?

Cleanliness is the first social practice I really admired in the Netherlands. Most of the people there religiously and regularly follow cleanliness and trash dumping. Every Wednesday, the garbage truck used to pick the trash that is separated into biological and non-biological waste. Plus, I never saw anyone throwing garbage on the roads or open areas. I would like to take this opportunity to thank our honourable Prime Minister Narendra Modi for launching the Swachh Bharat campaign (cleanliness campaign), which invoked an urgent sense of cleanliness among Indians.

Another practice was biking, or cycling as we call it in India. Dutch people cycle to wherever they need to go for their daily work. They almost never take out their automobiles unless absolutely necessary. It does not matter if the person is an executive at a big company or a security guard; they all cycle to work. Besides keeping the pollution in check, it brings about a sense of equality among citizens.

What fields of study would you recommend if someone wishes to work National Mission for Justice Delivery & Legal Reforms or the government in general?

Primarily, those students who are studying law and social justice are a good fit. Graduate students of law, public policy, social justice, legal affairs, policy management, social development, rural development, urban development, development studies may be good to work with the ministry. If there are other courses that are pertaining to these streams, they are also as helpful.



Plus, many ministries in both the center and states have started offering internship programs for young graduates if they are willing to work in policymaking or policy analysis. Students can also look out for them as well.

It is not easy to take out time to study while working a job. But you seem to have done it with aplomb. Any suggestions for our readers?

I think that three-four hours of studying is enough for anyone, job or no job. Moreover, governments the world over encourage staff to study further, to train well in subjects that are relevant to the respective department or organization. The Indian government too encourages civil servants to pursue education in policymaking.

Studying after getting a job is a matter of passion. To stay updated and connected to the global world, we must keep on updating our knowledge.

You completed your graduation when digital revolution had not hit the world. Are there a few things you can tell us about those days that the current generation must learn?

I remember when I was doing my M. Phil in 1989, I used to regularly visit the library of Osmania University for my research and I had handwritten my whole thesis. Submitting



handwritten papers helped my generation remember exactly what they had learned. What I am trying to say is, no matter how digitalized the world gets, it's important to keep some time aside to visit libraries or read printed books. I would also suggest allotting a time of your day to write by hand important sections/chapters/summaries of your courses.

More importantly, never plagiarize the original works of others. Ethics don't permit you to copy or steal someone's work and put your name on it. One should mention as references other people's work if there is a need to cite it.

Please tell us about the Gram Nyayalaya scheme and how the Finance Ministry would ensure its execution?

The Gram Nyayalaya Act was brought in 2008 to ensure access to justice in villages and rural areas. The

law provides for the establishment of Gram Nyayalayas at intermediate panchayat levels. Section 3 of Chapter 2 of the Act states that after consultation with the relevant states' High Court, states may establish Gram Nyayalayas at the panchayat level. So, it has become a kind of an optional clause rather than a mandatory one.

Before this act, several states had already some laws of rural justice within the states. For example, Bihar has the Gram Kachahari Act and Himachal has Nyay Panchayat provision. Rajasthan, Madhya Pradesh, Gujarat, Kerala and Maharashtra are those states that have enacted the Gram Nyayalaya rule in full essence.

The law states that there would be a Nyayadhikari in every Gram Panchayat of a village who would be appointed by the state government in consultation with the state's High Court. The rule further states that a person shall not be qualified to be appointed as a Nyayadhikari unless he/she is eligible to be appointed as a Judicial Magistrate of the first class. Full operationalization of the act is still yet to happen in the country.

To monitor its delivery, the central government introduced guidelines in August 2021, enabling a central level monitoring committee which regularly meets to keep a check on the implementation. Somehow, the COVID-19 pandemic also compelled stakeholders of the act to meet more on a regular basis via the internet. Earlier, it used to cost a lot for travel as well.

The country is in desperate need of impactful researches. Your take?

Studies like cyber laws, population studies, gender equality, social justice, researches that are related to women's empowerment, subjects that address the digital divide among Indians, rural development, are really needed for our country. Good and impactful researches in rural justice area are really needed as cases are hardly reported in rural India. To address this problem, digitization is the apparent solution. Then research on the digital divide comes into the picture. [\[E\]](#)



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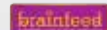
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Honey Kithani

START-UPS IN INDIA NEED ROBUST COMMUNITY SUPPORT

Leenesh Singh and Honey Kithani founded 10000 Startups India (10KSI) with an aim to build strong community support for women entrepreneurs in India. The duo talks to Education Post's Tanay Kumar about the motivation behind this venture.



Leenesh Singh

Please tell us about your academic journey and how the two of you met and started 10KSI?

Kithani: I had done my primary education at Mumbai's St. Thomas School and later, I opted for B. Com at Mumbai University. I have done my master's in Human Resources from Vivekanand Education Society's Institute of Management Studies and Research (VESIM) in Mumbai. I then began looking for resources to start my own business. My two-year experience in the corporate sector encouraged me to start my entrepreneurship journey at 10KSI.

Singh: I completed my graduation in Mechanical Engineering and Computer Science. After my graduation, I pursued Advanced Human Resource Management from the Indian Institute of



Management (IIM) in Ahmedabad. I joined as a class II non-gazetted officer in the Ministry of Human Resource Development to serve students, teachers, and non-teaching staff by implementing Microsoft Literacy Programmes in Navodaya Vidyalayas and Zilla Parishad schools. The use of technology and traveling became an integral part of my life. While traveling, I met loads of people with diverse languages and cultures. That made me realize that the ability to communicate effectively is key to closing investment deals. And that's when I thought of starting and growing 10KSI.

I met Honey at my last organization, Smart Connect Technologies, where I was about to start 10KSI in 2019. Honey agreed to come on board when I discussed the concept of 10KSI and building a community of women entrepreneurs.

Will you explain that how 10000 Startups India is helping the start-up culture in the country?

10KSI is a community platform that serves many entrepreneurs globally. It provides massive support to passionate entrepreneurs in

the form of help and action plans. For instance, aspiring entrepreneurs can get idea validation, mentorship support, and incubation support offerings through our community of IITs, IIMs, AICs & Private Incubation Centres. We handpick online and offline events and ensure active participation and networking of aspiring entrepreneurs and investors

10KSI helps MSMEs with working capital and credit line loans by carefully evaluating their businesses and taking it forward from there. Additionally, 10KSI assists in raising private equity rounds and supports women entrepreneurs looking to showcase their ventures. Our professionals work in detail on IPO plans and provide all the details of the last two years before the launch. Altogether, 10KSI tries to answer for the needs of new business owners and entrepreneurs to scale up with infinite possibilities through robust community support.

Several female entrepreneurs have emerged in the recent past. How do you view this trend?

Female entrepreneurs have exclusive qualities which speed up the growth of the

economy. Their solutions are innovative. Besides, a diverse workforce with the contribution of both male and female entrepreneurs results in different perspectives and ideas and eventually growth outburst.

A woman's abilities to multitask and deliver things on time allow her to have a firm role in whatever work she does. Women, these days, do not want to sit at home. They have other aspirations and have a wonderful blend of persistence and perseverance. It not only makes them a stable workforce but also allows them to become leaders in the long run. Hence, I strongly believe every nation needs more women in the workforce to honor their society and contribute to the local economy.

As per data from the Global Entrepreneurship Monitor, in 2021, the percentage of female and male population in early-stage entrepreneurial activity in India stood at 12.3 and 16.3 respectively

How do you see the education in tier-2 and tier-3 cities in India and how can women in such cities play an important role?

Education is essential for all genders, no matter the location. However, with the push for gender equality, it has become more crucial for women to be educated in tier-2 and tier-3 cities. With the emergence of technology and



the internet, various doors of opportunities for women's education have opened in these cities. Education not only provides the knowledge and skills to secure a job, but it also gives females access to financial independence and social mobility. When you start earning money, people start respecting you.

Education empowers women to become more active in social and political activities and to voice their opinions. Education leads them to become leaders who can bring about positive change. Besides compensation and respect, women live with better health because of their accessibility to medical facilities.

Education leads to bridging the gender gap, allowing women to gain entry into professions that have historically been dominated by men. In brief, education enables women to challenge gender stereotypes and break gender barriers. Therefore, education is essential for empowering females to create a more equitable society, for family welfare and overall growth.

What are the advantages of entrepreneurs and start-ups in India?

India is in dire need of entrepreneurs and start-ups to drive economic growth, create jobs, and stimulate innovation. It is estimated that over the next decade, India will need to create over 500 million new jobs to meet the demands of its growing population.

Furthermore, start-ups and entrepreneurs can contribute to India's development by providing access to capital, mentorship, and resources to other budding entrepreneurs.

With the Indian government's encouragement of entrepreneurship, there are now more opportunities for start-ups to thrive. Start-ups can also benefit from the government's initiatives like Make in India and Stand-up India and the government's tax incentives. These initiatives make India an attractive destination for entrepreneurs and start-ups to improve the long-established problems of the country.

What challenges lie ahead for start-ups in India in the context of the new National Education Policy (NEP)?

According to the 2020 India Start-up Ecosystem Report, India is now the third-largest start-up ecosystem in the world. In 2022, DPIIT had officially recognized a total of 80,152 start-ups. The COVID-19 pandemic has, however, introduced various challenges for start-ups. The major setbacks are funding, cash flow problems, and uncertainty in the market.

Other severe challenges faced by start-ups are lack of access to capital, inadequate infrastructure, increasing competition, and a lack of talent. Attracting and retaining talent due to low salaries and limited benefits are other difficulties. Additionally, the Indian legal system is not always conducive to start-ups.

Education and training institutions must meet some challenges to infuse entrepreneurship and start-up knowledge among young students. Some challenges are: the availability of courses on start-ups and lack of knowledge about tools and techniques for

“A woman's abilities to multitask and deliver things on time allow her to have a firm role in whatever work she does. Women, these days, do not want to sit at home. They have other aspirations and have a wonderful blend of persistence and perseverance. It not only makes them a stable workforce but also allows them to become leaders in the long run. Hence, every nation needs more women in the workforce to honor their society and contribute to the local economy.”

start-ups, fewer workshops and refresher courses on start-up framework and major concepts, requirement for re-orientation of education and an academic campus to drive students towards start-ups, transforming teaching curriculum and education pattern. Thanks to the NEP 2020, we have at least started talking about the solutions to these challenges.

Do you have any message or recommendation for aspiring entrepreneurs?

Singh: Your key to success is realizing your strengths and what you are through self-reflection. Then, it won't be long before you achieve your target. You need to find the right road, car, and driver and add fuel to it to reach your destination. If you are an entrepreneur, join 10KSI. We have solutions for all your problems.

Kithani: Overthinking is a problem. Stop doing that. Working on other people's dreams makes you forget your own dreams. You have to start with what you have. Build on what you can do. Grow to become the best version of yourself, to rest with peace and glory that stays with the generations to come. Let's make it big. The world is looking at India. 🇮🇳

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Amit Goyal

An alumni of England's prestigious Oxford University, **Amit Goyal**, Head of India & Asia Pacific at EdX Online Platform, tells **Education Post's Tanay Kumar** that the Indian education system is lagging mostly because critical thinking ability and an awareness of fresh industry streams are conveniently ignored in most schools.

COPY-PASTING ANSWERS FROM TEXT BOOKS WORKS IN INDIA, NOT ABROAD

Amit Goyal, Head of India & Asia Pacific at EdX Online Platform, shares with **Education Post**

You studied Economic Development at the prestigious Oxford University. What made you choose this course?

I completed my BCA (Bachelor in Computer Application) in 2008 when the world was deep in recession and I knew that learning the basics of economy is really necessary. It would not be good for me if I don't know the reasons for studying a course for my personal, professional goals.

I saw the structure and the curriculum that would be taught in this course and I was certain that wanted to pursue it. Further, many times, I see students opting for courses either because their friends are doing so or because their acquaintances have suggested a course that would get better financial gains in future. I really believe that students must see the course syllabus and research about it before opting for it. In the digital age, it is absolutely possible.

From 2007, I started working on an IP-based CCTV camera aka internet-based CCTV camera. The leading players in this product at the time were Samsung and Panasonic and their starting price was Rs. 40,000. My father used to run a cybercafe, and he was using this product. I used some component and brought the prices down to about Rs. 12,000. I explained this in my online interview for my master's at Oxford and they were really impressed. Though my GMAT score was not very good, my project and curiosity worked for me.

Did you find any difference in the higher education you attained in India as opposed to abroad?

At Oxford, everything I learned on was based on hands-on experience, like practically practicing every theory. If one of my subjects was marketing, then I was working along with the teams of Louis Vuitton, which gave me a proper hands-on knowledge on the intricacies of the on-the-job problems and ways to solve those problems. Similarly, in a subject titled, Business Strategy, I was working with the teams of Costa Coffee and Premier Inn hotels.

At Oxford, they really stressed on critical thinking. You'll be amazed to know that if I wrote the exact text of a book at Oxford during my study, I was not looked at as a very good learner. On the other hand, you'll get good marks in India if you copy the exact texts of the prescribed books.

Then there was Learner Centricity. I'll explain it with an example. A coding language, COBOL was considered as an outdated computer language 15 years ago. Even today, there are some Indian colleges that are teaching this language and wasting students' time. How will students be on par with the industry requirement

of 2027 if universities decide in 2023 what they will teach for the next four years? The curriculum needs to be updated every year, which is a regular practice in the West.

Vocational education slowly but surely is picking up pace in India. Since you have been the Country Head of Corporate Education College, where you were an integral part of the vocational education department, how do you see vocational education in India at the moment?

Right now, as per the curriculum and offered courses, vocational education in India is one of the best in the world. I remember, the chain of NIIT really marked a difference in vocational education – in the late 1990s, they were teaching many IT-industry skills that are relevant today. Today, there are many vocational courses in the country that are helping thousands of students. The new National Education Policy (NEP) 2020 must be applauded for pushing forward vocational education.

