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There was a dialogue in a famous 2009 Hindi movie '3 Idiots' — roughly translated: We'll study, but not just to pass the exams or to get a job. We'll study for excellence... to become capable, and success will follow no matter what.

While the Rajkumar Hirani venture was a runaway hit and adored for its progressive take on India's higher education system, which is stuck in a time warp, how many of us actually follow that thought process?

There's no doubt that getting a job is important, mostly because it provides you with money, without which you can't really do much in this world where prices only keep rising. That a job gives you a sense of identity, helps you learn new skills and make new friends, is all secondary. If a job paid you no money, you wouldn't do it — period.

Now, take a minute and think: Have you come across anyone in your life who has remained permanently jobless, or never ever made a single penny? Chances are, your answer will be a resounding no, unless you are thinking of a slum idiot, who'd rather drown himself in alcohol than venture out looking for employment.

The bottomline: Everyone worth their salt gets a job sooner or later. If not a job, they find other avenues to make money. It's the norm of the world.

While interviewing for this issue's story on joblessness among engineers, we came across several unemployed graduates, who are living with an unfounded fear that they might never get jobs. One of them even said that he "regretted"

studying engineering because even after two years of graduating with distinction he was struggling to lock in a job.

Is this why we spend 20 years of our lives attending school and college? To get a job that pays the bills?

Obtaining a higher education is only proof that you can succeed in academia, not in a real-world job situation. A degree can only show that you have the specialized knowledge or technical skills that an employer may be looking for.

But even that does not hold true in India, where there is a major disconnect between what we are taught in schools and colleges and what the industry needs.

Here are some facts: Only 40% of engineering students in India undergo internships while only 36% take up projects beyond their required coursework. Only 47% of students attend industry talks and almost 60% of faculty does not discuss how engineering concepts apply to the industry.

So, what's the solution? It's simple. Do as many internships as possible while at university, and then some after graduating, even if they are unpaid. You'll learn industry skills that you weren't taught at college, and before you know it, you'll become job-ready with some hands-on work experience that every employer looks for.

And while that happens, remember, we educate ourselves to get educated, just that. Not to become a job product.

Rohit Wadhwaney
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NUCLEAR TECHNOLOGY IS SELF-RELIANT INDIA'S BEST WAY FORWARD

Shrikrishna Gupta

From designing, installing and commissioning nuclear accelerators to management and coordination at the ministerial level, **Shrikrishna Gupta**, *Raja Ramanna Fellow, Department of Atomic Energy (DAE) and Former Director of Global Center for Nuclear Energy Partnership (GCNEP)*, is an atom of knowledge on India's progress in nuclear technology. In a chat with **Education Post**'s Devika Bhattacharya, he sheds light on opportunities for brilliant minds to make a career out of nuclear technology and, in the process, help make India *Atma Nirbhar*.



“

Nuclear energy is a green energy with no adverse effects on the environment. To reduce carbon footprint at the global level, leaders and scientists are emphasizing on the use of a combined energy basket with nuclear energy being a major contributor. Efforts are being made to make nuclear energy economically viable by adopting advance technologies to reduce gestation period with reasonable capital expenditure.

“

From research and development (R&D) to management in the nuclear energy domain, your professional life comprises of two distinct fields. Which of these do you find more fulfilling?

Of the two, I would rate my career as a manager more fulfilling than the R&D work. The R&D activities allowed me to utilize my skills during the early part of career. But, as a manager, I felt I could create a much greater impact. I could bring the efforts of scientists and technologists to the common man – from lab to land – which helped support the Indian government’s ambitious mission of making our country *Atma Nirbhar* (self-reliant).

What were the challenges you faced while working on projects at the Bhabha Atomic Research Center (BARC) and the Tata Institute of Fundamental Research (TIFR)?

Both institutions are involved in R&D activities in the frontlines of science and technology. As a technical

professional, I always encountered first-of-a-kind (FOAK) challenges.

There is dual use of atomic energy – peaceful and strategic application. When it comes to strategic application, no one shares details of any new development. As a technologist, I encountered challenges at every step but, eventually, was able to overcome them successfully.

International collaboration on nuclear energy is a domain that calls for intense people skills and strategic management. Which aspects proved to be helpful for such collaborations?

In present times, many mega science projects are being carried out as international collaborative activities that involve high budgets, advance machinery and large number of highly qualified professionals. This is being achieved by forming a consortium of capable countries to achieve the end goals of mutual learning – harvest better technologies for the advancement of mankind.

Strategic management is another thing. It needs to be self-driven and is country-specific. International collaborations are not encouraged when it comes to strategic management.

As a team leader, what changes do you apply for effective team action and implementation?

Let me quote John Quincy Adams, the 6th President of the United States: *“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.”*

I ensure that I get my team’s “buy-in” before embarking on any project. If the team is convinced about the project’s value and importance, they are able to give



their 100 percent. I firmly believe that a true leader is one who strives to achieve an intended target by understanding the assignment, adopt innovative techniques, possess good decision-making skills, and has strong communication skills to express with clarity to fellow colleagues. I also believe that a good leader is one

who offers support to subordinates in terms of empowerment and empathy.

I also ensure that I am open and transparent with my team on the progress of a particular project so that they have the full picture. Rewards and recognition are also very important to ensure that the team stays motivated.

Share your thoughts on the progress made by higher educational institutions in India in the sphere of technical education and training over the last few years?



The Department of Atomic Energy (DAE) and the Department of Science and Technology (DST), and other science ministries and universities have launched many programs, such as Science Congress, India International Science Festival and Vigyan Samagam among others. These are multivenuue mega-science exhibitions.

Then there are exhibition galleries, industrial expos, quiz contests, school-level awareness drives etc. that are being organized which encourage students to join the science stream and find their field of interest to boost career opportunities.

After the implementation of the New Education Policy (NEP) 2020, the role of higher educational institutes and involvement of private universities has become very constructive. It is supporting the development of competent human resource.

There is a change in approach to job opportunities. Educated youth and start-ups are encouraged to adopt spinoff technologies through Micro, Small and Medium Enterprises (MSME) schemes and subsequently turn into job providers.

DAE has launched a scheme called Advanced Knowledge and Rural Technology Implementation (AKRUTI) to encourage deployment of spinoff technologies in rural areas with special benefits, which encourage reverse migration from urban to rural by providing city-like infrastructure in villages.



As India attempts to reduce its carbon footprint and focus on renewable energy, can nuclear energy be seen as an energy source for the future for domestic and industrial needs?

Certainly, nuclear energy is a green energy with no adverse effects

on the environment. To reduce carbon footprint at the global level, leaders and scientists are emphasizing on the use of a combined energy basket with nuclear energy being a major contributor.

Efforts are being made to make nuclear energy economically viable by adopting advance technologies to reduce gestation period with reasonable capital expenditure. Efforts are being made to harvest fusion energy by a consortium of seven countries at the International Thermonuclear Experimental Reactor



(ITER) in France. This is seen as an unlimited energy source for the future at competitive costs.

With the present limitations of energy storage, nuclear energy is being widely considered an important option to fulfil domestic and industrial needs.

Please share your thoughts about India's nuclear program and how a student can go about pursuing a career in the field of atomic energy.

Nuclear energy programs are in the public domain. Dr. H.J. Bhabha had

announced adaption of a three-stage closed fuel cycle program to harvest natural resources and achieve energy security through the nuclear route.

India has mastered the Pressurized Heavy Water Reactor (PHWR) technology and developed a prototype reactor to achieve the second stage and work is ongoing to get to the third stage.

The Board of Research in Nuclear Sciences provides funds primarily for the research projects on DAE's programs for promoting excellence in science and technology in the country. It also awards research projects to young scientists.

The Indian government has been encouraging peaceful application of nuclear technology for health, agriculture, environment, food, water and industries by sanctioning many projects. It has also permitted public-private

partnership in the nuclear domain in its effort to make a self-reliant India.

As for career growth opportunities in this field, the emerging applications are nuclear hydrogen, sea water desalination, industrial heating, nuclear battery etc.

Besides, several new courses in the nuclear domain are available at the university level. All IITs, Jadhavpur University, Amity and several others teach courses related to this field.

What steps can be taken to improve research and development of new technologies in Indian institutes?

Many initiatives have been recommended by a high-level committee.

- Sharing of resources, ideas, facilities available at government institutions, universities and major R&D organizations.
- Opportunities for youth in every part of the country and encouragement by rewarding deserving students & inventors.
- Youth should see science and technology as a path for jobs and societal transformation.
- Synergy to take on major challenges.
- Transform India into a competitive science destination.
- Unleash entrepreneurship, commercialization.
- Launch inspiring national and global science missions.
- Organizing exhibitions like science congress at both the state and national level.



Any message for students, especially in the post-pandemic world?


I would advise students to choose an appropriate high-growth profession and take advantage of liberal government policies.