Your parents run a school. You must be aware of the challenges they face.

There are surely many challenges in running a school in a tier-2 or tier-3 city. Unfortunately, school education is gradually becoming brand-centric not learning centric as it should be. Many people react differently if a kid says that he/she goes to an expensive international


school as opposed to a lesser-known school in comparison even though it is highly possible that those lesser-known schools are imparting top quality education.

Another challenge is getting quality teachers. After some years of experience, many teachers choose to leave smaller schools to join better schools, mostly because of better pay. To retain them, schools have to pay them a higher salary, which results in an increase in fees. If the fee is not increased, labs and other resources at the school faces a crunch, and eventually, parents start thinking of transferring their wards to other better-equipped schools.

What are the most pressing issues in the Indian education system that need fixing?

Unemployment is one, for sure. All parents invest in their children's education mostly because they hope the kids will subsequently get good jobs. The structure and curriculum in India's education system needs to be changed to ensure employability. Of course, the NEP is a step in the right direction, but it needs acceleration.

Another thing that needs attention is awareness at the school-level about fresh streams and industries that are coming into play. Although some private schools are educating students about the same, public schools definitely need to pull up their socks in this regard.

A platform like EdX really informs students about the curriculum, academic content and environment in universities like Stanford, MIT or Cambridge. EdX virtually shows the classrooms of those universities. So, in one sentence, students need awareness and exposure to different industrial streams. 





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Krishan Jagota

INDUSTRY EXPOSURE FOR DESIGN STUDENTS IS INDISPENSABLE

Industry exposure for design students is an indispensable part of their education, says **Krishan Jagota**, President of the Association of Designers of India, Mumbai Chapter. Jagota, who is also the Head of Product Design at Sideways Consulting, tells *Education Post's Tanay Kumar* how he went about bringing a student exchange scholarship program to Hochschule für Technik und Wirtschaft (HTW), Berlin at his alma mater, the National Institute of Design (NID), Ahmedabad.



You completed engineering in IT and are now a well-known name in the Indian design circle. When did you realize your interest in the field of design?

The bigger reason that I pursued engineering was cricket as I came to know that the Jaypee Institute of Information and Technology (Noida) has a big cricket ground and I used to play cricket a lot. I didn't know what I actually wanted to do, so I did it majorly just for graduation.

My mother was a professor. In college, I was an average student, not the topper kind, but I was very much into extra-curricular activities like music and arts. I was really into drawing and design but had not given a very serious thought to pursuing a proper career until my fifth semester of graduation.

At the NID, I did a design project on garbage pickers and stood second in my class. The rest is history.

You pursued a design course from Hochschule für Technik und Wirtschaft in Berlin, which is a German public university. Are there any academic practices at HTW that are still not followed in Indian public design institutions?

Fortunately, the NID was established on the inspiration of the Bauhaus School of Design and Ulm

School of Design in Germany. So, there are lots of similarities among German and Indian academic practices when it comes to design. One challenge is common in both countries, which is industry connect in design institutes. Industry exposure to design study is unquestionable. That also exists because we have been dependent on China for many of our industries. Industrialization is still yet to pick up speed in India.

You won't be sent to China to observe the varied scales of industries if you're studying industrial design. Issue is the manufacturing sector not the service sector. So, if a design student gets more manufacturing industry exposure, his/her perception and observation about design will improve. Compared to India, the industry connect is more in Germany as the country is more industrialized, but I believe it should be more cohesive.

One thing I would surely add is that research should be encouraged in India, as research is probably the only method when one is allowed to experiment and come up with new readings and observations. Design is a field where observation and visual pleasure differ from people to people. It's not even like a common code for a full enterprise. So, research encouragement is indispensable in India, as it also eradicates personal biases.

Just like IT or engineering has different branches of study, tell us about the various streams/branches of design and their industry implementation.

It's a bit unfortunate today that common school students might not be able to answer if you ask them what branches or institutions are available to study design as a regular course. There was only one National School of Design for a longer time in India. Thus, design as a study has been seen as more like fashion design or interior design, or a more common answer would be an artist.

If I talk of branches then, there is graphic design as most people are aware as well. Industrial design is a big umbrella which deals with ceramics and glass design furniture and interior design, product design, toy and game design, transportation-automobile design. Textile and lifestyle accessory design are the other branches where one studies about apparel and lifestyle products designing. Broadly, there are two big branches under which every branch exists: industrial design and visual design.



Design Engineering is also a branch where one finds an amalgamation of design and engineering.

What should be the priority for design graduates if they choose to work at a multinational or a start-up?

It is all about being who you really are and how honest you are with your employer. I have seen people who were in big design firms but they were bored because they were not allowed to even sometimes experiment with their own idea of design, forget about its execution. Start-ups at least give a chance to experiment because they want to make a place.

So, I would say that try to look for those places that resonate with your own work pattern and practices. Better not to be just a template or design-template and try not to become a jack of all trades and master of none.

At an event at ARCH College of Design, you said that everything is getting subsumed in new media. What are the challenges that new media and Artificial Intelligence might pose to the design industry in future?

I believe that the designers should leverage AI for their work. See it with an example: did people lose interest in humans when books were invented or printed or when radio and television came into being? Human experience will always play a bigger role in any industry. Another example is social media. Why

must social media be blamed if one is not able to leverage it? When a new technology comes in, it subsumes the older technology.

If you are requested to mention three soft skills and three academic skills that a design graduate must always focus on, what would they be?

Three soft skills I look for are: honesty, hard work and curiosity. And of course, core competence in our own domain is important. There should not be any false flags in one's resume. We can train if one doesn't know certain software, but claiming to have the software-skills you don't know is a red flag. Design's core competences are always important, but I am more interested in one's traits and nature than computer software.

Please recommend some books that may have impacted your life, whether it is related to design or not.

Don Norman really amazed me when I read Design of Every Day Things. This book will add many new and unconventional perspectives to design students. There is another book for creativity, Steal Like An Artist by Austin Kleon. This book explains many important aspects of digital design.

I really enjoyed reading Masala Lab by Krish Ashok. as it puts a proper scientific process behind cooking. Reading Start With Why by Simon Sinek and Yuval Noah Harari's Sapiens was also delightful. Incognito: The Secret Lives of the Brain by David Eagleman is also a very thought-provoking book to read.



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GEOGRAPHICAL INDICATION TAGS CAN DO WONDERS TO INDIA'S ECONOMY

The Great Mission Group Consultancy (GMGC) is responsible for registering nearly a tenth of India's Geographical Indication (GI) tags, a name or sign used on certain products that corresponds to a specific geographical location or origin. The GI tag ensures that no one else other than authorized users are allowed to use the product name. The firm's Founder and Chairman, **Prof. Ganesh Hingmire**, tells *Education Post's Tanay Kumar* about the significance of GI tagging in the Indian economy.



You have done your postgraduation in law from Cardiff University in the United Kingdom. Did you find any differences in the pedagogy and curriculum there if you were to compare it with the study of law in India?

The LL.M. is a two-year course in India while the UK offers a one-year LL.M. program. While I was doing my postgraduation at Cardiff, there was

an ongoing trend called “super-specialization.” I completed my LL.M. in Commercial Law with super-specialization in Intellectual Property Rights (IPR). This subject (IPR) was almost non-existent in most Indian universities. When I did my LL.B. from the India Law Society's Law College in Pune in 1998, hardly anyone had chosen to study IPR, which was the reason I chose to study it in the UK.

At least back in 2000, one year in postgraduation in the UK was equivalent to doing a three-year course in India. I remember we were swamped with assignments, so much so that we barely had enough time to eat. Moreover, research is highly focused in the British higher education system along with big emphasis on originality, co-relation between old and new research/papers/data and conclusions in the assignments and answers. Plus, UK has a three-semester system, while there are many institutions in India that have a two-semester system and a few have a full-year-examination pattern.



After doing law, why did you choose to pursue M. Phil in economics?

A combination of science, social law, law and economics immensely helps in nation building through IPR. One needs to study science if it comes to patents because one must know the scientific name of that particular GI product. And since IPR involves economics in a big way, I chose to complete my M. Phil in economics.

The Great Mission Group Consultancy provides training in IPR. Please tell us about it.

Our group is dedicated to providing socio-economic tools in the context of IPR for India. We started this group to impart IPR training in reference to Trade-Related Aspects of Intellectual Property Rights

Owing to its immensely rich food culture, India can really enhance its economy. We all know that probably every district of India is famous for its local food. I really see a great potential when it comes to economy via food diversity in India.



(TRIPS) of the World Trade Organization (WTO). This agreement is not merely theoretical. As far as IPR is concerned, we started GMGC in two areas: to help firms, companies or individuals register their intellectual properties, their patents and to provide training to enthusiasts on how to register IPR for other firms as well. Since I have studied the entire process based on WTO norms, we provide training in the relevance to TRIPS with all regular updates as they are the starting point in IPR.

In any country, laws are based on three methods. First, there are laws that have existed since the colonial days, such as contracts, evidence etc. Second are laws that are drafted by the parliament of the country or their respective Supreme Courts in some cases. The third are laws that exist via international treaties and pacts. IPR falls in the third category. For example, patents would always be international. So, we keep following the updates of WTO and other IPR organizations to keep on inculcating them in our training.

How many crops and products are still to attain the GI tag in India?

GI was introduced in India in 2001 and the first such product to attain the GI tag was Darjeeling Tea in 2003. Our mission is to empower genuine producers and artisans for their originality, traceability and rewards for their GI based products and goods. For example, there must be a method to detect the originality of a Varanasi sari so that genuine producers of the sari could get proper profits for their work.

Currently, India has around 430 registered GI products, out of which around 125 are agricultural crops. When it comes to the number of GI crops and goods, China has over 7,000 GI products while the European Union has over 70,000. Germany holds more than 17,000 GI products, out of which over 40 percent are agricultural.

There are different geographical products at a gap of every 30-40 km. So, as per my calculation, India surely has over



10,000 potential GI products and goods that are yet to be registered.

We have been constantly suggesting the Maharashtra and Indian government to actively look for GI goods and crops and have also provided them with a list of such products we have detected.

In the context of GI marking, how do you see India's economic potential in the formal study of food processing, food technology and the big food industry?

We had registered Jalgaon Brinjal and now it is included in the menu of Lufthansa airlines. We registered Mangalwedha Jowar, which is also known as Maldandi Jowar. Chaklis (cookies) made by Maldandi Jowar are gluten-free and they are in high demand all the time because of their delicious taste. Cows produce more milk if they are fed Maldandi Jowar and a considerable amount of Maldani Jowar is exported to other countries.

Gholwad of Maharashtra is famous for the sapota fruit (cheeku). We registered Dahanu Cheeku of Gholwad with its GI tag. Now, the people of the Gholwad are making cheeku powder, cheeku chips and even wine and exporting them to other countries.

Owing to its immensely rich food




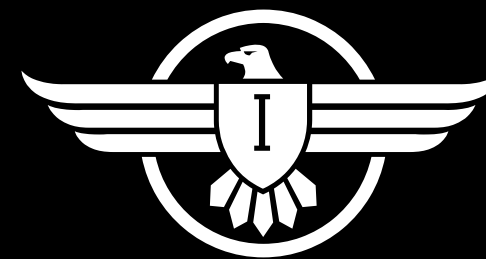
culture, India can really enhance its economy. We all know that probably every district of India is famous for its local food. I really see a great potential when it comes to economy via food diversity in India.

You are a voracious reader. Would you please recommend a few must-read books for our audience?

When I was about to get married, I told my to-be wife that I was already married. I was married to books. I read a lot. Anyway, my first recommendation would be the books of Ramakrishna Math as they infuse life lessons. I came to understand humanity at Ramakrishna Math. I read a Marathi verse in one of the books at the Ramakrishna Math, which said, "Pavitr Bhana, Aani Dusreya Che Hitkara, Hech Saare Upasane Saar Aahe." It means that be pure in mind and character, be benevolent and do good to others, this is the summary of all of your holy scriptures.

My second recommendation would be You Can Win by Shiv Khera for motivational reading. I would really urge people to read our holy scriptures, even if it is just once. It's my belief that Bhagavad Gita really provides solutions to your problems in life.

Next, you should definitely read books that teach you more about your own profession, as also those books that add values to your life. 



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INVITING FOREIGN UNIVERSITIES TO INDIA NOT MEANT TO REVERSE TREND OF STUDENTS GOING OVERSEAS: UGC

An

'open hearted' move intended to make India a global destination for education, the recently announced draft regulations for foreign institutions to set up campuses in India has met with mixed reactions from the academic world, while some of the world's top ranked universities don't seem interested at all, *Education Post's Rohit Wadhwaney* finds out.

The University Grants Commission's recent decision to allow reputed foreign educational institutions to set up campuses in India does not make the slightest difference to Anchal Rai, a commerce graduate from Delhi University's Zakir Hussain College, who is hellbent on pursuing her master's degree in Germany.

Like hundreds of thousands of Indian students looking to go abroad for higher education, 22-year-old



Rai is of the firm belief that a degree from a foreign university is just one of the reasons about 40 percent of the country's student population prefers to study overseas.

A foreign degree, Rai said, is just by the way. "I belong to the category of students who wish to settle abroad. Reasons are several: the quality of life, the financial aspects of the course, the idea of leaving your comfort zone, moving abroad and experiencing new cultural diversity," she said.

And the German public universities that Rai is hoping to get into don't charge students a single penny for tuition. "I only need to take care of my living expenses," she told Education Post.

Big Educational Push

Early in January 2023, the UGC unveiled draft regulations for allowing foreign universities and educational institutes to operate campuses in India – a move that attracted mixed reactions from top universities and academicians in the country. Among the norms floated for feedback is that the foreign universities intending to set up campuses in India must rank among the top 500 educational institutes globally or must be educational institutes of repute in home jurisdiction.

"The new National Education Policy (NEP) 2020 has envisioned that top universities in the world will be facilitated to operate in India. For this, a legislative framework facilitating such entry will be put

in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India," UGC Chairperson Mamidala Jagadesh Kumar said at a press conference while announcing the draft regulations.

These foreign universities will have the right to decide their own admission process and criteria to admit Indian and foreign students while having the autonomy to decide their fee structure without facing any caps imposed on Indian institutions as long as the fee is "reasonable and transparent."

"Lots of reforms are being introduced in higher education, primarily to provide more freedom, flexibility and choices to our students. And towards that end, internationalization of higher education in India is also one of the guidelines provided to us in the NEP, and it has two components. We want to internationalize our own domestic education by encouraging our universities to set up their campuses abroad – the UGC is already in the advances stages of preparing regulations towards that end – and the other one is to let foreign universities set up campuses here in India, primarily for the simple reason that the students will have additional options of accessing high quality higher education," Kumar said in a video interview on YouTube.

By no means is this being done to "reverse the trend of Indian students going abroad to study in foreign universities," he said, adding that those students "will continue to go because they go for multiple reasons – the employability opportunities after their studies, working in a different cultural set up and so on."

"However, there are many other students who may not be able to go for financial and family reasons," Kumar said.

The Overseas Trend

According to a report by consulting firm Redseer on Higher Education Abroad, the number of Indian students who went overseas for higher education grew from about 4.5 lakh in 2016 to 7.7 lakh in 2019.



The UGC draft regulations say that foreign universities are free to set their fees but it should be reasonable. Certainly, they cannot charge the same fee as in their own countries. This will lead to severe shortage of revenue if faculty from abroad is going to come and teach here. They would obviously demand the same salary as in their own country. Making heavy upfront investment to set up campuses in India does not make any sense, especially for American universities which are ranked in the top 100. Let us forget about Harvard and Oxford coming to India. They would not pledge their reputations at any cost



This figure is set to grow roughly to 18 lakh by 2024.

“Please remember, out of 4.5 lakh students who left our country last year to study in foreign universities, not all of them have joined in Harvard or Cambridge. It’s a very small percentage that have gone there. So therefore, let’s not take some ivy league names and say that only when they come here this regulation is a success or not. We are looking at a comprehensive list of universities who may show interest to come here and we will try to encourage them,” Kumar said.

Inviting foreign universities to come to India does not mean that questions are being raised on the quality of India’s higher education, the UGC chairman insisted.

“Our Indian educational system is one of the biggest in the world. And you can see our alumni... how well they are doing across the globe. And they attribute their success to their school and college education in India. But the challenge with us is that we have millions of students – already we have 40 million students in our higher education which is going to double soon. So how do we provide opportunities to them to access high quality education? One, of course, is to strengthen our own educational institutions by expanding our own network of higher educational institutions, which we are doing at a certain pace that is physically feasible. The other option is to let some of these foreign universities come here,” Kumar said.

He added: “A recent survey also shows that the top 200 universities in the world have shown India as an ideal destination for the simple reason that our country is a different example altogether, because we have highly motivated and aspirational students who number in the millions, and when the foreign universities come here, they can actually tap some of this talent. That is one of the wins for the foreign universities. And what is the win for our country? Of course, additional

choices to our students, and also when better institutions are in the vicinity working with us, there is going to be healthy competition among the institutions and our institutions will also have to pull up and improve their own academic programs in order to remain relevant in the education sector.”

Foreign Universities Not Interested

Education Post contacted several top foreign universities to understand their position about a possible invitation to set up campuses in India. And while many did not respond, some of them minced no words to respond in the negative.

Dee Mostofi, Assistant Vice President (AVP) of California’s Stanford University, one of the world’s leading research and teaching institutions where nearly 500 Indian students are enrolled each year, said: “We currently do not have plans to establish a program in India.”

Richard Lester of the Massachusetts Institute of Technology (MIT) said: “We have a long-standing practice that we do not open branch campuses and we have no plans of opening a campus in India.”

So, for those who feel that the UGC’s draft regulations have opened the floodgates and all the top universities will rush to set up campuses in India, it is not going to happen any time soon, said Dr. Kamlesh Misra, a globally renowned economist and academician.

“The draft regulations are a step in the right direction. As a policy, there is nothing wrong in it and is in line with the World Trade Organization push for trade in services. [But] I do not expect the top American universities, which are very conservative, to enter and open their campuses in India. We should expect the same from top British universities. There are likely to be some universities that may open their campuses but it will take time and they really need to evaluate their return on investment. Let us not expect a rush of foreign university campuses soon,” Misra told Education Post.

Money Matters

Opening a new university campus is expensive, added to this capital expenditure is the operating cost that must be met, Misra said.

“If foreign universities must open a campus in India, they must be ready to commit anywhere between \$50 million to \$100 million as a start-up cost. This will include land and building, faculty resources and other operating costs. The important question that we need to answer is why would any foreign university want to make such an investment?”

“The UGC draft regulations say that foreign universities are free to set their fees but it should be reasonable. Certainly, they cannot charge the same fee as in their own countries. This will lead to severe shortage of revenue if faculty from abroad is going to come and teach here. They would obviously demand the same salary as in their own country. In my view, making heavy upfront investment to set up campuses in India does not make any sense, especially for American universities which are ranked in the top 100. Let us forget about Harvard and Oxford coming to India. They would not pledge their reputations at any cost,” Misra said.

He said that although there are over 75 campuses of American universities in different countries such as China, the United Arab Emirates, Malaysia, Qatar, France and the United Kingdom, most of those satellite campuses are very small in relation to their main campuses in the US.

“The American University in Washington DC is probably the most aggressive in opening its campuses in different countries and has several campuses spread out across the world. But it is ranked around 700 in the QS world university rankings, so it may not qualify to enter India. Other American universities that have campuses abroad are Rochester Institute of Technology, Texas A&M University, San Diego State University, New York University, Temple University, Arkansas State University, Carnegie


Mellon University and Saint Louis University. As is visible, none of these universities are classified as A grade institutions in the US,” Misra explained.

‘Openhearted Move’

However, Sanket Goel, the university-wide Research and Innovation Dean at the Birla Institute of Technology and Science (BITS), sees the UGC’s announcement in a more positive light, calling it an openhearted move which should lead to the enhancement of the overall quality of higher education in India.

“Undoubtedly, it is a great move which will be beneficial for our country and our students. This will pave the way for India to become a global destination for education. Allowing foreign universities to set up campuses in India will also ensure that all Indian students have access and exposure to global education. These regulations will not only help prevent brain drain and loss of forex due to Indian students studying overseas, but also help attract overseas students to India,” Goel told Education Post.

But there are several issues in the draft regulations that need clarity, he said.

“There are no provisions for the existing caste-based, economic-based, women reservation in student admissions. The concerns pertaining to social justice need to be clarified. Regarding fees, the draft regulations mention that the fee should be ‘reasonable and transparent.’ This needs to be further elucidated in terms of autonomy of the foreign universities to decide their fee structure. Further, more clarity should be about extent of autonomy in terms of their eligibility criteria. An impact on current academic institutes should also be evaluated.” 



Dr. Urvashi Makkar, Director, IMS Ghaziabad

Fostering an Entrepreneurial Ecosystem for Carving Future Leaders




conomic development of a nation is synonymous with an upward change wherein the per capita income of the country gradually increases with the passage of time. However, technical progress alone is not sufficient to bring about economic development, unless technological breakthroughs are utilized creatively by entrepreneurs - the catalysts in the essential journey of industrialization and economic growth who actually explore the country's available resources to their full potential.

If one analyzes the economic history of some of the presently developed countries such as the United States of America, Japan and Germany, it unveils a cause - effect relationship between entrepreneurship and economic progress. Research indicates a strong correlation between the quality and quantity of entrepreneurial ventures in a country and its economic development. As reported in The Financial Time, countries across the globe have reported a boom in startups against the backdrop of the recent pandemic, a surge partially attributed to the massive layoffs and uncertainty therein.

There is a tremendous shift in the requirements for a formal sector job, and entrepreneurship, which brings with it critical thinking, creativity, initiative and a sense of purpose is the burning need of the hour for equipping the budding professionals of today to confidently sail through the hyper volatile and competitive work environment of tomorrow. Entrepreneurs are the engines that energize a country towards economic growth. Nearly 60% Indians possess strong entrepreneurial qualities like business-mindedness, persistence, creativity, risk taking spirit and optimism. Despite this, data indicates that very few start new businesses, some of the reasons for which include bureaucratic potholes, right type of funding, poor infrastructure, personal risks, and cultural barriers.

In many ways, the New Education Policy 2020 is an endeavor to encourage and inculcate the spirit of innovation, and to a great extent, entrepreneurship. It has been lauded by academicians and corporate alike as an instrument that is going to put the existing Indian education system at par with the advancing world. Having a strong focus on making the students to not only learn but rather, more importantly, 'learn how to learn', the policy also talks about pivoting education towards inculcating critical thinking, problem solving, creativity in the learners while simultaneously guiding them on how to be multidisciplinary, and how to innovate, adapt, and absorb novel perspectives in the dynamic and changing domains.

However, the crucial aspect of entrepreneurship must not be discussed in silos. On the contrary, it must be discussed in terms of the entrepreneurial ecosystem nurtured at home along with the stimulus given by the society and country at large. The role of educational institutions in entrepreneurship development cannot be neglected as these are the breeding pools for the entrepreneurs. In India, the awareness about entrepreneurship is still in its nascent stage and students still prefer to seek employment rather than starting their own venture. This is because our education system is designed such that it kills creativity and innovation. 



IMS Ghaziabad Campus

At IMS Ghaziabad, the focus of the legacy of 33 years has always been to equip the young minds with the skills of the 21st century imperative to successfully navigate the tough challenges of the current business environment. Multiple support systems are available in the institute for enabling the students to carry forward their unique entrepreneurial ideas. An array of innovative initiatives is in full swing to foster the culture of innovation. One such initiative is the Center of Innovation and Entrepreneurship (CIE) which is envisioned with the belief that entrepreneurship can unleash the prospective inventive potential of India. With this belief, IMS Ghaziabad targets to help in the development of India's entrepreneurial ecosystem by enabling easy and efficient interaction between its major components spanning students, working professionals, aspiring and existing entrepreneurs, mentors, angel investors, venture capital firms and corporate through interactive sessions, competitions, conferences etc. Having representation from students, faculty and experts, the mission of CIE at IMS Ghaziabad is to promote, sustain and practice the spirit of entrepreneurship and innovation among individuals by providing them a platform to convert their ideas into successful business. An incubation center to help budding entrepreneurs work on their startups for developing into scalable, profitable and sustainable business is in the pipeline.

“The crucial aspect of entrepreneurship must not be discussed in silos. On the contrary, it must be discussed in terms of the entrepreneurial ecosystem nurtured at home along with the stimulus given by the society and country at large. The role of educational institutions in entrepreneurship development cannot be neglected as these are the breeding pools for the entrepreneurs.”




IMS Ghaziabad recently organized a unique Expert Talk on “Ethical Entrepreneurship” by Diamond king of India, Shri Govind Dholakia, which was instrumental in fostering entrepreneurial competencies along with a spirit of cooperation, innovation, collaboration and perseverance amongst the budding entrepreneurs of the institute. Corporate Development and Excellence Center (CDEC) is the flagship training and consulting vertical of IMS Ghaziabad with an intent to provide world class training and consulting services to the organizations by providing bespoke offerings. We have recently kick started ‘Peer to Peer Mentoring’ sessions in collaboration with a reputed institute of Delhi University wherein students of IMS Ghaziabad have been coaching their fellow learners. The cumulative wisdom thus generated has given a further boost to creativity and learning for students of both the participating institutes.

At IMS Ghaziabad, numerous opportunities are provided to the students for advancing their skills in business development, competitive analysis and sustainability. A series of Expert Talks, Seminars, Panel Discussions, Workshops, Surveys and Research activities are regularly organized to provide a holistic platform for interacting and networking with entrepreneurs, venture capitalists and other experts from the

“At IMS Ghaziabad, the focus of the legacy of 33 years has always been to equip the young minds with the skills of the 21st century imperative to successfully navigate the tough challenges of the current business environment. Multiple support systems are available in the institute for enabling the students to carry forward their unique entrepreneurial ideas.”

corporate world, thus acquiring capabilities in the process of developing creative products and services.

There is a great need for higher educational institutions to move away from conventional memory based learning to a system that is more focused to nurture creativity and innovation. For policy makers, fostering a favorable entrepreneurial ecosystem is a burning need of the hour for accelerating the nation on the road for economic progress. 



THE MAJOR CHALLENGE FOR MANAGEMENT STUDENTS IS TO COMBAT/ALIGN WITH TECHNOLOGY

Dr. Seema Shenoy
Director, SDM College of Business Management

Q Retail management and its industry have been your area of expertise. What things should management graduate heed if they opt retail management as study, both in the context of e-retail and offline retail?

The dynamics of retailing are changing rapidly on daily basis and as a management professional I would advise students to be foresighted and

innovative. Whether it is E- Tailing or Offline retailing, both require strategies that are new and engaging, only then will customers be interested in buying from any online or offline stores. Showcasing attractive offers coupled with customer relationship management are the two engaging strategies that have worked well for the retail sector time and again. Omni channel presence is also going to be the game changer in the coming years. As management graduates, students should be thorough in their knowledge about the latest retail formats and strategies that have helped in luring customers to generate sales and enhance the bottom line of businesses.

What challenges do you see in the management study, in current times and future as well?