Under India's *Atma Nirbhar* vision, potential entrepreneurs are encouraged to absorb the technologies developed by R&D organizations – start businesses by trading, assembling or manufacturing a particular product in stages, depending on proficiency and absorbing capability, in a systematic manner.

Government policies are focused to bring synergy between research and technological innovation across all segments, so students should grab this opportunity and draw benefits for themselves. Traditionally,

Indian manpower is sincere, hardworking and has been preferred internationally.

The work-from-home (WFH) culture has popularized IT tools for learning and doing business – a blessing in disguise that came about during and due to the pandemic. It resulted in the emergence of a new approach, which was quickly adapted by all walks of life.

During the pandemic, large number of laborers moved from the urban industrial areas to their native villages. To improve the quality of life in such rural areas, the government has launched special schemes and packages, like one district one product, vocal for local etc. Plus, liberal loan schemes for inclusive and rapid growth of the rural population in a sustainable manner with a view to bridge the urban-rural divide. Students could, and should, play an important role in leveraging knowledge and technology. 



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NO END IN SIGHT FOR JOBLESSNESS IN ENGINEERING

One of the most desired fields of study in India, engineering has witnessed a trend of rising unemployment for years. And as things stand today, not much has changed, finds out *Education Post's* **Rohit Wadhwaney.**

Y

elagum Rahul distinctly remembers the sweltering 2016 afternoon he received his admission letter from Telangana's SVS Group of Institutions Bheemram. It was the happiest day of his life — his long-cherished dream of becoming a mechanical engineer would soon become a reality.

80% OF INDIA'S ENGINEERS ARE UNEMPLOYED. FIND OUT WHY!



CUT TO: Present day 2022. Rahul, who graduated B.Tech with 82% marks in 2020, is still jobless.

“I have been trying for a job since I graduated. I have got nothing,” says the 25-year-old. “Now, it’s become so frustrating that I feel becoming an engineer was the worst decision of my life.”

“In the four years of university, we were not taught communications skills, designing skills or even how to appear for an interview,” says Rahul, who then learned software applications like Auto Cad, ProE and Solid Works, hoping that would help. It did not.

“I recently went for a job interview at a renowned R&D company in Chennai. But they said they didn’t want freshers, as they see freshers as people they would need to train as opposed to someone with experience,” he says.

Rahul is one of hundreds of thousands of

engineers in India who are unable to get jobs despite graduating from some of the country’s top engineering institutions.

Now let’s see some statistics.

NITI Aayog, the apex public policy think tank of India, says 48% of engineering graduates in India are currently jobless. This figure stood at a staggering 80% in 2018.

According to a NASSCOM survey, over 30 lakh students enroll in engineering institutions across the country every year, of which 15 lakh graduate. But only 2.5 lakh among them succeed in getting jobs in the core engineering industry.

A study by analytics firm Aspiring Minds found that only 40% of engineering students in India undergo internships while only 36% undertake projects beyond their required coursework.

“Students are trapped in a college bubble. They have little industry exposure. Only 47% of students attend industry talks and almost 60% of faculty



Ankush Singhla,
founder of Coding Ninjas

does not discuss how engineering concepts apply to industry,” the study says.

At 55.15%, engineering holds the highest employable and skilled talent percentage among all streams of education in India, according to the Wheelbox's India Skill Report 2022. Compared to last year, employability in India has improved marginally from 45.97% to 46.20%.

Yet, the situation of unemployability among engineers is so grim that approximately 5 lakh degree holders have applied for jobs of watchmen, sanitation workers and gardeners, according to a survey by Eduaspirant. What's more? Nearly 4.5 lakh applicants even went ahead for these job interviews.

Rahul says he might soon become one of these engineers to consider a job entirely unrelated to his four-year study. “Imagine, spending Rs. 3 lakh on your college education, and two years after graduating with distinction, not having enough money to even recharge your phone,” he rues.

Rahul is living a life he had never imagined. “Every day, I get a feeling someone is rubbing salt on my wounds. Friends who have jobs, avoid hanging out with me. If I attend a family function, someone tells my parents about an acquaintance who works as an engineer in the US and making millions. My parents never say it, but I can sense their agony,” he says.

Rahul says he will try for a job in engineering for a few more months, after which he will take up just about “any job, big or small,” that comes his way.

Suraj Negi, 21, who graduated in mechanical engineering this year, is afraid he will end up as another number in the long list of jobless engineers in India.

“There are nearly 4000 engineering colleges in India. They produce lakhs and lakhs of engineers each year. And for every single job, there are about 300 candidates competing,” says Negi, an Uttarakhand native, who is currently applying for jobs in Delhi. “And joblessness will continue to increase year after year because those previously unemployed are also still looking for jobs,” he says.

Negi, who refused to name his university, says the problem lies with the theoretical style of engineering education in India.

“We pursue engineering the same way we passed our school exams. Engineering is more about practicalities and innovation, not just mugging up stuff to pass semester exams. Also, there are infrastructure problems in many engineering departments. Less



Coding Ninjas
headquarters

funds for machinery. Less drive among students for innovation,” he complains.

Rahul seconds Negi, saying, “Our curriculum is vastly outdated and very slow to react to fast changing industry dynamics.”

Some years ago, Infosys founder NR Narayana Murthy, had said: “Engineering colleges in India are churning out only 25% quality engineers and nearly 80-85% percent of youngsters are not suitably trained for any job.”

Ankush Singhla, an IIT Delhi alumni, founded Coding Ninjas — one of India's leading platforms to learn coding and get placement assistance — with an aim to fill this deepening gap between university academia and industry requirements.

After graduating in Computer Science Engineering (CSE) in 2008 from IIT Delhi, he got on-campus placement in Amazon, where he worked for a year before leaving for California's Stanford University to complete his Master's degree.

Singhla was working for Facebook, and trying to hire from India when he realized the

“massive disconnect between what they teach in universities in India and what you need in a job.”

Only 4.8% of CSE graduates can write logic and less than 1.4% can write correct code, according to an Aspiring Minds study.

This very academia-industry disconnect gave birth to the idea of Coding Ninjas, which is headquartered in Gurugram.

In the six years that Coding Ninjas has been in operation, it has taught coding to more than 1 lakh people. Of these, over 50% are graduates in civil, mechanical and electrical engineering who are trying to switch careers to IT due to lack of jobs in their sectors, says Singhla.

“We teach students what universities don't. Colleges are focusing on theory, which surely is important, but a lot more important is upskilling,” he says.

Indian universities emphasize more on technical writing skills and memorization abilities of the students instead of deploying innovative methods that may improve their technical competence and skills, says Nitin Vijay, founder of Kota's Motion Education.

“Conventional rules and regulations for pursuing an undergraduate programme hardly allow students to think beyond classroom learning. Besides, lack of industry exposure and limited opportunities to participate in live projects and exchange programs further create employment blocks for fresh engineers,” he says.

He feels universities have to “adopt an industry-oriented approach” — the key to successful campus placements.

Professor RK Srivastava from the Electrical Engineering department of Varanasi’s IIT BHU says a higher number of students are now opting for CSE because of better job prospects and higher salaries in the IT sector.

“To study core engineering in the fields of civil, mechanical, electrical and biotechnology, you require proper infrastructure such as lab equipment, instrumentations, machinery. A large number of Indian colleges don’t even have these facilities,” Srivastava says, adding, “For studying CS, all you require is a laptop and an internet connection.”

“Engineering colleges in India are substandard. They desperately need to be audited and checked,” he says.

Srivastava points that there is a vast difference between the teaching methods at Indian universities compared to foreign institutes. “Indian universities adopt academic practices or technology long after they have matured and saturated in the industry. Whereas in the West, they encourage students to continue evolving according to current industry trends,” he says.

Satnam Singh, Assistant Professor at Gurugram’s NorthCap University, says there is more enrollment in the CS field because it is common knowledge that the IT sector is booming.

“Students want to take up CS simply because the initial salaries offered are too low for non-CS/IT grads. It isn’t as if non-CS engineers are not being offered jobs at small- and medium-scale industries. They are, but because of the amount they are paying to fresh engineering graduates, no one wants to take up these jobs,” Singh says.



But the main reason is the initial package offered been too low for non-CS/IT branches. All the small-scale and medium scale industries are offering jobs, but the labour laws in India are not that prevalent and efficient enough like they are in Europe or North America. This determines the “minimum wages” for engineering graduates.

has become common opinion that IT sector is and will keep on booming, so students preferably seek Computer Science or Information Technology to study.

NITI Aayog Vice-Chairman Dr. Rajiv Kumar is pinning all his hopes on the progressive National Education Policy (NEP) 2020, which aims to increase the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% (2018) to 50% by 2035.

The NEP, which was approved by the Union Cabinet of India on July 29, 2020, replaces a 1984 policy making education more inclusive, holistic, comprehensive and far-sighted.

“Indian institutions need to adopt flexible courses, on the lines of the United States, the United Kingdom, Japan and some European countries that keep upgrading their curriculum. I am hoping the NEP will produce some good results,” Dr. Kumar says.