The major challenge for management students in the current times and the future is to combat/align with technology. Today with advancement in technology, artificial intelligence and machine learning doing major part of the analytical jobs, a time may soon come when management jobs at the organisation level will also be handled with the help of software programmes. The management students should be in a position to be in line with the fast changing technologies and work an extra mile to adopt such technologies.

Would you please explain how do you ensure that each section and domain of the institute get proper attention and opportunity to thrive?

At SDM College of Business Management Post Graduate Centre for Management Studies and Research, Mangalore we have the culture of bringing the students to the centre of all activities. From classroom learning to research, cultural to sports, management activities to co-curricular events, workshops to conferences, students are at the centre of planning and execution. What sets SDM unique is the

culture of grooming students to become job creators rather than being job seekers. The institute leaves no stone unturned in ensuring that students are capable of identifying their domain of interest and chiselling them to pursue their interest as their career. This approach has helped us in crafting great individuals who contribute immensely to the society with their entrepreneurial acumen and top notch corporate performances. We have also seen students run successful NGO's, dance academies, take up career in politics and entertainment industry.

Students of the institute completed Taster's Programme at Scotland, the U.K. Please point out about other accomplishment of students of the institute.

Our institute has signed a Memorandum of Understanding with City of Glasgow College, United Kingdom through which they got the opportunity to pursue a certificate course in Innovation and Productivity in City of Glasgow College, Scotland in November 2019. This programme also enabled them to learn the nitty-gritty of innovation and broaden their horizons of learning. The seven day certification programme that involved continuous assessment has kindled in them an urge for learning and also enlightened them on new dimensions for thinking. The students also enjoyed city tour of London and visited various places in Scotland that made the experience more enchanting. The international study exposure has not just been helpful in learning new concepts but also students had the glimpse of new cultures. Students who were a part of the study tour were enriched in knowledge and their course certificate proved its worth in their placements. One student also went again to UK after his MBA to pursue higher studies. Everything included, the tour was fulfilling in more than one way.

Last year, the institute begun its Research Cell, a cell wholly dedicated towards research. Would you please tell us more about this cell?

Research initiatives at our institute have been phenomenal with several valuable research contributions by our faculty members published in reputed indexed journals. The awards received for research paper presentations have kept the faculty focus on research. What initiated us to start the research cell at the institute was growing student interest in research projects and research papers. It is noteworthy that the establishment of a dedicated research cell at our institute has fostered students to receive three Student Research Minor Projects from Karnataka State Council for Science and Technology and also completed one minor research project from Manipal University. Besides this, the students have also presented research papers in National and International Conferences and are now keen on learning new models and techniques for research. The great accomplishment of the year is that our Institute is recognised as Research Centre by Mangalore University. With this recognition, our Institute will now be offering Ph. D programme in Management discipline.

The institute is the foundational product of Padmavibhushan Dr. D. Veerendra Heggade. Please inform us about some other achievements of the institute.


Our Visionary leader Dr. D. Veerendra Heggade, Padma Vibhushan Awardee, is nominated as the member of Rajya Sabha recently. His wife Dr. Hemavathi Heggade is also honoured with Honorary Doctorate

by Mangalore University for her notable services in the field of education and social service. Taking inspiration from our leaders our institute has also marched steadfast in the path of success.

Some major achievements of our Institute are as follows:

- ◆ Hundred percent admissions and results.
- ◆ Consistency and continuity in bagging University ranks.
- ◆ MOU with two foreign universities for certificate courses which has enabled students to complete Tasters Programme from City of Glasgow College, Scotland, U.K. in 2019 and Grimsby University, U.K in 2016.
- ◆ Faculty at the Institute have received several prestigious awards for research and academic achievements.
- ◆ Over 25 MoU's signed with Institutions, NGO's and Companies of repute for exchange of knowledge and resources.
- ◆ Sound vibes generated by students have won them several paid internships in India and Abroad.
- ◆ Progressive placements and noteworthy entrepreneurial ventures by alumni.
- ◆ In house E- journal published by the institute.
- ◆ Authorised Microsoft partners-Active Edu Technologies offer Microsoft Certification and Badges to students.
- ◆ Student Social Responsibility Initiatives have been commendable.

Please tell us the future aspirations of SDM College of Business Management

The future aspirations of our institute is to be in line with the New Education Policy and steer the institute as a Centre for Research and Professional Learning by tie-up arrangements with renowned Foreign Universities. 



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Dr. Om Prakash Bawane
Principal of RVCA, Bengaluru

RV COLLEGE OF ARCHITECTURE

SHAPING RESPONSIBLE ARCHITECTS OF TOMORROW

Established in 1993, RV College of Architecture (RVCA) has come a long way establishing itself as one of the premier architecture colleges in the country. RVCA is a constituent unit of RV Educational Institutions.

Education Post's correspondent had a candid discussion with the Principal of RVCA **Dr. Om Prakash Bawane** on the educational philosophy of RVCA and its journey toward excellence in architecture education.

What is the core philosophy that guides the new breed of architects at RVCA?

The pragmatic approach to the grooming of budding professionals would be to have a right mix and emphasis on academics, practice and research. It is essential to equip the professionals of tomorrow with strong theoretical inputs with adequate exposure to contemporary architectural practices. At the same time the teachings in classrooms and studios should be strengthened with knowledge drawn from research and practice in core and allied areas.



Would you highlight the approach to design teaching in RVCA studios?

Architecture is a design centric profession, hence it is natural that Architectural Design occupies a central place in the curriculum of five-year B.Arch. course. Students in design studios are mentored by a team of highly qualified faculty consisting of practicing architects along with specialised core faculty. The studios are concept driven, with contemporary design and construction practice inputs from the industry experts. The learning experience is enriched by intermediate reviews and juries conducted by inviting eminent architects from the profession.

The current pedagogy emphasises on experiential learning, how has RVCA integrated this aspect in its teaching-learning?

Appropriate architecture is not only a product of building design, but also a representative of society, its culture and values, and its impact on the environment. The Architectural Profession has evolved over time, new techniques of construction and materials and improved skill sets have emerged and posed new opportunities for architecture education.

Experiential learning or learning-by-doing processes encompass the learner to be directly in touch with realities along with getting constant feedback for improving the process and



the desired results. Experiential learning is the apparatus in which the learner is subjected to situations where the student develops and assesses his/her critical thinking abilities, thus allowing freedom for creative articulation as an intrinsic motivation.

At RVCA, the core subjects Architectural Design and Building Construction along with the electives encourage hands-on approach as a good proven practice to enhance problem-solving skills. Students are given projects which involve working on realistic sites and context, construction techniques, working with different materials from sustainability point of view, and using appropriate technology as well as tools and presentation skills, thus preparing them well for the profession. RVCA has skill labs that are integrated with learning-by-doing for Arts; Crafts like model making and Pottery; structural testing labs; Graphic design; Computer applications and simulation tools as well as Geographical Information Systems (GIS).

Students' assignments require visits to construction sites, industries, experience centres and interaction with specialists such as Hafele, Locator India and others. These experts are invited on a regular basis to conduct knowledge and skill enhancement programs for faculty and students.

We also offer a two years Masters degree course (M.Arch) specialising in Urban Design. This degree prepares the students in investigating the urban milieu and providing real time solutions to the complex challenges of our cities. The Urban Design Research Consultancy Cell was initiated to provide exposure to our students in live projects of the city. For example, the students explore neighborhoods and map their transitional changes over the years to comment and discuss sociocultural, environmental, economical and infrastructural tenets. Some of the recent explorations include documentation of precincts of Bengaluru such as Mavalli,

Basavanagudi, Malleswaram and pilgrim cities such as Pandharpur, Sravanabelagola, Rameshwaram etc.

What exclusive facilities have been established at RVCA to strengthen its skill enhancement initiatives.

There has been a thoughtful strategy for enhancing the infrastructure for enriching the experiential learning at RVCA. The investment has been made on two distinct fronts, first the human resources and second, the physical infrastructure. On the human resource front, our faculty include experts from academia, industry and allied professions and are responsible for the student's overall development.

On the infrastructure front, as already mentioned, we have state-of-art facilities such as skills labs, digital labs, construction workshops etc.

We are shortly going to initiate our fabrication and lighting labs also.

What are the learning opportunities available for RVCA students outside the walls of the campus?

This is an integral part of our teaching-learning approach. On-site studios in context-based design projects are a common feature. Opportunities to learn practical aspects of construction and architecture technologies are provided by taking students on project sites on a regular basis. Our students also actively participate in Design competitions mentored by the in-house faculty such as Solar Decathlon, AYDA etc to name a few here. Students get exposure to local, regional and international styles of architecture by attending the domestic and international educational tours.

Our faculty regularly engage students in heritage documentation, which is an equally significant wing of the course. We often collaborate with knowledge platforms such as Locator India who showcase the latest products from the industry beyond the classroom.

There are always concerns from the industry about the graduates coming out of colleges not being industry ready. How has RVCA been successful in addressing this issue?

The grooming of budding architects at RVCA revolves around preparing the graduates for tomorrow's challenges. Intense involvement of practicing architects in studios keep students abreast of current practices. Our students get a taste of the profession in three ways - firstly, the internship period of 16 weeks in their final year, secondly Onsite-Insights: a set of recurring open house events curated by inhouse faculty inviting eminent architects, thirdly the placement cell to guide and assist students with the best available professional opportunities. In addition, our students are well equipped with architectural digital tools, updated with latest softwares such as Skethup pro, Revit, Geographical Information Systems and digital graphical skills on associated products.

What are the other extended learning and higher education opportunities available to the students of RVCA?

We have academic collaborations with various universities and institutions such as KU Leuven, Belgium, KR Mangalam University, Centre for Development Studies and

Activities, Pune, that provide research based learning opportunities as well as expose them to teaching-learning philosophies of other academics. Students can take advantage of these memoranda to expand their learning.

We also provide a platform to encourage and give our students an exposure to the best higher education opportunities across the world. GlobEd, a higher education guidance cell has been formulated to invite world renowned universities and their educators to inform about the courses they offer, career prospects and the admission processes.

Would you highlight some of the accolades earned by your students?

To reiterate, our students have been consistently doing well in national and international competitions. Some of the worth mentioning awards include Excellence in Architectural Thesis, an award instituted by the Council of Architecture, Solar Decathlon, Asia Young Designer Award, Asian Rookies Award and Asia young Designers award (AYDA).

What are some of the initiatives that enhance their capacities beyond architecture?

The students are provided opportunities to learn beyond architecture through symposiums, workshops, seminars, additional technical courses (academic writing, portfolio making, presentation and rendering, vastu shastra etc.), soft skill training programs etc., that host experts from various allied disciplines. With these, the students get exposed to diverse and critical perspectives on some of the complexities in the field and inturn learn the ability to empathise whilst creating responsive environments. For example: Our in-house publication, Kalpa, an annual research magazine invites students and experts from the field to articulate on varied themes. The current and the last

editions covered aspects of Sustainable Development Goals (SDG11) and Migration respectively. We have received interesting responses in the form of articles, expert interviews etc. Student teams (Editorial, visualisation and marketing) actively participate to get the works together. Subversion, our upcoming annual journal has been curated along similar lines to invite expert articles on the challenges of a rapid urbanizing world. We also have RVCA Crossroads: a platform that brings together alumni and experts to discuss diverse topics allied to architecture such as art, drama, dance, music etc. RVCA Upshots is yet another initiative to encourage soft skill development among students such as entrepreneurial abilities, wellbeing through Yoga etc.

Could you highlight some of the student driven activities at your institution, beyond academia?

Our students are given the opportunity to join the varied clubs such as the music club, theatre, quiz club, craft, etc based on their interests. Through these clubs, along with the faculty mentors, the students bring about interesting programs that liven the campus. The clubs come together to host cultural events as well. The annual exhibition of RVCA called Dimensions is one of the biggest student driven festivals in Bangalore. The event witnesses the perfect combination of learning (through expert talks, panel discussions, workshops, etc), engagement (bringing together architecture students from across the state with added responsibilities of teamwork, management), showcase (of the student works across all semesters) and fun (through cultural events).


What, according to you, puts RVCA as the best

and sought after institution? What are the essential skills that the profession sees in Students that differentiate them.

At RVCA, we consistently strive to bring out industry ready candidates not simply with best academic records but also with altruistic abilities that sets them apart from the rest. We are equipped with faculty who have specialisations ranging from Design, Urban Planning, Conservation, Arts, Humanities, Sustainable development, research etc. They instill in them the need for thorough inquiry, critique and bring out an investigative approach for curating holistic resolutions.

Leadership qualities are one of the important keys sought for by any profession and organization and it marks a good. Indisputably leadership skill most sought after skill after design skill. One of the best feedbacks that we have received from the industry about our students and we quote "Students are curious and fast to learn with good software skills, they assume responsibility and deliver and have good leadership qualities". This is a testimony to our incessant efforts in creating excellence through students' intrinsic motivations.

How does architecture as a professional degree course nurture students to be responsible citizens?

Architecture has always nurtured a user centric response. In our course, we integrate sociological tenets that give students opportunities to understand and work for all streams of society. This brings about a sensitive tone to their design. In addition to this, we have the NSS team including student volunteers who take up charitable initiatives such as blood donation camps, government school campus renovations/renewal, plantation drives etc. Our membership with the Rotaract or the Rotary foundation also embarks upon similar objectives to sensitize our students with the local challenges and collaborate with citizen groups. 



Dr. Shahid Amin Trali
Associate Professor, School of Management,
ITM University Gwalior, Madhya Pradesh

TIME TO LOOK FORWARD!

Our younger generations must highly develop the skill of patience. By losing our patience occasionally or frequently or inappropriately can harm our reputation and damage our relationships.

It's time to look forward and work towards a promising future. Our younger generations especially do need to perform a bigger role and responsibilities. They must always stay positive and optimistic about their future. It is not that easy to maintain confidence for them, because it can be crushed at any moment. But they need to work hard on improving their self-confidence if they want to be the leaders that everyone looks up to.