And while jobless engineers across India desperately wait for the situation to improve, mechanical engineer Yelagum Rahul is scanning job vacancies in a Warangal cyber cafe.

“The meagre pocket money that my parents can afford to give me goes searching for jobs from this internet cafe. I keep hoping every day when I walk back home, that when I open the computer tomorrow, there’ll be some good news,” he signs off. **EP**



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DR. KULDEEP RAINA

With nearly 40 years' experience of being an educator par excellence, expert materials scientist **Dr. Kuldeep Raina**, Vice Chancellor of the Bengaluru's Ramaiah University of Applied Sciences (RUAS), talks to **Education Post's** Tanay Kumar about his undying love for teaching.

Tell us about your experience as a leader in innovative education. How does your university ensure that students get the best guidance?

Education is an evolving system. One can't become a great teacher in a day. One might have a great idea, but how one explains that idea, that is what matters.

I have been teaching for close to 40 years. My students are like my family – I grow with them, learn from them, they learn from me. The journey has been nothing less than fascinating. And my experience



at RUAS over that last one year has been fantastic, to say the least.

In the teaching profession, you think more of giving than taking. And when you're leading a fraternity of educators, you are dealing with the best of minds. Be it an assistant professor, an associate professor or a professor, we don't differentiate between them based on their level of knowledge – they are all brilliant.

At RUAS, we ensure that there is no compromise on infrastructure. It's to make certain that students are more involved in learning rather than wondering they could have gone to a better college.

We emphasize the need to teach students in a manner that they fear exams. We teach them in a way that they look forward to an examination. We have all the necessary specializations to inspire and educate students to become skilled professionals once they leave college with a degree. After all, wherever they go after

graduating, they forever carry the RUAS brand with them.

Talk us through your academic journey.

Curiosity has always been my best friend right through my education. Even now, when I am teaching a class, I attempt to find different ways to solve a particular problem.

Research has been another important part of my academic journey. Research is a phenomenon of reinventing something – to look at any theory or solution with a different perspective and possibly a better solution. Some of the papers I wrote were acknowledged in the best of academic journals, which gave a boost to my confidence.

Citing international journals, studying new ideas and sharing those ideas with students, giving students assignments, assessing and evaluating the assignments – it's made me learn a lot. I have, till date, taught more than 3,000

students, and it gives me immense pleasure to know that.

The Indian government, like the Department of Science and Technology (DST) or the Defense Research and Development Organisation (DRDO), was kind enough to support my research ideas.

And research without curiosity is not possible.

You did your post-doctorate research from the University of Manchester in the UK. Can you point out some differences between Indian and foreign universities?

Each country has its own regulatory procedure to follow when it comes to education. For example, Indian universities follow the University Grants Commission (UGC) norms, technical education comes under

the umbrella of the All India Council for Technical Education (AICTE). All regulatory bodies try to ensure that all institutions are up to a certain standard at the very least.

There is a global stratification of education. It means, in our country, we were training students according to Indian standards, which meant that they were not skilled enough to get jobs abroad.

What they have done in the West is matured their education system. And so has India – the situation today is far better than what it was 35-40 years ago.

At one time, with great educational institutions like Nalanda, Takshila etc. and great research scholars, India was the fountainhead of knowledge. But India went through a lot of destruction in the medieval period, which many countries in the West did not. So, they could stabilize certain good educational procedures that were apt for innovation and creativity. India is slowly, but surely, getting there.

India's New Education Policy (NEP) 2020 will prove to be trend-setting chapter that will set up a great educational foundation for future generations.

Take for example the Covid19 period, when India proved to the world that it can develop its own vaccine. And these vaccines were sent to those countries we once borrowed vaccines from. The talent in our country is making it happen.

What are some of the areas students should focus their energies on in the present scheme of things?

Skill is going to play a very important role. More than just a degree, the knowledge behind the degree is key.

The Indian education system is faced with a challenge, that is focused learning. For example, if one has better internet connectivity, one can explore lots of tools, research literature on the internet without the need to go to a library. Internet is exploding with information and misinformation. Learning the right thing – that is the experienced learning students, and people at large, need.

Various Indian universities have now come up with focus on experienced learning of synergizing theory and practice.

Some decades back, entrepreneurship was limited to only families that had been in business for generations. But now, our curriculum has incorporated entrepreneurship as a proper study program. Quite like in the West, Indian universities are also emphasizing on the importance of being a job provider rather than a job seeker.

But we still have a way to go. The seeds of entrepreneurship need to be sown into the child's head right at the school level.

Then again, in my school days, I had never heard of "knowledge economy". But today, I have seen many high school students who are aware that knowledge is economy.

Be committed to your work, and do it honestly and confidently. No one else, but you, will justify your work. Never be afraid of failure. Stay humble.

A fantastic example of brilliance combined with humility is India's former President late Dr. A.P.J. Abdul Kalam, who had pretty much nothing except a brilliant mind. And he created things that proved to be everything for mankind.

You have attained considerable research funding from various sources. What is the procedure to get such funding?

First, I would say, the idea. Your idea should be a noble one. Public and private sectors start supporting your idea when they

see nobility and something new in it. To achieve the nobility and novelty, good amount of homework needs to be done before submitting the proposal or the idea to the government or corporates.

Corporates would only invest money when they see good returns on their investments. The government, on the other hand, won't care about the returns in terms of monetary profit, but rather to do something innovative,

something new.

Proposals should also include the duration of completion of the project in question. Plus, the new idea or the proposal should also show its relevance after three or five years. It means, the idea should be future driven.

Many of my proposals for government projects were rejected because the panel just didn't like them.





But I would go back and work more on those same ideas because I believed in them.

This feeling, that you helped shape someone's life, is why I fell in love with the teaching profession.

How has the experience of guiding research scholars been for you?

I have been a guide to about 40 research scholars and it has been a really fulfilling experience. During the first meeting with each one of them, I would condition them mentally to be patient while doing their research. We spent lot of time together and shared several ideas about experiments. Whenever there was a mistake, we would both own up the responsibility.

Spending time with these scholars from across India was an enriching experience for me. I always feel proud looking back, that I worked with such a great bunch of students. And we worked together as a team. It is important to have students who are obedient so they can take the research ideals forward.

All the research scholars I guided are doing very well in their lives. Some of them are working overseas, some have now become guides to other research scholars.

Any message for the youth who aspire for a career in science?

Be committed to your work, and do it honestly and confidently. No one else, but you, will justify your work. Never be afraid of failure. Stay humble.

A fantastic example of brilliance combined with humility is India's former President late Dr. A.P.J. Abdul Kalam, who had pretty much nothing except a brilliant mind. And he created things that proved to be everything for mankind.

Have patience. Don't lose your focus and intent. Build a solid and committed team, sit with your team members, converse with them.

Lastly, to achieve your aims, you have to compromise on a few things. Be disciplined about your aim.



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Prof. Ajit K Chaturvedi

WOMEN SHY AWAY FROM ENGINEERING DEPARTMENTS

Prof. Ajit K Chaturvedi, Director of IIT Roorkee, tells **Education Post's** Tanay Kumar about his institute's landmark Sakuntala Program, which aims to encourage more women to join research programs in engineering departments.

Q You have been associated with the IITs for a long time. What makes this chain of institutes such an important one?

Adherence to excellence and fairness gives them a unique standing in the society. IITs have established that credibility and strive to retain society's expectations from them.

Q There is a notion that the best talents coming out of IITs leave India for lack of better opportunities here. Having mentored many scholars at IIT, what are your thoughts on the matter?

This could have been true way back in the 1970s, 1980s, and 1990s. But over the past two decades, we are seeing more and more IITians staying back in India, either taking up a job or launching their own start-ups.

Of course, during the course of their careers, they do go abroad and spend a few years there. But the number of IITians permanently settling abroad due to the dearth of work opportunities in India is significantly lower than what it was previously.

And even if some IITians go abroad to settle there, it is still a good thing for India because it shows that we are able to contribute to the world at large and, in the process, make a name for India.

You have worked with projects related to networking and telecommunication. Tell us about the MIMO (multiple input, multiple output) project and its utility.

I work mainly in the physical layer of telecommunications, and MIMO is an important part of that physical layer. It came into existence about 30 years ago. It has led to higher data rates in the internet world.

How was your experience working with Indian government authorities?

Well, as long as all involved realize that everyone is bringing something important to the table, something unique for the partnership, there is better appreciation in terms of alignment. Every entity is different, and alone none of us can deliver any meaningful project for the society.

A lot of impetus is being given to women's empowerment in higher education. What is the concept of IIT's Sakuntala Program?

IIT Roorkee launched the Sakuntala Program so that more women join the research programs in engineering departments. Women join research programs in IITs but mostly in science, bioscience, and humanities department.

We see only a few women joining the engineering departments.


We are hoping to change that with the Sakuntala Program.