With confidence, they will be able to achieve flow, the magical feeling and be able to achieve their goals easily. They need to be conscientious as it is often linked to success and productivity. They must try to be consistent and punctual, being more organized and thoughtful of others.

The benefits of technology cannot be denied but its usage beyond limits can also lead us towards a disaster. The technology is affecting our growth and development when there is its usage without limits. Some of the serious issues that are being witnessed now are communication issues, unresponsiveness, behavioral problems, and addiction, sleep disturbances, eye problems etc. There should be higher motivations for outdoor games. Play is an important source of relaxation and it can make our younger generations more creative and productive.

There are immense benefits of volunteering. It creates social gain which leads to more interaction, engagement, and trust which all significantly impact a person's mental health. Our youth should never think that they are too small to contribute. What matters is the contribution be it a small or a big one. Let our younger generations be given the values to be part of social initiatives.

Today there are realistic as well as unrealistic demands of life. It has increased the stress level

of humans. Our younger generations must highly develop the skill of patience. By losing our patience occasionally or frequently or inappropriately can harm our reputation and damage our relationships. It can even increase the stress or escalate a difficult situation. One must challenge his/her negative assumptions, instead of letting their impatience build. They must aim to reframe the circumstances in a more positive light. It is a tough skill to master but patience is really a virtue. We must keep in mind that patience wins in an impatient world.

Meditation can also help us effectively and it can improve moods and reduce the stress. It can also lessen anxiety even increase the decision making abilities and self-control. Meditation can also help students perform better academically and can be incredibly beneficial in many aspects of children's lives.

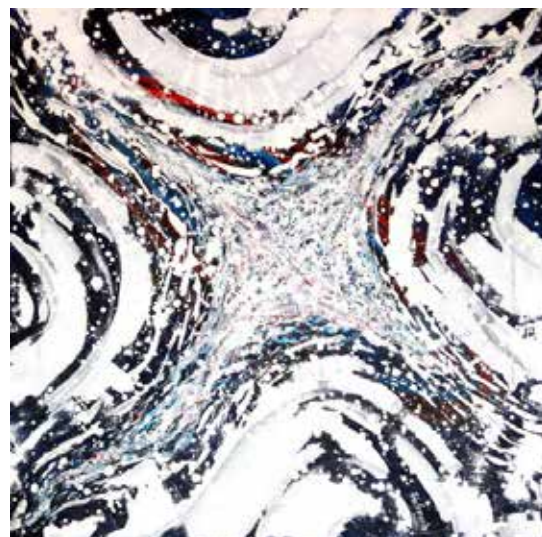
Spending time in nature can produce wonders. We must not forget that caring for and preserving nature is in everyone's hands, in our attitudes and behaviors. We should not expect care and protection only by the government and the large companies towards our nature. We all have a responsibility to participate in nature conservation. We should also resolve to spend more time with nature rather than sitting dull inside the offices and the houses. We must teach our younger generations how to value, promote and protect the nature. 🌿



Ryan Baidya
Takshila Foundation,
Silicon Valley, California

UNDERSTANDING DHARMA RELIGION

IS THE START OF HOLDING HUMANITY TOGETHER



What is Dharma

In Vedic literature, Dharma refers to the ritual custom that maintains the order of the cosmos. According to spiritual Sanatana culture, Dharma is an individual's duty fulfilled by observance of custom or law. This law is the basic principle of cosmic or individual existence. The eternal and inherent nature of reality is regarded as a cosmic law underlying right behavior and social order. Vedic wisdom of dharma is over 21,000 years old, and that supports the preceding statement.

In other words, Dharma is the natural order underlying existence. It is both why things are as they are and the path to understanding them. The eternal principles of dharma form the basis of the philosophers, beliefs, and practices that originated in the Indian subcontinent. Dharma sustains society. It includes both social duties and individual duties that are dependent on context and circumstance.

Dharma is the intrinsic order of existence.

Robert E. Buswell, Jr. Irving and Jean Stone Endowed Chair in Humanities at the University of California, Los Angeles, explained Dharma as notoriously difficult to translate. *Dharma* derives from the Sanskrit verbal root *dhri*, which means "to hold" or "to maintain. The Sanskrit term *dharma*—*dhamma* in Pali, *chos* (pronounced chö) in Tibetan, *fa* in Chinese, *ho* in Japanese, and *pop* in Korean—is a term of wide import in the followers of Vedic and Sanatana ways of life.

Dharma is our innate sense of right and wrong. It is innate to all human beings. It is the authority that preserves humanity; it makes us ethical citizens or rather allows humans to act morally. Dharma implies that there is a right or true way for each person to carry out their lives to serve both themselves and others. Dharma is closely related to the concepts of duty and selfless service.

It is our highest value or should be, but these days often takes second place in our desires for personal gain. This is apparent on an individual as well as a corporate level.

"dharma is a form of universal collective conscience"

When collective consciences are largely pure and moral, the dharma is in good health, thus the society is in harmony. When the collective



conscience is affected by impure, corrupt, and deceptive thoughts and acts, the dharma is in bad health which leads to societal chaos, anarchy, grief, and despair.

What is my dharma in life

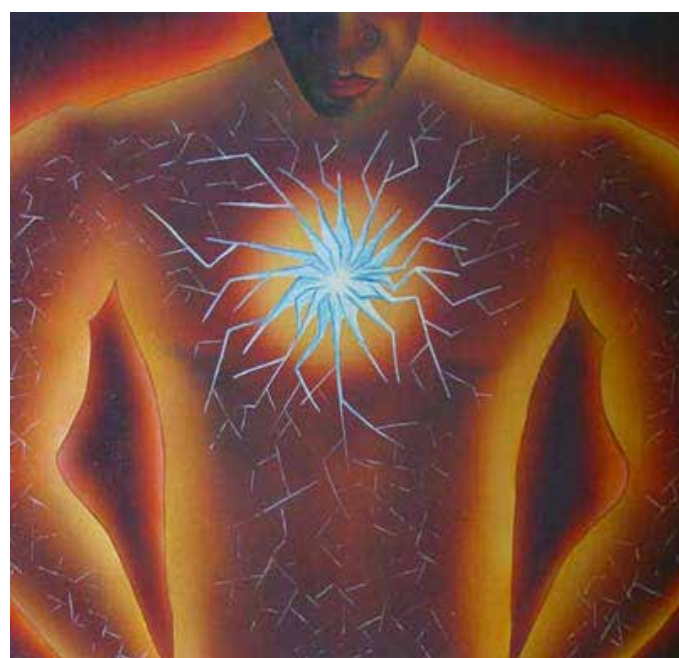
Dharma is the natural, eternal, and universal law that maintains cosmic and social order. An Individual's dharma comprises the duties of an individual towards family, society, humanity, and the environment. Essentially, your dharma means your life purpose. Your dharma is your true calling – what you were born to do. Ancient Vedic texts describe dharma as a pearl of inner wisdom or cosmic guidance that governs not only you and us as individuals but the entire Universe itself. We are connected through the universal collective conscience, and dharma is the decree that is intended to keep this universal collective conscience pure and clean.

Dharma steers personal mission or purpose. In Vedic culture, an individual's dharma is thought to be pre-determined. A contemporary explanation could be if one continues to do what one's parents and grandparents did, that person continues to receive similar rewards from the universal collective conscience. However,

one's deeds (karmas) could overwrite one's pre-destine life. If you are born poor, you will remain poor if you continue to do what your previous generation did. If you want to be rich, you must do what is scientific, natural, and entrepreneurial in a dharmic way. The result of living a rich "dharmic way" is to be self-realization and enlightenment. Above all, when your life is aligned with your dharma, it brings a sense of joy and fulfillment.

Dharma of a Student

Is to learn and help peers learn. Respect teachers, parents, and elderly persons no matter what their economic situation is. A student must earn a positive vibe and dissipate a positive vibe. It is only possible as long as one keeps one's heart and mind pure; understanding



dharmic path help keeps the heart and mind pure. It is very simple, as simple as rivers flow, and the wind blows.

However, we make it difficult to follow a dharmic path by introducing unhealthy competition, jealousy, wants, greed, lust, ungratefulness, and disrespectfulness in our daily life activities. No, it is not your or our fault entirely to get some or all of these ill

virtues, but certainly some of it. So, let's remove those that are in our control. Others that are imparted to us by the system include the government, corporate world, media, the entertainment industry, law enforcement, imperfect judicial practices, societal unfairness and unclean norms, discrimination, prejudice, and inefficiency.

As students, we can collectively erode these ill virtues rapidly as we move forward in our professional lives through by-passing that is not dharmic. Yes, from time to time it will cost us dearly, but surely we will reach a critical mass when numbers of the dharmic population supersede the non-dharmic followers - a harmonious societal condition is achieved.

Erroneous use of the word dharma

When life is simple, following dharma becomes simple. When life becomes complex through the influence of ill virtues that we just mentioned above, following dharma becomes very difficult. In our daily life, we will interact with and get affected by hundreds of individuals and their good and ill virtues directly and indirectly. For this reason, rituals, and collective practices were introduced to the individuals' lives.

With time, different geographically situated societies developed their distinctive rituals and collective practice methodologies to follow the dharmic path of life. The followers of these rituals and collective practices with time began to be identified as proper nouns. Their ritual and practices were begun to refer to as the dharma of that group, even though the dharma is eternal and universal. Dharma is (should be) the same for all. It is the ritual practices that diverge. Practitioners of certain sets of rituals are most often designated as of certain groups/religions.

Religion -Societal or tribal rituals and collective practices of their rituals are intended to hold or maintain that society's existence –the dharma of that society or religion. With time or at the get-go,



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-India Today, 2020



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-The Knowledge Review Magazine, 2021

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holding or maintaining the community together got precedence over everything else. Thus, restrictions, boundaries, coercions, deceptions, miss information, and misinterpretations were employed to keep the society together. Universal dharma is being modified for tribal (narrower) objectives - a beginning of the end of eternal peace and harmony of coexistence.

Dharma is dharma. It cannot be hyphenated or added with any other words to make a noun. To give an analogy at this point, let us consider water (H2O). Water from a stream, a river, a well, rain, or a Kalash vessel is simply water (H2O). It is not changed because of where it is; so is the dharma. When societal or tribal rituals and their collective practices are represented with the hyphenated word religion, it seems less confusing in contemporary times and environments.

Shiv Shankar Sharma, Editor in Chief, and the Publisher of The Education Post, once noted, when we asked him about his concept of dharma in simple terms:

“I am a saint. A saint doesn’t go for deep research but does Bhakti (devotion). For me, Dharma means humanity and the duty that the Almighty expects from a human being.

नौ मन सूत उलझिया ऋषी रहे झक मार। सतगुरु ऐसा सुलझा दे उलझे न दूजी बार।।	nau man soot ulajhiya rishee rahe jhak maar sataguru aisa sulajha de ulajhe na doojee baar
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This means a saint’s concept is always clear because he is connected directly with truth and the almighty (also known as God). Truth is truth, it doesn’t require research.

In another verse...

एकै साधै सब सधे सब साधे सब जाय	ekai sadhai sab sadhe sab sadhe sab jaye
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This means, a true saint has only one connection and so with the Almighty. Dharma is always intact with a saint. ... So I don’t know many definitions of Dharma, so I can’t comment on it. I live with my Dharma of humanity.”

Mr. Shiv Shankar Sharma, certainly observes dharma through his known ritual practices that connect to the universal conscience, and support and hold humanity in peace and harmony. He, in turn, practices universal dharma – the dharma.

To make it simple, tabulated, and practicable for our generation of tablets and smartphones, we extracted a few bullet points for us to remember and observe dharma in our respective spheres. In our contemporary vocabulary, we use words such as Integrity, Loyalty, Honesty, Faithful, Gratitude, Compassion, Empathy, Happiness, Peace, and Success. These are the outcomes of dharmic life. Dharma is the source of these virtues. Without observance of dharma, none is truly and fully possible in the long run, even if transiently acquired through non-dharmic paths or practices. *Once Oprah Winfrey said, “Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.” In practicality, she most likely spoke of the dharma, as integrity is an offspring of dharma, hence dharma.*

Vedic scholar Manu recommended 10 fundamental rules for the practice of dharma	DHARMA PRACTICES OF OUR TIME
1. Dhrti (patience)	1. Taking responsibility for your deeds and acts
2. Ks’ama (forgiveness)	2. Putting others before you
3. Dhama (self-control)	3. Putting others’ needs above your own
4. Asteya (non-stealing)	4. Give others a chance by giving others the benefit of doubt
5. Shaooca (cleanliness)	5. Never compromise with honesty.
6. Indriyanigraha (control over organs/lust)	6. Choose honesty in all things and deeds
7. Dhii (benevolent intellect)	7. Respect all individuals irrespective of their shapes, sizes, and situations
8. Vidya’ (spiritual knowledge)	8. Be humble by abandoning pride
9. Satyam (benevolent truthfulness/honesty)	9. Show empathy
10. Akrodha (non-anger)	10. Build the courage to admit wrong
	11. Show gratitude
	12. And learn to accept gratitude graciously.