In this scheme, any female candidate having a B.Tech./B.E./B.Arch./B.Des.A Degree from CFTIs with a minimum CGPA (Cumulative Grade Point Average) score of 8.5 or higher on the IO-point scale will be eligible for direct admission into a Ph.D. programme. A major relaxation for the aspirants of higher education under the SAKUNTALA scheme is that the candidates do not need a GATE/CEED/ National Level examination score for applying to the Ph.D. program of the Institute.

It's the need of the hour: research programs need to be compatible with the needs of the industry. How do institutions like IIT ensure that students are doing relevant research that is commercially viable?

We create partnerships so that we get more projects from the industries. We try to take up several projects in which the industry is interested. This way, we are able to improve industrial collaboration, and research projects have more relevance to the ground reality.

You have been recognized for your contribution to the development of communication systems in India. What exactly helped your steady progress?

I've been fortunate that I've gone to some very good educational institutions and had some really good teachers who inculcated a sense of purpose in my life. Moreover, it is always helpful when one is aware of his/her own abilities and limitations. You need to be sure of yourself and your path and follow it regardless of what your friends or relative think about it. 

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Dr. K. L. Narayana

Advocating for 'suitable solution for requirements,' the director of the IcfaiTech School of Science and Technology, **Dr. K. L. Narayana** says that there are practical challenges for HEIs (Higher Education Institutes) in implementing the New Educational Policy. With the **Education Post's** Tanay Kumar, he shares his viewpoints on Mechatronics, 3D Printing and other forthcoming technology in the industry.

WITHOUT GREAT TECHNOLOGY, INDIA CAN'T BE RELIABLE IN 3D PRINTING

Q Along with being the director of the ICFAI Hyderabad, you are also Head of the Department of Mechatronics as well. Will you tell something about this particular branch and can we expect the institute will introduce more of such unconventional and vocational branches?

Automation is altering the face of the globe while implementing Industry 4.0. Across domains, there is a great demand for integrating conventional machine/processes with electronics and computer science. Mechatronics Engineering is combining all the branches of engineering to provide a suitable solution for the market requirements.

Q How do you see the future of Mechatronics engineering in India by job perspectives?

Today all industries are looking for an end-to-end automation system. The students of this era need to understand the related processes, programming techniques, and concepts pertaining to

electronics to employ the emerging automation system. An immense potential of opportunities is available in the global market for the workforce that understands, adapts, as well as implements the automation system.

Q You also teach 3D Printing - Rapid Prototyping. What challenges do you see in faster adaption rate of 3D Printing in India and jobs in it?

Most of the machines that are used for higher precision are imported from foreign nations, thereby, increasing the cost of the equipment. Subsequently, the global issues including the pandemic and the Russia-Ukraine war have contributed to supply chain challenges of quality e-products. Although our nation is progressing in this domain, as of today, India is not prepared to replace the high-quality machinery with Made in India products. Further, the lack of skilled professionals causes India to predominantly rely on manufacturing while sprawling opportunities are available in hardware integration and design of the products.

ICFAI has also introduced some vocational courses such as Data Science and Mechatronics which is also the focus of the New Education Policy. What pros and cons do you find in the New Education Policy?

As the new educational policy 2020 aims to include vocational education programmes in mainstream education, it will overcome the social hierarchy by providing equal opportunities for education and income. With the emphasis on vocational courses, students from various educational backgrounds will be empowered to enroll in interdisciplinary courses as vocational programs. This will eventually equip the learners from different streams to provide diverse solutions. The new educational policy 2020 has also provided the scope for innovation by integrating vocational courses like data sciences, AI/ML, etc., into mainstream education through the mechanism set up by NCIVE (National Committee for the Integration of Vocational Education).

The new educational policy is highly visionary with respect to vocational courses, but there are practical challenges for HEIs in implementing this. The HEIs have to identify the appropriate model for implementation, should look for the right industry collaboration as well as ensure that the courses are industry-ready.

There is one very interesting provision in the Academic Flexibilities section over the institute's website – "Individual Centric Timetable and Choice of Instructors." How did institute come up with this idea?


This prevailing academic flexibility conferred to the students enables them to align their learning abilities with the teaching approach and pedagogy applied by the faculty, enhancing their interest in the subject. Further

empowering the students to grasp the academic concepts, this flexibility allows the student to opt for the instructor who understands their culture and vernacular language, with whom they share a rapport and can interact comfortably, or who meets their other academic needs. Subsequently, by allowing the learners to choose the suitable time for the classes, we are bestowing the responsibility on them to attend the classes and have an excellent erudite experience at IcfaiTech.

To collaborate with micro, small and medium enterprises, the institute introduced Technology Innovation Center. Would you shed some lights on its achievements so far?

IcfaiTech has introduced Technology Innovation Projects to bridge the gap between industry and academia. TIP offers a learning space for budding entrepreneurs and organizations to ideate and establish start-ups collaboratively. As of today, 50 MoUs have been signed with national and international organizations. Some of the reputed Mechanical, Electronics, and Computer oriented companies functioning in the area of 3D printing have already begun their operations from campus. Students are in turn offered the opportunity to work on live projects that further equip them to ace amongst peers in the competitive market.

What are the future aspirations of the ICFAITech Shool?

Primarily, IcfaiTech aspires to grow in size and introduce branches and courses in emerging areas of technologies to meet the industry requirements. In the upcoming days, it aims to be acknowledged as an institute of national and international repute through collaborations with global academia and industries. Accentuating the substantial scholarly works, we are ambitious to become a leading research-oriented institute that creates entrepreneurs, academicians, and innovators. Finally, IcfaiTech is paving the path to being rated, ranked, and accredited by leading national and international agencies. 

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TODAY'S ENGINEERS NEED TO WORK HARDER ON TECHNICAL SKILLS

Prof. Hiralal Murlidhar Suryawanshi

Certain that greatness can only be achieved by mixing intelligence with hard work, **Prof. Hiralal Murlidhar Suryawanshi**, Director of the National Institute of Technology, Hamirpur, tells **Education Post** that technology is advancing so fast that technical skills acquired a few years ago are fast turning obsolete today.

Please shed some light on your academic life and how it shaped you?

Education plays a major role in shaping one's personality. It has taught me the importance of hard work and at the same time helped my academic growth and development. I was awarded BE in Electrical Engineering in 1988 from Walchand College of Engineering, Sangli (under Shivaji University,



Kolhapur) and ME in Electrical Engineering from Indian Institute of Science, Bangalore in 1994. Further, doctoral degree was conferred to me by Nagpur University in 1999. My career as an academician started in 1988 at Visvesvaraya National Institute of Technology, Nagpur, where I am holding my current position as Professor (HAG) in Electrical Engineering. At the same institute, I had also served as Chair Professor (INAE) from 2017 to 2019. Presently, I am also the fellow of IEEE (FIEEE) for contributions to converters for renewable energy systems, drives, and electrical machines and Fellow of INAE (FNAE). Abdul Kalam Technology Innovation National Fellowship

was received in 2021 from Indian National Academy of Engineering (INAE) and Science and Engineering Research Board (SERB), Department of Science and Technology (DST). As an active researcher, I have completed 21 R&D projects, and 19 patents granted/published.

Tell us about the 19 patents.

My research interests include Power Electronics, emphasizing developmental work in the area of resonant converters and renewable energy system, multilevel converters, high-frequency electronic ballast and electric

drives. As an outcome of my research, more than 270 papers were published in international journals/conference. In addition to publications, 10 patents were already granted, seven were published and two more were filed recently. These indicate the true potential of my research group and the strong possibility of technological commercialization of our research outcomes for the larger community.

What's your opinion of the New Education Policy and its impact on the future of India's higher education?

NEP 2020 basically focuses on quality of teaching and research, accreditation, employability

Today's engineers need to work on technical skills. Technology is advancing at such a quick pace that technical skills acquired a decade ago are swiftly becoming obsolete. Critical thinking skills and problem solving skills are necessary for the students to be industry-ready. In this regard, the institute should work towards creating such a learning environment that can help students to have more practical exposure.

enhancement, multidisciplinary and good governance. At present, NIT Hamirpur is actively pursuing the structuring of curriculum at the undergraduate level with creation of provisions for multiple entries and exists. The curriculum will have both the core courses and also the electives from other streams so that our graduates can perform well at any job in global context. Introduction of multidisciplinary courses in terms of some floating credits will help them to fit in any role possible and perform well. Moreover, we are also actively looking for more collaboration nationally as well as globally in terms of teaching-learning and research.

I believe that NEP 2020 will be a blessing for the education sector with new and contemporary approaches towards education. The blended mode of NEP will open the window for participation and contribution from the people from different disciplines. It will produce graduates with multifaceted understanding required for their employment. NEP will also bring the Indian education system at par with other advanced countries.

What are Indian educational institutions doing keep up with changes in electrical engineering?

Recent advancements in automation and machine learning have affected several engineering fields and their industrial applications. Machine learning and electrical engineering are jointly using Artificial Intelligence (AI) to build and optimize the systems along with application of AI technology for interpretation of new data inputs. Fuzzy logic control systems are being developed to create rules for how machines respond to inputs. Wide range of algorithms and statistical models in machine learning help the systems to find patterns, depict conclusions, and learn to perform the jobs without specific instructions. Deep learning based on artificial neural networks is found very useful for the purposes like speech and image recognition and natural language processing. Many of these hopeful accomplishments as a joint venture of AI and electrical engineering have focused on power systems. Introduction of machine learning in engineering has also been proven valuable for expansion of the field of signal processing.

Practical classes in electrical engineering entail practicing on machines and motors. How did students of this stream manage during the COVID lockdown?

The COVID situation affected people all over the world. All educational institutes around the globe had faced challenges to conduct practical classes in online mode. NIT Hamirpur had managed that time effectively using audio-visual communication technology. Our teachers and students had adopted them quickly.

In case of electrical engineering, the experiments were conducted by the faculty members in virtual mode in various labs of the department. These experiments were video-recorded and shared with the students or the students were connected online in live mode during the experiments. Detailed discussion on the

instrumentation was undertaken with the students. The recorded reading etc. were shared with students for calculations, data analysis, interpretation etc.

In this way, labs on basic electrical engineering, circuit theory, electrical machines, electrical measurement and instrumentation, power system, control engineering, high voltage engineering, transformer diagnostics lab, electrical workshop etc. were completed successfully.


This year, NIT Hamirpur has improved its ranking in architecture.

NIT Hamirpur has secured the ninth rank in Indian Institutional Ranking Framework (IIRF) ranking in architecture in the current year among government institutes all over the country. NIT Hamirpur had secured an overall score of 68.57 out of 100. The institute also stands at second position among the NITs. Our institute had performed well in all the six major parameters of this ranking namely employability, teaching learning resources, faculty, infrastructure, projects and case study and innovation. We are looking forward to improve ourselves for a better ranking in the next year.

How do you plan to make students more industry-ready?

In my opinion, today's engineers need to work on technical skills. Technology is advancing at such a quick pace that technical skills acquired a decade ago are swiftly becoming obsolete. Critical thinking skills and problem-solving skills are necessary for the students to be industry-ready. In this regard, the institute should work towards creating such a learning environment that can help students to have more practical exposure.

Any suggestions for students?

Your attitude will shape your future. Be positive, keep doing new things in your research, take suggestions from your seniors, and let the knowledge be transferred. Nobody is great unless or until you mix your intelligence with your hard work. Blessings are not for those who set the target, but for those who work hard to get the target. 



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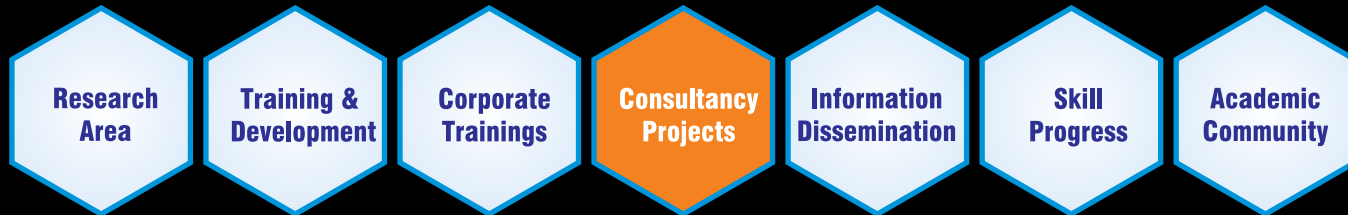


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DR. VIKRAM BALI

EMPLOYABILITY IS PERMANENT, NOT EMPLOYMENT

Insisting there is a huge gap between the expectations of the industry and the end products in academia, **Dr. Vikram Bali**, Director of IMS Engineering College, tells **Education Post** that emphasis must be on experiential education by involving students in real life projects to enhance employability.

Tell us about your vision for the growth of IMS Engineering College (IMSEC).

Over the years, IMSEC has been successful in taking diversified, proactive and crucial steps for the growth of engineering education, maintaining standards, and to keep the curricula current and relevant as per the industry. While much has been accomplished, continuously changing expectations of the industry, global society and the vast stakeholder community inspire us to welcome and embrace technology



disruption, globalization and make changes from time to time accordingly.

Factors like technology and globalization have cultivated the seeds in communities to motivate and transform themselves into knowledge-driven thinkers and operators. So, our key endeavor is to develop a strong technology-driven and innovative

mindset and simultaneously train students to apply engineering-prompted principles in real world situations to solve complex problems.

We are committed to imbibe analytical, logical, soft skills and ethical values in students to make them sustainable human resources accepted on the global platform. IMSEC is

determined to promote and strengthen R&D programs to combat real life industrial challenges in this unprecedented technical era of revolution.

We are witnessing a drastic change in our pedagogy. Encouraging industry visits for faculty members for hands-on exposure to

the latest technologies is vital. For this, we are connecting with the industry at large and associations are being done to leverage the target in mind.

Employment generation is very critical to a nation's economic landscape. We are in the process of making our academic institute a hub for imparting quality education in developing technical and soft skills to directly contribute to employment.

Research-driven strategies and policies are undermined. Thus, our key focus is to establish project management cells in each engineering domain to trigger research-oriented acumen that ensure quick turnarounds, reduce cost and better collaborations across industry and academia.

What steps should be taken to build a connection between the industry and academia?

There is a huge gap between the expectations of the industry and the end products in academia. The time demands formulation of some strategies to bridge this vacuum earnestly and with immediate effect. Of course, there are several challenges because we the least pay heed to the industry demands and innovative research-based ideology. We have to cope with the rapid changes in the global business environment with the advent of advanced technological developments. Distinguished tools and techniques have been summarized to connect the temperament of higher educational institutions and corporate world.

We should encourage industry interactions for students by strengthening our training and placement division and creating a robust alumni network infrastructure. Emphasis must be on experiential education by involving students in real life projects. Encourage finishing schools to enhance employability.

Execution of the concept of "learning factories" is of paramount importance. Combine didactical approaches and existing concepts with emerging topics of the industry

is the need of the hour.

We have to ensure seamless coordination between academia and industry because both operate on entirely different pedestals. Thus, it is highly essential to invite industry experts to conduct guest lectures to understand the pulse of the students and report back to the industry with their feedback. It enables the industry to prepare its induction programs and corporate training programs accordingly. Besides, industries have to be encouraged to invite educators to understand expectations, and recruiters to visit campus to empathize with the challenges of educational institutions.

Last but not the least, students must understand that there is permanent employability, not permanent employment in the present world. Nevertheless, the torch-bearers must be sensitive enough to feel that it is their foremost responsibility to make students employable and deployable in the corporate world.

Changes are inevitable. Every day is a new dawn to welcome the latest technology. With the advent of the latest technology, we are compelled to switch gears. We have to prepare sustainable human resources to combat the challenges of today's industrial world at the global platform. Therefore, transformation is the only new horizon we can look for.

How will the New Education Policy (NEP) impact the way the industry employs and trains new graduates?

Various surveys are testimony that freshers are not fully prepared for their professional life due to lack of industry-centric education. There is a vast gap between industry and academia. With the new policy coming into limelight, college education will not only be seen as a facilitator of degree but it will portray itself as a medium to build a personality required in the industry to shape a better career ahead.

The New Education Policy is lucrative. Students will be awarded certificates for the completion of every academic year during graduation with the backing of a degree. Moreover, if the student leaves his course in between due to some issues, then after a gap also, he/she can continue the course right from the point where they had left and wrap up successfully without enrolling fresh. In a nutshell, the new policy seems to focus more

on skill development catering to the needs of the corporate world.

Another blessing of New Education Policy is that the industry will witness a shift from summative assessment to regular and formative assessment, which is more based more on competency, one that promotes learning and development and tests higher-order skills such as analysis, logical thinking and clarity.

This multidisciplinary education is a progressive measure towards creating a high potential workforce. Then, supporting the idea of making more institutions go autonomous gives the flexibility to decide the curriculum and pedagogy which will create world-class talents in India.

The decision of implementing "Choice Based Credit System – a multidisciplinary approach" will certainly inspire students and provide flexibility in choosing between programs of choice. Although this emerging idea needs mentorship and guidance to ensure that the given flexibility doesn't distract them from their dream destination and boosts a flexible learning ecosystem to ignite the thought process of creating more resilient and self-driven workforce.



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How can we ensure better administrative policies in India for the education sector?

The onus lies on the specific institution to optimize valuable resources and best utilization of their existing capacity for the best yield.

The major emphasis should be on employability of engineering graduates. Their deactivated or dormant skills should be honed right from day one to get them activated. Their mindset, perception and attitude should be groomed so that their productivity and efficiency get increased enormously.

Industry-academia partnership is one of the key areas that requires utmost attention to bridge the gap and the leverage must be encashed by the students.