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Rank* (Survey & Perceptive based)	Name of Institutes	City	State	Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Weighted Index Score (out of 100)	State Rank
1	National Law School of India University	Bengaluru	Karnataka	84.00	85.00	70.20	82.50	75.00	78.40	80.15	1
2	National Law University	New Delhi	Delhi	84.10	80.50	74.50	74.70	67.70	75.50	77.96	1
3	NALSAR University of Law	Hyderabad	Telangana	82.90	77.40	67.50	75.40	67.90	75.70	75.62	1
4	Faculty Of Law, Jamia Millia Islamia	New Delhi	Delhi	76.30	80.90	67.30	75.40	59.00	76.70	74.16	1
5	The WB National University of Juridical Sciences	Kolkata	West Bengal	75.30	77.00	70.20	78.00	57.00	73.50	73.52	1
6	Rajiv Gandhi School of Intellectual Property Law, IIT Kharagpur	Kharagpur	West Bengal	76.50	74.00	72.00	76.00	61.00	71.00	73.28	2
7	Dr. Ambedkar Govt. Law College	Chennai	Tamil Nadu	74.60	80.00	67.40	74.60	58.60	73.00	73.12	1
8	Dr. B.R. Ambedkar College of Law	Bengaluru	Karnataka	73.10	74.40	69.00	73.00	62.00	78.20	72.06	2
9	Faculty of Law University of Delhi	Delhi	Delhi	74.80	71.70	67.30	79.00	57.10	77.00	71.89	2
10	Faculty of Law, Aligarh Muslim University	Aligarh	Uttar Pradesh	77.10	72.60	67.40	74.40	55.90	71.00	71.51	1
11	National Law Institute University	Bhopal	Madhya Pradesh	71.70	69.40	69.20	70.40	60.40	72.00	69.55	3
12	ILS Law College	Pune	Maharashtra	73.70	65.60	66.60	78.10	56.70	70.90	69.36	2
13	National Law University and Judicial Academy	Guwahati	Assam	66.90	72.00	67.30	77.20	56.60	69.70	69.17	1
14	National Law University	Jodhpur	Rajasthan	66.30	70.40	68.60	76.00	61.00	69.00	69.01	1
15	University School of law and Legal Studies	New Delhi	Delhi	67.30	71.00	64.00	78.00	59.80	71.40	68.86	1
16	Dr. B R Ambedkar National Law University	Sonapat	Haryana	66.40	74.30	62.30	74.20	56.10	77.90	68.71	2
17	Maharashtra National Law University	Mumbai	Maharashtra	67.30	70.20	64.40	78.60	57.60	70.00	68.55	1
18	Faculty of Law, Banaras Hindu University	Varanasai	Uttar Pradesh	62.40	70.00	70.00	74.60	58.90	67.10	67.70	1
19	Gujarat National Law University	Gandhinagar	Gujarat	65.60	65.50	68.70	74.40	60.10	70.40	67.41	1

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20	National Law University	Cuttack	Odisha		65.20	66.30	62.50	71.60	59.20	79.70	66.43	1
21	Rajiv Gandhi National University of Law	Patiala	Punjab		66.30	66.50	60.00	71.00	64.70	75.10	66.28	1
22	Karnataka State Law University	Hubli	Karnataka		68.40	66.00	62.20	67.60	57.00	77.20	66.14	2
23	Dr. Ram Manohar Lohiya National Law University	Lucknow	Uttar Pradesh		68.40	62.00	62.20	71.40	58.00	71.00	65.36	1
24	The Tamilnadu Dr Ambedkar Law University	Chennai	Tamilnadu		65.40	61.40	58.50	74.40	69.60	69.10	64.97	3
25	University of Mumbai Law Academy	Mumbai	Maharashtra		62.70	65.00	58.40	73.00	60.90	71.00	64.40	2
26	National University of Advanced Legal Studies	Kochi	Kerala		60.90	60.80	64.00	70.20	61.00	75.00	63.89	4
27	Government Law College	Mumbai	Maharashtra		62.10	63.40	62.00	70.00	56.50	70.00	63.70	1
28	Department of Law, University of Calcutta	Kolkata	West Bengal		61.00	69.00	64.00	59.00	56.90	69.00	63.53	3
29	University College of Law, Osmania University	Hyderabad	Telangana		60.60	67.20	62.20	62.40	57.30	68.00	63.09	1
30	Indian Law Institute	New Delhi	Delhi		61.30	67.00	56.30	60.00	56.90	76.00	62.21	4
31	Damodaram Sanjivayya National Law University	Visakhapatnam	Andhra Pradesh		60.90	66.90	54.20	68.00	53.90	68.00	62.06	5
32	Hidayatullah National Law University	Naya Raipur	Chhattisgarh		55.70	70.00	54.60	70.00	53.40	68.00	61.88	1
33	New Campus University of Lucknow, Faculty of Law	Lucknow	Uttar Pradesh		67.30	57.00	61.00	68.00	53.20	55.70	61.63	3
34	National University of Study and Research in Law	Ranchi	Jharkhand		62.70	55.00	55.30	72.00	50.50	68.90	60.15	1
35	SNDT Women's University	Mumbai	Maharashtra		60.00	62.00	56.00	62.00	52.20	69.00	60.01	1
36	Chanakya National Law University	Patna	Bihar		64.00	60.00	54.40	62.00	54.20	62.00	59.86	5
37	Guru Gobind Indrapratha University	New Delhi	Delhi		65.00	59.70	55.60	59.00	54.00	57.00	59.46	5
38	Sikkim Government Law College, Burtuk	Gangtok	Sikkim		66.30	61.00	55.00	57.40	51.10	51.70	59.14	2
39	Panjab University	Chandigarh	Punjab		60.00	62.00	54.60	57.20	50.50	58.00	58.10	2

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1	Symbiosis Law School	Pune	Maharashtra	83.85	84.75	69.40	77.30	67.80	78.70	78.56	1
2	Siksha 'O' Anusandhan, Department of Legal studies	Bhubaneswar	Odisha	82.60	81.60	67.00	75.50	67.00	76.00	76.45	1
3	Bharati Vidyapeeth (Deemed to be University) New Law College	Pune	Maharashtra	77.60	86.00	66.40	74.40	66.40	74.40	75.86	2
4	Jindal Global Law School	Sonipat	Haryana	81.00	83.15	65.50	74.00	66.00	73.00	75.63	1
5	ICFAI Law School, ICFAI Foundation for Higher Education	Hyderabad	Telangana	74.85	74.35	65.50	82.30	63.30	82.00	73.55	1
6	ARMY Institute of Law	Mohali	Punjab	75.55	70.65	66.40	82.30	66.40	72.10	72.53	1
7	Law College Dehradun, Uttarakhand University	Dehradun	Uttarakhand	74.60	69.60	68.60	79.60	59.00	76.60	71.79	1
8	SDM Law College and Centre for Post Graduate Studies & Research in Law	Mangaluru	Karnataka	69.80	78.40	64.00	74.40	65.40	77.20	71.65	1
9	VIT School of Law	Chennai	Tamil Nadu	69.65	73.55	68.40	77.30	61.60	76.40	71.35	1
10	Institute of Law, NIRMA University	Ahmedabad	Gujarat	74.00	73.00	66.30	76.30	56.70	74.00	71.17	1
11	KIIT School of Law, KIIT Deemed to be University	Bhubaneswar	Odisha	66.15	78.45	61.40	74.40	55.90	75.20	69.33	2
12	Bharath Institute of Law, BIHER	Chennai	Tamil Nadu	66.15	71.35	67.00	76.00	55.90	71.70	68.67	2
13	Department of Law, Prestige Institute of Management and Research	Indore	Madhya Pradesh	67.75	70.40	67.50	75.80	64.80	56.40	68.54	1
14	Manikchand Pahade Law College	Aurangabad	Maharashtra	64.30	71.00	63.50	74.80	66.40	76.60	68.42	3
15	M S Ramaiah College of Law	Bengaluru	Karnataka	67.00	69.80	69.60	69.00	63.00	60.00	67.71	2
16	JSS Law College	Mysuru	Karnataka	67.30	68.50	64.30	74.00	57.80	72.00	67.57	3
17	ARMY Law College Pune	Pune	Maharashtra	66.60	66.20	67.00	73.50	60.60	70.30	67.39	4
18	School of Legal Studies, REVA University	Bengaluru	Karnataka	68.00	68.50	64.20	70.00	56.50	75.20	67.25	4
19	Lloyd Law College	Greater Noida	Uttar Pradesh	64.70	72.00	64.00	66.00	59.00	78.00	67.06	1
20	AMITY Law College	Mumbai	Maharashtra	62.50	76.00	60.40	68.70	56.30	77.40	66.93	5
21	Kirit P Mehta School of Law	Mumbai	Maharashtra	66.90	68.80	58.35	73.50	65.30	70.40	66.77	6
22	K.L.E Society's Law College	Bengaluru	Karnataka	66.30	68.00	61.00	76.20	56.60	70.00	66.63	5
23	RV Institute of Legal Studies	Bengaluru	Karnataka	65.00	67.00	69.40	62.60	59.20	59.00	65.14	6
24	IFIM Law College	Bengaluru	Karnataka	63.00	65.80	66.40	66.00	57.30	70.00	64.86	7
25	GITAM School of Law	Visakhapatnam	Andhra Pradesh	68.30	61.00	62.20	70.00	57.00	69.00	64.66	1

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26	Faculty of Law, PES University	Bengaluru	Karnataka	64.30	63.00	63.00	73.20	57.00	64.20	64.46	8
27	School of Law and Justice, ADAMAS University	Kolkata	West Bengal	62.00	67.50	63.00	62.00	63.00	69.80	64.20	1
28	AMITY Law School	Noida	Uttar Pradesh	60.80	62.00	59.20	74.00	65.00	74.60	64.06	2
29	School of Law, Christ University	Bengaluru	Karnataka	70.00	60.70	61.30	61.00	56.40	76.00	63.92	9
30	BMS College of Law	Bengaluru	Karnataka	62.40	64.60	62.00	55.00	60.30	71.00	62.19	10
31	St. Joseph's College of Law	Bengaluru	Karnataka	69.00	56.30	67.00	60.20	57.40	52.60	62.03	11
32	IMS Law College	Noida	Uttar Pradesh	66.00	64.00	55.80	59.00	56.00	70.00	61.89	3
33	School of Law, Presidency University	Bengaluru	Karnataka	62.00	60.00	59.80	65.00	58.50	69.00	61.72	12
34	School of Law, G D Goenka University	Gurugram	Haryana	60.00	59.00	61.70	72.00	57.90	56.60	61.48	2
35	Bangalore Institute of Legal Studies	Bengaluru	Karnataka	63.50	63.00	55.80	63.20	58.00	63.00	61.32	13
36	School of Policy and Governance, Azim Premji University	Bengaluru	Karnataka	62.60	62.60	61.40	60.60	56.60	55.20	61.06	14
37	Rizvi Law College	Mumbai	Maharashtra	59.90	56.30	55.60	65.20	57.90	72.00	59.62	7
38	Saveetha School of Law	Chennai	Tamil Nadu	59.60	65.30	56.40	60.20	50.40	52.20	59.22	3
39	Alliance School of Law, Alliance University	Bengaluru	Karnataka	61.00	61.20	56.00	53.00	55.00	70.00	59.00	15
40	Faculty of Law, Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	61.60	56.00	62.00	55.80	54.80	54.80	58.39	4
41	Faculty of Law, Integral University	Lucknow	Uttar Pradesh	58.50	57.20	56.00	57.00	57.40	69.00	58.10	4
42	School of Law, UPES University	Dehradun	Uttarakhand	59.00	57.00	62.00	56.40	56.70	50.40	57.92	2
43	Bennett University	Greater Noida	Uttar Pradesh	60.00	53.00	59.80	62.00	56.60	53.80	57.80	5
44	University School of Legal Studies, Chandigarh University	Mohali	Punjab	60.40	57.20	61.00	52.00	56.00	54.00	57.66	2
45	Yashwant Rao Chavan Law College	Pune	Maharashtra	56.00	57.00	62.00	56.00	55.00	58.00	57.51	8
45	SVKMs Pravin Gandhi College of Law	Mumbai	Maharashtra	56.00	59.80	60.80	54.00	55.40	55.26	57.51	8
46	Acharya School of Law	Bengaluru	Karnataka	58.20	63.00	56.80	52.60	52.60	52.00	57.40	16
47	MIT-WPU School of Law	Pune	Maharashtra	64.00	56.00	53.00	57.40	54.00	51.00	57.10	9
48	Dr. B R Ambedkar College of Law	Bengaluru	Karnataka	59.00	57.90	58.40	56.20	51.00	51.20	57.00	17
48	Asian Law College	Noida	Uttar Pradesh	59.80	54.40	61.00	54.40	54.10	53.70	57.00	6
49	Geeta Institute of Law	Panipat	Haryana	56.40	56.40	56.90	54.00	51.40	62.60	56.17	3
50	IIMT College of Law	Greater Noida	Uttar Pradesh	55.60	55.80	60.00	53.60	52.80	55.80	56.02	7

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1	NID- National Institute of Design	Ahmedabad	Gujarat		85.80	85.70	72.00	78.50	68.30	79.30	80.07
2	NID- National Institute of Design	Bengaluru	Karnataka		83.90	84.90	67.50	77.50	68.00	77.60	78.20
3	IIT- Indian Institute of Technology	New Delhi	Delhi		76.84	77.80	68.00	84.00	64.50	79.40	75.58
4	IIT- Indian Institute of Technology	Mumbai	Maharashtra		77.40	74.00	68.00	83.00	66.60	73.00	74.34
5	IIT- Indian Institute of Technology	Guwahati	Assam		79.00	73.00	69.00	77.00	62.70	76.00	73.69
6	IIT- Indian Institute of Technology	Kanpur	Uttar Pradesh		76.10	72.80	70.00	80.00	60.00	77.00	73.42
7	IIT- Indian Institute of Technology	Hyderabad	Telangana		70.00	78.00	72.10	76.80	61.40	75.00	73.10
8	NID- National Institute of Design	Kurukshetra	Haryana		68.60	72.00	74.20	78.00	69.00	70.00	72.11
9	NIFT- National Institute of Fashion Technology	New Delhi	Delhi		71.00	77.00	70.00	71.00	68.00	67.00	71.78
10	IIIT- Indian Institute of Information Technology	Jabalpur	Madhya Pradesh		72.30	70.00	70.60	79.00	59.80	73.00	71.44
11	Delhi Technological University	Delhi	Delhi		69.10	77.00	67.00	73.00	65.30	72.00	71.14
12	NID- National Institute of Design	Bhopal	Madhya Pradesh		71.00	70.20	69.80	68.90	69.00	70.00	70.02
13	NID- National Institute of Design	Jorhat	Assam		69.00	74.20	70.00	68.20	66.10	64.00	69.80
14	NIFT- National Institute of Fashion Technology	Gandhinagar	Gujarat		70.00	69.60	65.00	74.00	67.00	73.00	69.47
15	NIFT- National Institute of Fashion Technology	Hyderabad	Telangana		68.20	70.00	68.40	74.50	60.00	70.20	69.12
16	NIFT- National Institute of Fashion Technology	Bengaluru	Karnataka		69.10	74.20	61.40	72.00	64.00	69.80	68.91