Of course, with the unprecedented changes and advent of new technological developments, the educationists should foresee the emerging trends and demands for the future. This will help in navigating engineering education to combat the future needs and shape students' future accordingly.

Higher education has evolved into a highly dynamic space. How have the teaching methods and curriculum changed over the years?


Changes are inevitable. Every day is a new dawn to welcome the latest technology. With the advent of the latest technology, we are compelled to switch gears. We have to prepare sustainable human resources to combat the challenges of today's industrial world at the global platform. Therefore, transformation is the only new horizon we can look for. This can only be possible by revising and reviving our course curriculum. Churning of thoughts is mandatory. Evolution to the higher-level means, making the curriculum different in some way, to give

a new position or direction. This often means alteration to its philosophy by way of its aims and objectives, reviewing the content included, revising its methods, industry demand, means re-strategizing the evaluation procedures to give it an all-new shape.

Moreover, teaching styles have changed significantly over the years. The traditional way that education was delivered was through recitation and memorization techniques. The modern way of doing things involves interactive methods that evoke critical thinking, problem-solving and decision-making skills. Nevertheless, modern learning encourages students to collaborate and therefore is more productive. We must appreciate and encourage new and innovative approaches to teach. Education reforms mean that learning is taught from a completely different angle. Progressive educational practices focus more on the individual student's needs, rather than assuming all students are at the same level of understanding. The modern way of teaching is more activity based, using questioning, explaining, demonstration and collaboration techniques.

Your message to students as the world begins to open up post Covid?

My experience says that phobia in imagination is more fatal than in real world situations. Often, we make our living stressful because we underestimate our potential. Students should be promising to counter all sorts of challenges of life. Actually, all of us have diversified needs and different ways of coping with cumbersome situations. Few students have dealt well with restrictions and changing scenarios. For others, it is challenging to cope with all the changes and uncertainty. They are feeling some level of stress, anxiety, isolation and grief.

To succeed, they should believe that every problem has a solution. Students must cultivate and become matured to create empathy and understand limitations of others. Be flexible and generate authentic sources of information. Identify the appropriate source to share the difficulties. Focus on feasible solutions and optimize after discussions with experts. 

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FOUR-DAY WORK WEEK WORKS ONLY IF IT GIVES GROWTH

Named among the top 100 HR minds in India, **Saswati Sinha**, the Head Human Resources at Evalueserve, couldn't emphasize enough the importance of understanding the business model of the organization that employs you. In a chat with **Education Post's** Tanay Kumar, she shared some bits of her journey as an HR professional for over two decades.

You did your Bachelors in law. How was it useful in your stint in Human Resources?

I started out in HR back in 1996 in a manufacturing company in Delhi called Kothari Fermentation. It had close to 3,000 factory workers. And everything I had studied in law during my graduation – labor law, regulations, gratuity, bonus act etc. – came of use there.



I am not a lawyer by profession, but by education. So recently, I was working at a huge firm, where I was handling the legal department alongside the HR department.

Your advice for students aspiring for a career in HR?

I like the HR profession so much that I am almost possessive about it. And often, I see students talking about getting into HR

because they think it's an easy desk job. It disheartens me.

First things first, if you aren't good with numbers and data, you should not be in the HR profession. HR analytics is huge now.

Besides, there are several sub-domains of this profession that one can opt for - analytics, talent acquisition, transformation and many more. So, I would suggest that while anyone is studying human resources, explore all the sub-domains and specialize in at least one.

In a recent workshop held at Manipur Technical University in Imphal, you said that you would recruit someone more for their values than skills. What values are important to you?

I would say loyalty, or the patience to stick it out in one company for a while, would be important. It doesn't bode well with anyone when an employee leaves a company within a few months. But that's exactly what youngsters are doing now - changing company after company.

Team spirit is a value I admire. Someone who is collaborative. Because let's face it, no one can do everything on their own. And even though the pandemic has forced us to work from home, but it is still important to work as a team.

And last but not the least, it's the constant pursuit of innovation. Let me make myself clear. I am not saying ignore excellence in the pursuit of innovation. But the hunger for innovation will propel not only the employee but the entire organization to growth.

In your 25-year-career, you have worked for several diverse organizations. Please take us through your journey.

I started my career in



manufacturing, and then joined cyber media which is into IT publishing, technology, computer information publication, software tools etc. After that, I joined the HR wing of J. Walter Thomson, a hardcore advertising agency. My job was to hire writers, campaign writers, script writers, copywriters. I joined Cheil after working in the JWT and now at Evalueserve.

In my experience, it's about the business and its business model. The first two months after joining a new firm, I completely immerse myself in understanding the business and the model of the organization. I spend time understanding projects that the firm is currently managing or will take on.

Only after I have completely understood my organization and its goals, do I start my actual work in talent management and all other HR work.

During the two years of Covid19 pandemic, how did you engage employees in virtual and online work mode without letting them feel disconnected?

Honestly, it was seriously difficult because it came upon the world very suddenly. If you remember, people started getting stressed, restless. Many were losing friends and family to the pandemic. It was harrowing.

But even then, one thing that really helped us was rigorous communication. We literally communicated a lot, created task forces and forums.

At that time, I was working with Cheil India, so the CEO of the company gave a brilliant example of King Arthur of Round Table of Knights. He said now we need to become "title-agnostic", everybody should come together, create a roadmap, work in total collaboration. So, each day, we communicated in the morning and the evening without caring about our designations. We came up with some solutions in a collaborative manner. In fact, I would say that Covid made us fully understand the term "teamwork".

“ Team spirit is a value I admire. Someone who is collaborative. Because let’s face it, no one can do everything on their own. And even though the pandemic has forced us to work from home, but it is still important to work as a team. And last but not the least, it’s the constant pursuit of innovation. ”

Several countries have adopted the four-day week system. What’s your take on it, keeping in mind India?

Before answering this question directly, I will give you an example. We’ve been hearing about Artificial Intelligence (AI) for about eight years. But how many Indian companies are using it?

To answer your question, there’s no point running after something just because it’s a trend. Assess how it would work for you first.

If you see your organization experiencing growth working just four days a week, then go for it by all means. Clearly, all businesses and sectors can’t opt for the four-day work week model.

But if giving an employee off for three days instead of two is a way to say that the company cares for you, there are several other ways to show care to an employee - better work environment, better facilities, paying for their children’s education etc. Perks can motivate an employee as much as three days off a week.

What are the possible transformations that an HR Management student and a talent recruiter should look for in the future?

Getting used to the hybrid model of work without compromising on the productivity, is the first one.

Technology is another factor that perhaps every student in all courses, not only in HR, must keep in mind because it’s really changing fast and changing many businesses around the world.

And the future generation of workforce will be equipped with their terminologies of technologies, so paying attention to those is another important aspect for HR students and managers. In majority, Generation X doesn’t speak the same language of Gen-Z.

Technology and AI is going to scale it up, so keep a check on that.



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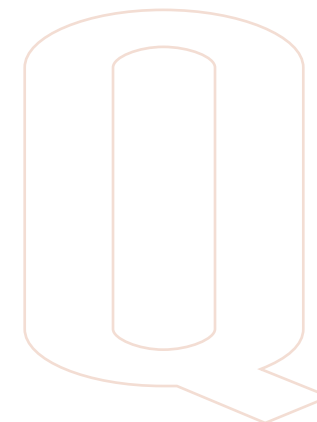


WILL IITs ACCEPT ACADEMIC BANK OF CREDITS FROM NON-IITs?

Sudhanshu Varma



With a plethora of work experience in as many as seven industries, **Sudhanshu Varma**, Chief Operating Officer (COO) of Bennett University in Greater Noida, talks to **Education Post**'s Tanay Kumar about the National Education Policy (NEP) and how its Academic Bank of Credits (ABC) can prove to be a boon or a bane.



Q Having completed your studies in STEM subjects, you migrated to business management, marketing, and administration. Tell us about the challenges you faced when taking up these roles.

One of the key things any science or engineering student does is to look at things in a very logical and broken down fashion, like quantification of things in life. Like, you take an issue and break down in smaller parts and try to understand how all the parts are connected to one another.



I was very passionate about theatre and extracurricular which helped me interact with people, work in teams and groups.

So, if I say, when I saw things in my life, it made me realize very early that whatever job or career I get into, it has to be something that's about working with people. Those were the days when 75 percent of the MBA graduates used to have an engineering background. As luck would have it, those people, typically, would get into an IIM, XLRI, IIFT, Narsee Monjee or any other MBA college and then after they would wait for companies to visit the campus and give them jobs.

Luck held it out for me that I got a job in sales and marketing without doing an MBA. Furthermore, Unilever itself gave me a lot of exposure because I had been in five or six different roles in different wings of the company.

Learning key lessons from one industry and taking those lessons to other industries

helped me a lot. For example, I learned some things in one industry and if I had to join another, I used to assess what key messages or lessons from the first one might work in the second one.

One more thing, whether it is any industry or domain, it is always the customer who wants satisfaction. It will always be the utmost principle and I really believe in it — keep the customer happy.

In Durban, South Africa, you helped ink deals between universities in tie-ups with government-sponsored training. How can these collaborations work in an optimum manner?

It is not always going to be a one-way street... that we will go to the other universities to get them to engage with Indian universities. For example, if we take Africa, they really respect the way we have developed our curriculum and

the way we bring rigor into our higher education. So, that is a golden opportunity that we can contribute a lot into their higher education system and not only countries in Africa but also in South East Asia and Middle East as well. And that contribution could be on content or curriculum matrix on a great magnitude.

When we look at Western countries, a lot of rigor goes into research and it is not that they do it for the sake of research and creating and publishing papers. Numerous researches from Western countries get converted into real life usages. So, that is something which we need to learn. Their regulatory systems or way of looking at the credit system is very different from us.

We at Bennett University started our international relations offices just before the New Education Policy was announced and we have excellent relationships with several global universities and organizations right now. In fact, our first batch of students went for a global immersion program to the Middle East and the second batch is right now at Greenwich University, UK. Moreover, we announced some 12 to 14 summer exchange programs for our BBA students.

You have had a diverse work profile. Can you share how working at firms like Hindustan Unilever, BPL Ltd., and Religare Technova helped you run an educational institute?

The core is that there is someone who needs what you have. You need to understand the requirement of the customer and you need to ensure that the requirement gets fulfilled in the best possible ways. This is the core to any industry.

Since I have been through several different types of industries, when I look at a curriculum, any program, discussions with teachers and professors, I come up with some additional perspectives. Prior experience in those different industries, experience in recruiting people enables me to share those on-site experiences in the academic field. For example, sometimes I find that theory won't work in some topics or maybe

some particular topics are outdated.

Therefore, carrying those all achievements and lessons from one industry to another ultimately has somehow benefited the students and people in academics.

There are some vocational courses at Bennett University, for example MBA in Logistic and Supply Chain Management or MBA in Banking, Financial Services, and Insurance. How do these courses help students be job-ready?

I don't completely accept the word, "vocational". Rather I call them "sector-specific" courses. These courses create champions in these sectors. Someone might look at these programs as a regular MBA program but I see more rigor in these courses than any regular MBA program. For example, take MBA in Banking, Financial Services, and Insurance which is primarily a year on campus. One can encompass the whole study of four semesters in three trimesters. Then, he/she is ready to be interviewed and eventually be placed for the next one year of internship in a company. So, one is already in a salary bracket in his/her second year.

Now, in the MBA in Logistic course, which is a deeper course than a regular MBA, a student takes a one and a half-year class and then rest of the six months on the job. And the whole fees of the last semester will be his CTC. So, he/she doesn't have to pay any fees in the last semester because it will be taken only by her/his CTC after getting placed in the sector. When I was working with the Unilever, they were known for their expertise in logistics. But there was no one trained with a proper education in logistics and supply chain management. It's a different thing if one gets knowledge of logistics via practical experience.

There is a need in the logistics industry for people with proper education in logistics and supply chain management. Moreover, the industry doesn't have time for those who can learn while being on the job. And, the logistics industry has a potential to create almost 40 lakh jobs in the coming four to five years. When I was in South

Africa, we ran a program for a logistic company which had a turnover of around a billion dollars and it was the biggest logistics company in Africa.

What are some aspects of the NEP that you consider to be the most viable and beneficial?

Academic Bank of Credits (ABC) is one very fine provision in the new policy. Till now, what was happening is that if someone wants to pursue any course, he/she had to pass some subjects or complete a whole set of education. Another thing which was happening so far was odd and even semester thing.

In the US, if you change college or university in the midst of your study, you don't have to start the whole course afresh. Your academic credits with the previous institution are taken into consideration and that would be transferred to your current university. So, this is a brilliant provision that India is going to take on.

The only concern with this provision is about the academic credit transfers with the IITs. It is my question that would IITs consider the academic credits from other universities or colleges? For example, if you take Physics or Math, IITs might think that they teach these subjects in a completely different manner than other universities such as Bennett or any other. So, will they agree to take that student who has studied the same subject from non-IIT colleges? This looks as a challenge for me in this ABC credit system. So, we'll have to find a mechanism that could equalize these concerns.

We at Bennett University are absolutely flexible to take a student who has earned those academic credits. When it comes to higher education, aim of a student is to get a degree and attain knowledge. So, my core duty as part of the higher education system should be to enable the student to get that facility. So, I don't have to look at it as an internal issue rather as a facility, as an external issue. If we can open our minds to that, I do not see any issue in this regard and that's the philosophy we follow.

During your stint at Manipal University Learning, you were a key person in distance learning programs. Would you shed some light on the working process of learning centers?

The core idea behind learning centers is that the increase your reach and availability. It has nothing to do with franchising. In distance education, these centers provide another physical space for sessions on clearing doubts, meeting with professors, understanding the subject. Additionally, these centers also provide another perspective that a student can approach regarding whether they want to pursue distance education or not.

Learning centres have huge value of their own because in the end, distance education is all about people being educated no matter where they are. And the governments keep emphasizing on the gross enrolment ratio. Then, in order to fulfil that ratio, the whole nation will need more than Rs. 200,000 lakh crores with fully installed infrastructure of physical universities and all the facilities. Therefore, in the end, distance education is the only current solution for the country to advance in gross enrolment ratio in education.

Due to the pandemic, online and distance learning have got a big thrust. Share your views on online and hybrid learning, and its continuation in the future.

Online education is the only way to break the geographical and time barriers. It's like learning anytime, anywhere. Hybrid learning also has its own importance because you can't expect that the students can learn everything on their own. Therefore, the role of faculties becomes important. And, I think hybrid learning will become the norm over time because the young generation is more visual in their learning ability than the previous generation.



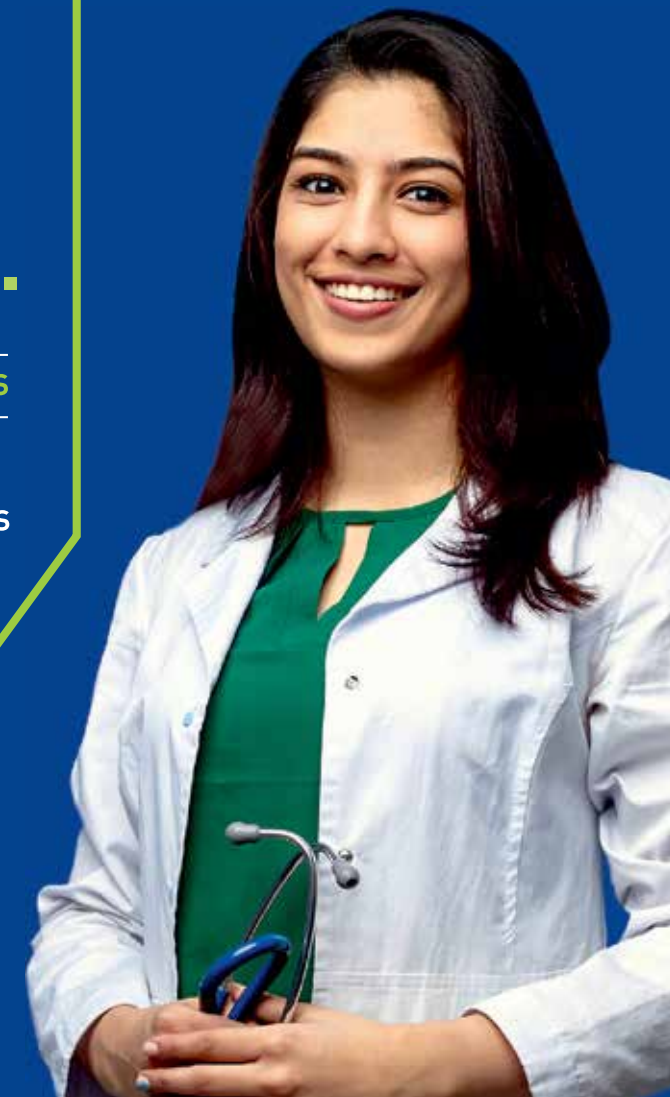
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We used to sit with several books to find the answer or write the answer but it is not the same now. Now, what we really need is to enable our teachers and faculties and to facilitate them with all the technologies so that they could also make online learning exciting. It is just not distributing power-point presentations or pdfs in teaching. It is much more interactive.

With your diverse profile and ample experience in both the industry and academics, what message would you like to send to students and academicians?

I'll start with the academicians. As I mentioned, the aim of any student is to get a higher education degree and attain knowledge. So, everything we do has to be centred around this utmost motive. I can't say that I have to conduct the exam in this way or I just have to finish the syllabus. It is not only about the knowledge associated with that degree but

also an attempt to build a future upon that education. So, it clearly means that teachers should extend their time to teach the student and that's how we can build the future of our country.