Rank* (Survey & Perceptive based)	Name of Institutes	City	State		Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Weighted Index Score (out of 100)
17	NID- National Institute of Design	Gandhinagar	Gujarat		68.60	69.60	69.00	72.00	58.40	70.00	68.72
18	NIFT- National Institute of Fashion Technology	Chennai	Tamil Nadu		69.00	70.20	68.40	73.00	63.10	58.00	68.54
19	NIFT- National Institute of Fashion Technology	Kolkata	West Bengal		70.00	69.40	62.20	73.80	65.30	68.00	68.34
20	NIFT- National Institute of Fashion Technology	Mumbai	Maharashtra		73.00	68.70	64.00	70.00	57.00	70.00	68.19
21	NIFT- National Institute of Fashion Technology	Raebareli	Uttar Pradesh		67.60	69.90	63.00	77.00	56.70	70.60	68.00
22	NIFT- National Institute of Fashion Technology	Bhopal	Madhya Pradesh		69.60	62.20	63.30	75.50	59.30	80.00	67.28
23	NIFT- National Institute of Fashion Technology	Jodhpur	Rajasthan		66.60	62.70	61.60	75.50	70.40	69.50	66.47
24	NIFT- National Institute of Fashion Technology	Kannur	Kerala		65.90	69.30	63.80	62.50	58.40	81.20	66.29
25	NIFT- National Institute of Fashion Technology	Shillong	Meghalaya		63.90	66.10	61.40	72.50	61.30	71.00	65.53
26	NIFT- National Institute of Fashion Technology	Srinagar	Jammu and Kashmir		65.10	61.90	62.20	73.00	58.60	76.10	65.16
27	NIFT- National Institute of Fashion Technology	Bhubaneswar	Odisha		62.90	64.80	61.40	75.00	58.00	69.60	64.97
28	NIFT- National Institute of Fashion Technology	Patna	Bihar		65.50	61.90	63.80	74.00	56.90	64.50	64.78
29	NIFT- National Institute of Fashion Technology	Kangra	Himachal Pradesh		60.90	62.30	61.20	75.00	62.10	75.10	64.52
30	Guru Gobind Singh Indraprastha University	New Delhi	Delhi		66.00	63.10	63.00	66.00	60.00	61.30	63.87

Rank* (Survey & Perceptive based)	Name of Institutes	City	State		Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Weighted Index Score (out of 100)
1	UID- Unitedworld Institute of Design, Karnavati University	Gandhinagar	Gujarat		84.60	84.80	74.00	79.60	76.40	78.75	80.71
2	Amity School of Fashion Technology	Noida	Uttar Pradesh		83.00	81.40	74.00	78.00	71.00	73.90	78.45
2	Woxsen School of Arts and Design, Woxsen University	Hyderabad	Telangaa		81.60	83.60	74.00	74.00	77.00	72.70	78.45
3	Pearl Academy	Mumbai	Maharashtra		82.70	80.10	75.20	75.00	68.00	73.00	77.54
4	Pearl Academy	Delhi	Delhi		76.60	82.00	72.00	77.00	65.40	77.00	76.22
5	MAEER'S MIT	Pune	Maharashtra		79.00	77.40	74.00	79.00	59.00	76.00	75.79
6	Pearl Academy	Bengaluru	Karnataka		80.90	78.00	69.40	76.00	68.20	73.00	75.57
7	Apeejay Institute of Design	New Delhi	Delhi		78.60	74.50	72.00	76.00	61.00	73.00	74.07
8	WWI- Whistling Woods International	Mumbai	Maharashtra		76.60	74.60	70.40	77.40	56.80	75.40	73.31
9	WUD- World University of Design	Delhi	Delhi		70.80	74.20	68.40	78.40	58.20	70.20	71.26
10	Srishti Institute of Art and Design	Bengaluru	Karnataka		76.00	66.20	68.00	80.40	57.20	70.00	70.69
11	ISDI-Indian School of Design And Innovation	Mumbai	Maharashtra		69.60	75.20	69.00	70.60	58.00	74.60	70.45
12	Institute of Design, Planning & Technology (IDPT-SCET), Sarvajanik College of Engineering & Technology	Surat	Gujarat		67.00	69.40	73.20	73.00	58.60	78.45	69.87
13	Pearl Academy	Jaipur	Rajasthan		67.60	71.70	68.00	75.40	60.20	72.40	69.62
14	VDA - Vadodra Design Academy	Vadodara	Gujarat		67.80	70.00	65.00	83.60	58.20	67.50	69.37
15	GLS Institute of Design	Ahmedabad	Gujarat		66.90	69.00	70.90	75.00	60.40	70.50	69.17
16	Pearl Academy	Kolkata	West Bengal		65.60	72.30	64.40	76.40	67.20	68.20	68.97
17	KSD- Khyati School of Design	Gandhinagar	Gujarat		66.40	71.00	62.00	80.00	64.00	70.00	68.77
18	Suryadatta Institute of Design	Pune	Maharashtra		70.00	69.00	64.40	73.00	67.00	66.00	68.56
19	PSG College of Arts and Science	Coimbatore	Tamil Nadu		68.00	67.10	66.00	72.20	65.00	72.00	68.05

Rank* (Survey & Perceptive based)	Name of Institutes	City	State		Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Weighted Index Score (out of 100)
20	Department of Design, Nirma University	Ahmedabad	Gujarat		66.00	76.00	66.80	60.00	58.00	76.20	67.83
21	J D Institute of Fashion Technology	Bengaluru	Karnataka		69.00	68.00	67.00	71.40	64.00	57.00	67.47
22	Chitkara School of Art & Design, Chitkara University	Chandigarh	Punjab		72.00	64.00	68.00	63.00	58.00	79.30	67.24
23	J D Institute of Fashion Technology	Hauz Khas	Delhi		62.70	71.00	69.00	63.00	64.00	73.00	66.91
24	Anant National University	Ahmedabad	Gujarat		69.00	68.80	69.40	63.40	58.00	60.00	66.68
25	UPES School of Design	Dehradun	Uttarakhand		66.00	70.00	65.00	67.20	62.60	62.70	66.48
26	Amity University	Lucknow	Uttar Pradesh		66.00	66.00	70.00	67.90	61.00	60.00	66.27
27	SSIV-Venus School of Design	Ahmedabad	Gujarat		69.00	65.00	62.00	66.00	68.00	69.00	66.07
28	Avantika University	Ujjain	Madhya Pradesh		67.70	67.70	62.40	70.00	59.00	61.60	65.86
29	INIFD, Mumbai	Mumbai	Maharashtra		63.40	68.00	69.00	70.00	57.40	56.00	65.66
30	Acharya School of Design	Bengaluru	Karnataka		67.40	66.10	61.20	71.00	57.00	66.40	65.47
31	TDV - The Design Village	Noida	Uttar Pradesh		66.60	67.00	63.00	62.60	58.20	75.00	65.30
32	SOFT- School of Fashion Technology	Pune	Maharashtra		69.50	59.60	61.50	73.50	56.20	72.00	65.14
33	JIET-Institute of Design & Technology	Jodhpur	Rajasthan		64.10	64.60	63.40	68.80	56.80	70.65	64.66
34	Creative Academy of Design - CAD	Coimbatore	Tamil Nadu		64.50	62.10	62.20	68.40	60.80	68.00	63.97
35	Apparel Training & Design Centre - ATDC	New Delhi	Delhi		63.70	64.60	64.80	62.10	60.80	62.00	63.55
36	Istituto Marangoni	Mumbai	Maharashtra		63.10	61.50	66.20	65.30	57.80	64.00	63.29
37	Indian Institute of Art & Design	Delhi	Delhi		65.40	62.10	62.40	64.40	58.20	60.00	62.87
38	IMS Design and Innovation Academy	Noida	Uttar Pradesh		63.00	63.40	62.00	62.00	59.30	60.00	62.24
39	INIFD, Kolkata	Kolkata	West Bengal		62.60	62.00	62.00	64.00	57.40	61.00	62.01
40	Poornima University	Jaipur	Rajasthan		62.50	60.10	60.50	66.00	58.30	62.00	61.65

Rank* (Survey & Perceptive based)	Name of Institutes	City	State	Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Overall Score (out of 100)
1	Department of Architecture, IIT - Kharagpur	Kharagpur	West Bengal	83.60	82.80	72.00	76.00	68.00	78.20	78.31
2	Department of Architecture and Planning, IIT - Roorkee	Roorkee	Uttarakhand	82.00	82.00	64.40	75.00	66.20	73.90	75.60
3	School of Planning And Architecture	Delhi	Delhi	81.00	78.00	74.00	72.00	59.00	72.50	75.15
4	Chandigarh College of Architecture	Chandigarh	Punjab	72.00	84.00	64.00	72.00	65.40	70.30	72.75
5	Department of Architecture and Planning, NIT - Calicut	Calicut	Kerala	74.60	74.00	64.00	78.00	63.50	77.90	72.18
6	Department of Architecture, NIT - Trichy	Tiruchirapalli	Tamil Nadu	76.20	69.20	65.60	80.00	66.50	71.80	71.82
7	School of Planning and Architecture	Bhopal	Madhya Pradesh	74.40	70.00	70.00	73.00	70.00	68.00	71.41
8	Department of Architecture, NIT - Hamirpur	Hamirpur	Himachal Pradesh	73.40	75.00	62.00	75.00	65.00	73.00	71.06
9	Department of Architecture & Planning Engineering, Visvesvaraya National Institute of Technology	Nagpur	Maharashtra	72.40	76.40	60.40	76.00	57.20	70.70	70.21
10	School of Planning & Architecture	Vijayawada	Andhra Pradesh	70.00	74.00	61.00	77.00	65.00	70.80	69.91
11	Sir J J College of Architecture	Mumbai	Maharashtra	72.00	69.60	66.20	78.20	57.40	60.00	69.16
12	CSIR - Central Building Research Institute	Roorkee	Uttarakhand	70.10	72.40	61.40	72.00	60.20	70.00	68.42
13	Zakir Hussain College of Engineering & Technology, AMU - Aligarh	Aligarh	Uttar Pradesh	70.20	71.20	62.00	72.00	58.40	72.00	68.26
14	Jadavpur University	Kolkata	West Bengal	72.00	66.80	63.40	73.00	58.00	69.40	67.83
15	Department of Architecture and Planning, Maulana Azad National Institute of Technology - Bhopal	Bhopal	Madhya Pradesh	70.00	65.40	61.40	73.00	59.20	78.20	67.29

Rank* (Survey & Perceptive based)	Name of Institutes	City	State		Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Overall Score (out of 100)
16	Department of Architecture, Town and Regional Planning, IEST - Shibpur	Shibpur	West Bengal		66.40	66.80	60.40	72.00	65.60	69.40	66.29
17	Faculty of Architecture and Ekistics, Jamia Milia Islamia University	New Delhi	Delhi		63.00	69.60	61.80	69.00	58.00	79.20	66.04
18	Department of Architecture, College of Engineering - Trivandrum	Thiruvananthapuram	Kerala		67.00	65.00	62.40	70.00	56.60	72.60	65.59
19	School of Architecture and Planning, Anna University	Chennai	Tamil Nadu		64.00	65.00	59.40	70.00	56.60	74.80	64.39
20	Department of Architecture, Thiagarajar College of Engineering	Madurai	Tamil Nadu		66.00	59.60	59.60	71.00	70.00	67.40	64.29
21	Jawaharlal Nehru Architecture and Fine Arts	Hyderabad	Telangana		63.00	63.40	59.40	72.00	63.00	69.40	64.18
22	Department of Architecture, National Institute of Technology	Raipur	Chhattisgarh		60.60	65.00	61.00	74.00	57.20	66.00	63.90
23	Department of Architecture, National Institute of Technology - Patna	Patna	Bihar		63.80	65.80	62.00	64.00	57.00	64.60	63.48
24	Department of Architecture, Indira Gandhi Delhi Technical University for Women	Delhi	Delhi		60.00	59.60	59.20	72.80	60.00	73.00	62.57
25	Guru Gobind Singh Indraprastha University	New Delhi	Delhi		62.00	57.60	61.80	72.20	58.00	64.60	62.25
26	Department of Architecture and Planning, Malaviya National Institute of Technology	Jaipur	Rajasthan		63.40	59.20	60.20	63.80	58.50	74.20	62.13
27	Department of Architecture, Rajiv Gandhi Institute of Technology	Kottayam	Kerala		60.60	63.20	58.20	70.20	57.20	59.40	61.85
28	APJ Abdul Kalam Technological University	Thiruvananthapuram	Kerala		60.40	58.80	65.20	63.10	57.80	66.00	61.55
29	AAERT & SSB Faculty of Architecture, Sarvajanik College of Engineering & Technology	Surat	Gujarat		62.00	57.20	59.20	69.20	58.80	63.40	61.16
30	Maharaja Sayaji Rao University of Baroda	Vadodra	Gujarat		63.00	61.40	59.20	62.20	58.00	59.20	61.05

Rank* (Survey & Perceptive based)	Name of Institutes	City	State	Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Weighted Index Score (out of 100)	State Rank
1	Centre for Environmental Planning and Technology (CEPT), University	Ahmedabad	Gujarat	81.0	82.0	71.4	78.4	75.0	76.0	78.11	1
2	Manipal School of Architecture and Planning (MAHE)	Manipal	Karnataka	78.0	79.0	71.0	77.0	72.0	75.4	76.04	1
3	Department of Architecture & Planning, Birla Institute of Technology	Mesra	Jharkhand	79.0	78.5	73.0	73.0	66.8	73.0	75.38	1
4	M S Ramaiah Institute of Technology	Bengaluru	Karnataka	78.0	77.6	75.0	72.0	68.0	72.0	75.18	2
5	RV College of Architecture (RVCA)	Bengaluru	Karnataka	78.8	75.5	66.0	73.8	67.0	74.8	73.44	3
6	SRM School of Architecture	Kanchipuram	Tamil Nadu	73.5	79.0	66.0	73.8	57.8	73.2	72.14	1
7	BMS College of Architecture	Bengaluru	Karnataka	74.7	75.2	69.0	73.7	60.8	67.4	71.91	4
8	Thiagarajar College of Engineering	Madurai	Tamil Nadu	73.8	72.0	67.8	74.8	55.6	74.4	70.89	2
9	School of Architecture, Bharath Institute of Higher Education and Research	Chennai	Tamil Nadu	75.5	70.5	65.8	72.8	56.4	70.4	70.02	3
10	Balwant Sheth School of Architecture, NMIMS University	Mumbai	Maharashtra	70.0	72.5	66.0	71.2	57.4	77.3	69.51	1
11	Kongu School of Architecture	Perumdurai	Tamil Nadu	68.0	73.0	66.0	72.0	59.0	77.0	69.36	4
12	Rizvi College of Architecture	Mumbai	Maharashtra	68.2	72.8	66.0	75.8	56.0	70.0	69.20	2
13	Kavikulguru Institute of Technology and Science (KITS)	Nagpur	Maharashtra	68.0	72.0	66.0	75.8	56.0	70.0	68.95	3
14	Institute of Architecture & Planning, NIRMA University	Ahmedabad	Gujarat	66.0	69.0	67.0	78.0	59.0	72.0	68.61	2
15	L S Raheja School of Architecture	Mumbai	Maharashtra	66.0	69.0	68.0	75.8	56.0	70.0	68.10	4
16	School of Architecture, Vellore Institute of Technology	Vellore	Tamil Nadu	62.0	72.0	69.0	73.2	58.0	66.2	67.55	5
17	School of Architecture, REVA University	Bengaluru	Karnataka	70.0	63.6	67.4	72.7	59.2	70.0	67.42	5
18	Sushant School of Arts and Architecture, Sushant University	Gurugram	Haryana	66.7	70.0	66.2	70.2	55.0	70.8	67.30	1
19	ICFAI School of Architecture	Hyderabad	Telangana	64.6	70.0	66.2	72.0	56.8	71.0	67.20	1
20	Chitkara School of Planning and Architecture	Rajpura	Punjab	62.8	69.8	62.0	73.8	66.0	70.2	66.81	1
21	School of Architecture, KLE Technological University	Hubli	Karnataka	68.4	63.6	65.6	73.0	58.2	68.2	66.50	6
22	Department of Architecture, Periyar Maniammai Institute of Science and Technology	Chennai	Tamil Nadu	62.0	68.0	60.2	76.2	58.4	69.8	65.53	6

Rank* (Survey & Perceptive based)	Name of Institutes	City	State	Employability	Teaching Learning Resources	Faculty	Infrastructure	Projects and Case Study	Innovation	Weighted Index Score (out of 100)	State Rank
23	School of Architecture, Vadodra Design Academy	Vadodra	Gujarat	65.0	65.2	60.0	76.2	55.8	70.0	65.34	3
24	Amity School of Architecture and Planning	Noida	Uttar Pradesh	67.0	62.4	60.6	68.0	59.0	83.0	65.20	1
25	Piloo Mody College of Architecture	Cuttack	Odisha	64.7	64.6	58.0	69.5	68.0	75.3	65.06	1
26	Meenakshi College of Engineering	Chennai	Tamil Nadu	68.5	59.2	61.8	64.0	63.8	74.8	64.23	7
27	Institute of Design Environment and Architecture	Nasik	Maharashtra	56.9	70.4	58.8	59.7	55.3	77.9	62.42	5
28	Department of Architecture, Planning and Design, Integral University	Lucknow	Uttar Pradesh	58.9	65.2	60.0	66.3	55.6	69.5	62.28	2
29	Kamla Raheja Vidyanidhi Institute of Architecture and Environmental Studies	Mumbai	Maharashtra	59.1	65.2	58.8	65.9	57.0	69.0	62.11	6
30	Sidhganga Institute of Technology	Tumkur	Karnataka	60.4	63.2	64.0	60.0	58.0	65.9	61.95	7
31	Department of Architecture, Madhav Institute of Technology and Science	Gwalior	Madhya Pradesh	63.0	63.6	61.0	60.0	60.0	59.4	61.81	1
32	Indubhai Parekh School of Architecture	Rajkot	Gujarat	59.1	63.2	58.8	64.0	57.0	70.0	61.40	4
33	Bharti Vidyapeeth College of Architecture	Pune	Maharashtra	58.4	58.8	66.0	62.5	57.0	69.1	61.27	7
34	Faculty of Architecture, M.G.R. Educational and Research Institute	Chennai	Tamil Nadu	60.2	64.5	60.2	64.0	55.2	56.0	61.15	8
35	Dr. Bhanuben Nanavati College of Architecture for Women	Pune	Maharashtra	58.9	65.6	61.4	60.4	56.4	57.2	60.98	8
36	Faculty of Architecture, Sri Sri University	Cuttack	Odisha	58.5	58.4	63.2	69.0	56.6	57.0	60.73	2
37	Holy Crescent College of Architecture	Ernakulam	Kerala	58.4	64.6	60.0	60.2	57.6	60.0	60.59	1
38	Pillai HOC College of Architecture	Panvel	Maharashtra	60.0	58.3	61.0	63.4	57.0	66.2	60.48	9
39	School of Architecture, K L University	Guntur	Andhra Pradesh	60.8	61.6	61.0	60.0	57.4	56.6	60.35	1
40	GITAM School of Architecture	Visakhapatnam	Andhra Pradesh	59.6	62.0	57.0	62.0	56.6	66.0	60.25	2
41	Vivekanand Education Society's College of Architecture	Chembur, Mumbai	Maharashtra	59.0	60.0	59.8	61.2	58.0	65.7	60.13	10
42	SCMS School of Architecture	Ernakulam	Kerala	60.0	58.5	61.2	61.1	58.6	58.6	59.82	2
43	Institute of Design, Planning & Technology (IDPT-SCET)	Surat	Gujarat	59.6	57.6	57.8	61.0	58.4	59.4	58.84	5
44	The Oxford School of Architecture	Bengaluru	Karnataka	59.0	55.6	60.2	60.0	58.4	60.0	58.56	8



SDMLC ON THE WAY TOWARDS GOLDEN JUBILEE CELEBRATIONS

An auspicious occasion has dawned upon our academic institution, and we will be celebrating the golden jubilee of our college in 2024. This college started in 1974, provided opportunities to young minds who wanted to enter the professional arena and participate in the nation building project envisioned by our Founding Fathers. It is indeed a matter of satisfaction that SDM Law College has successfully striven for the empowerment of young minds for the last fifty years whether it was in the field of academics, co-scholastic enrichment or sports.

We believe, a college is much more than the bricks and mortar with which it is built. A college is its people. From the humblest to the highest functionary and the generations of students and teachers who make it into a thriving institution. It is important to recall that the singular feature of 'vidya dana' and Abaya Dana the two out of four fold dharmas of temple Dharmasthala is reflected in evolving the institution with the background of nnyadana one of the most cherished value of the temple as the founding mission of the institution.

This institution has seen eminent teachers who are the proud inheritors and flag bearers of a wonderful tradition of being in the fortunate position to give our students the greatest gift of all, the gift of knowledge. Transforming our institutions of higher learning into centres of excellence is the key challenge which policy-makers and academic leaders face. An important necessity of modern Universities is to have a reservoir of inspired teachers who can ignite the minds of students and encourage them to think out-of-the box. With ever-evolving techniques in education, traditional teaching will not suffice.

Alumni are the brand ambassadors of an institution, personifying its ethos. Their experience, learning and contributions to the society bring prestige to their alma mater. SDM Law college recognises the contributions and accomplishments of its alumni as its greatest achievement. To have a continued bond the college also has an active and dynamic Alumni Association.

SDME SOCIETY

One of Karnataka's most renowned landmark of

piety and devotion, Sri Manjunatheshwara Temple of Dharmasthala is thronged by thousands of pilgrims every day. This famed centre of charity and divine justice, where every devotee partakes of generous hospitality irrespective of caste or creed distinctions, has grown into legendary proportions because of its multifarious socio-economic programs.

Dr. D. Veerendra Heggade, Dharmadhikari of Shree Kshetra Dharmasthala, is a man of outstanding credentials. His stature, doesn't confine to a single field of achievement. A titan in the fields of social service and education, Dr. Heggade has been quite instrumental in uplifting the educational standards throughout Karnataka. As the President of SDM Educational Society, he has been phenomenally successful in leading more than 50 educational institutions.

Quality with a spirit of service guides all educational endeavours of SDM Educational Society. Institutions of SDM Educational Society cover a wide arena from Engineering, different streams of Medicine and Para-medicine, Management, Law, Commerce and general education. SDM Institutions are a role model to other institutes and Government Organizations with many having received recognitions from international agencies/institutions

SDM LAW COLLEGE, MANGALORE

Established in 1974, SDM Law College set a standard for quality legal education in Southern India. The purpose of this institution was focused on providing legal education for all walks of life. The institution is built on solid foundations and has maintained its reputation as an institution of excellence in legal education over the years. Originally affiliated with the University of Mysore, the college was run with a passion for education under the guidance of Professor N.J. Kadamba, a respected lawyer. During his tenure the institution has grown and that is reflected in the alumni. The alumni have assumed highest position holding high the name and values of their alma mater.

From its inception, the college offered a three-year LLB program. After moving to Mangalore University, the college became the first institution in Karnataka to start the 5-year LLB course. New courses and other innovations significantly improved the college progress. This led to a number of extensive curricular changes, including a surge in enrolment to the highest levels. The LLM program was then introduced in the business and commercial law. The law university also recognized this institution as the Research centre. Critical academic performance was set and the majority ranks were bagged by students.

The college is currently affiliated to Karnataka State Law University, Hubballi which streamlines legal education in the State. Many elements of distinctive curricular programme also continue today. Currently, the traditional 2 semester academic year is in progress, giving ample scope for extracurricular activities and internship programmes. The practical training extended in the college along with other cells and associations provide a practical approach towards the profession.

The college is well known for its inter collegiate law fest 'Lex Ultima' and commerce fest 'Scintillate' which has gained popularity throughout the nation. The first ever law lab, unique moot events like dual advocacy, triple advocacy and all in all advocacy has created its own mark in the moot events in the nation. Number of add-on courses are made available to the students to fill the gap between curriculum and professional life. Cells and associations like Legal aid Cell, NSS, corporate club, IPR innovation centre, Human Rights Cell strives to awaken the spirit of community service in the students.

The students are prepared for competitive examinations including civil services, judicial services, professional courses like CS during their study at SDM Law College. Today our alumni are spread out throughout the globe spreading the values of SDM in every fields.

Without any doubt, this institution is a home away from home for many young minds who strive to acquire the best legal education. Imbued with culture and principles of Shree Kshetra Dharmasthala, the college imparts highest moral values in its students. SDM law college believes in moulding students with knowledge and moral principles. Thus, having graduates with high self esteem in the society.

As we step into the golden jubilee year, we look back at every small step and contributions made by the philanthropic patrons. What we are today is a gift of many great minds. The members of our management, former principals, teaching and non-teaching staff have toiled day and night to establish this institution. We are, as well highly appreciative of our Alumni for all the efforts taken up to build a better society, thus justifying the years spent at this esteemed institution.

This institution has a legacy that provides continuous nurturing in the form of innovations and opportunities for all the stakeholders of the college – the students, the teachers, the staff and the administrators, who work in collaboration to achieve the synergy of excellence and empowerment that are the hallmarks of any great institution. We hereby call upon all our dear ones to partake in our joy, make this world a better place and contribute towards a legacy that will endure and flourish.

MATHEMATICS CHALLENGE

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

- composed by -
Teachers' Teacher, Maths Wizard

CMT-2020/ 35 :

$$\text{If } \tan^8 \alpha + \cot^8 \alpha = 2 \left[2 \left\{ (1 - \sqrt{2})^2 - 1 \right\}^2 - 1 \right]$$

and $\sin \alpha \cos \alpha = \sqrt{\sin \beta}$, then $\tan^2 \beta = ?$

CMT-2020/ 36 :

$$\text{If } \sec \alpha = \frac{1}{2} \left(\sqrt[13]{2023} + \frac{1}{\sqrt[13]{2023}} \right) \text{ and}$$

$$\tan \beta = \frac{1}{2} \left(\sqrt[2]{2024} - \frac{1}{\sqrt[2]{2024}} \right), \text{ then}$$

$$2024(\sec \alpha + \tan \alpha)^{13}$$

$$-2023(\sec \beta + \tan \beta)^9 = ?$$

ANSWERS: CMT-2020/34 :

$$(1) 23 \quad (2) \frac{81x^2 - 49}{54x} \quad (3) \frac{4x + 15}{4x + 8}$$

(multiple answers are possible)

Answers will be published in the next issue . You can ask any queries and send your solution to
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