For the students, I have a very simple message. You have a choice. Either you can party all the time during your education and cry the next forty years or you develop the art of time management and live your life. Split your 24 hours in segments and do only important things in those hours of the day. If your college is six hours daily, then there should not be anything else in your mind for those six hours. After that, you only need an hour to brush up what you learned in class. You won't need to touch your books during exams if you keep revising just every day for just one hour a day.

Another thing, follow what you are passionate about. Don't fall to prey to peer pressure. No matter what, your peers are not going to feed you or your family for life. **EP**



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SHALU MANAN

WORK IS PART OF LIFE, NOT YOUR WHOLE LIFE

Shalu Manan, Vice President of HR transformation at Genpact, stresses the importance of studying hard during school and college days. She tells **Education Post's** Tanay Kumar that a building can only be strong when its foundation is strong.



What is your understanding of work-life balance?

Work-life balance doesn't exist in real life. There is a life we live and there are choices we make. Some days we might prefer to spend more time on one thing while on some days, another thing.

It's all about your priorities that change at different stages of your life. I like to call it balance of life. For many people, taking a sabbatical from work is the balance they need to rejuvenate.

The concept of "work-life balance" is a very shallow way to look at things. It is demeaning that people equalize work with life, which is not possible. So, don't equate the work with the whole life. You work is just a part of your life, not your whole life.

How is the process of digital transformation impacting the way people management works?

People look at digital transformation and think that it's all about technology, while I look at digital transformation and see that it's all about people. You can put the best analytics, the best technology solutions, even the best policy, but if your people don't understand it, it affects productivity.

Start-ups are coming up with new skills. To beat the competition, digital transformations have to be easily comprehensible.

Organizations might hope to generate something new out of those transformations and analysis but in order to achieve that, the organizations have to address employees'

psychological adaptability, frustration, fatigue, aspirations or any other work-related issue. It won't ever be possible to attain maximum output from any digital transformation if employees and people involved are not taken care of.

There is a research which says that 80 percent of digital transformation journeys haven't succeeded in achieving their objectives and goals. The reason behind it is that people didn't understand the role they are going to play after that transformation.

How can college students leverage the technology of transformation to their benefit?

Students must leverage the current technologies. There are lots of good channels on YouTube. TEDtalks produces several informative sessions. Students must introduce themselves to new concepts. For example, coding programs for a bank is different from a hospital. Since the world and technology is evolving, students will have to ask themselves what are their areas and skill dimensions.

In the Human Resource management field, we regard Josh Bersin as futurist. He always gives insights about how people might work in the future or impact it. So we follow him on LinkedIn.

There is also a problem of plenty of information, which needs filtering. Be picky when choosing sources of information so you are sure you are not taking in fake or unnecessary information. Don't try a hundred things simultaneously.

Students must subscribe to a couple of good magazines related to their own domain that are completely based on solid and thorough research. Harvard Business Review is one of my preferred sources for business and management domain.

What are the key traits you think are desirable in candidates who want to be a part of the technological revolution?

One needs to be in sync with technology because it is changing fast. When I look at a

person, I try to assess whether he/she is constantly investing in learning skills. Furthermore, if they are ready to invest time learning new technical skills that are changing in their own domain.

The first and foremost trait people need to have is the ability to expand their own knowledge constantly and accept that there it is a never-ending process.

Another trait I try to look for is courage. It's quite obvious that many people start living in their own imaginary limitations and are unable to take a leap of faith. We live in a world where we all have to take risks, whether it is career choice or a life choice. You must have an entrepreneurial spirit. Courage doesn't mean that you should be fearless. It is more about having the guts to explore new ideas, to venture into areas that are new to you, to delve into experiments and new experiences.

And then empathy is another important trait to me. One must be empathetic enough to understand the teammate's situation. It also means that are you interested to know and understand other people's perspectives and are open to collaborate with them.

Please share some memorable experiences during the two decades of your career?

My most memorable experiences include investing in myself. I have always made choices in my career that are off the beaten path. I made a decision that I didn't want to be an engineer, and perhaps that was a critical decision of my life. My family thought that I was scared of the IIT JEE exam. I am really proud that I didn't opt for engineering. I understand how finance and HR work together in collaboration, and can make any organization successful.

One thing I really followed in my life is to learn what I don't know. I have done lots of courses and certifications in my life. During college as well, I studied thoroughly and built my foundation. The best way for upskilling is to know more. Strength of a building is determined by the strength of its foundation, which in this case is definitely education. I have always spent more time in reading and studying.

Creating a holistic experience is really a good way. For example, I started in IT services and then I became a quality HR executive and then I moved to learning and development and now I am working at Genpact. So, learning new things has always helped.



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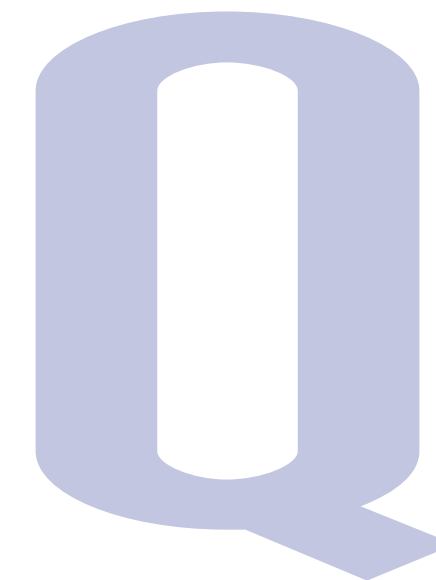




Dr. Amik Garg

ONLY FUTURISTIC EDUCATION CAN FILL CRACK WITH INDUSTRY

Emphasizing the need to groom students to become global citizens, **Dr. Amik Garg**, Director of the Krishna Institute of Engineering and Technology (KIET) Group, urges more collaborations with top foreign universities. A defense technology veteran, he tells **Education Post** about the massive academics-industry gap and how academia can fill it by implementing a futuristic approach.



In 2004, you had received a commendation from the government for innovation at the workplace. Tell us about that.

I was working at a defense establishment and we were dealing with small arms training simulators. The company in the US, from which we were about to procure thousand simulators, closed down after one year. So, the only way out to repair the simulators was through the cannibalization of sphere from one part to another.

But it was costing too much -- one simulator used to cost around Rs. 1 crore at that time. So, we carried out reverse engineering and traced the circuit for faulty ICs in them and one IC of the simulator used to cost around Rs. 1 lakh.

We wrote numerous mails to people across the world who dealt in used hardware and we got revert also. One person from Germany, said that he had so many ICs and he can offer it to us at just US \$2 each. And we were able to bring around 200 simulators back to action along with a huge reduction in cost. We were able to bring down the cost from around Rs. 1 lakh to around Rs. 140. This was the work I got the award for in 2004.

You founded the Cleft India Parents Association. Would you shed some light on it?

Cleft lip is a congenital abnormality that many children are born with. Their lip is in two parts, either in the middle of the nose or one side of it. Children with the cleft deformities feel discriminated against. Their own schoolmates hardly talk to them, or they start suffering from an inferiority complex. It takes an emotional toll on the child and the parents too.

My son, Ashim, was born with a cleft and we were absolutely clueless about it. So, we didn't want other parents to go through the same hardship that we had faced. Information scarcity is one of the biggest plights for those parents whose child or children are born with cleft.

My son underwent a surgery which cured his cleft. He has now graduated in engineering from IIT Delhi.

I have come across lots of parents whose children have cleft deformity. We encourage those parents to educate other parents also.

Usually, a doctor will recommend a child with cleft to undergo corrective surgery at as young as three months old.

But at that age the mouth doesn't open wide enough, making the surgery a tedious task. Students at KIET are trying to develop a device equipped with a camera and a light that could be placed inside the mouth to perform such surgeries in an efficient way.

KIET group of institutions have incorporated some vocational studies as Computer Science in Machine Learning and AI and Masters in Pharmacology. Do these courses actually help in making students job-ready?

These courses have been very carefully designed. A term often talked about, "academia-industry gap". It basically means that the skills an industry expects from its employees are skills that were not imparted during the student's education. The most important reason for this is that teachers in India do not have industry experience.

Almost every industry has infused Artificial Intelligence (AI) and Machine Learning (ML) in its practice. The magnitude of the infusion could vary from minor to major. It is not possible that every student of computer science, studies only ML or AI. So, we have created a course of basics of AI and ML that runs in the evening or only during vacations.

Students enroll in these vocational courses and study the basic, moderate or advanced level of the course depending upon their choice or need. As of now, more than 250 students have enrolled for these specialized courses at our campus.

At KIET, we focus on teaching three languages to every student: The mother tongue, English and a third, which is a programming language. Largely due to this, 94 percent of our CSE students, who will pass out this year, have received offers of an average of Rs. 20 lakh per annum.



What provisions of the National Education Policy (NEP) do you find interesting?

Though the whole policy has meticulously been drafted but I found two policies very interesting. One provision I like is, multiple entry and multiple exit. In my own institute, there are many students whose family income is less than Rs. 2.5 per annum. Sometimes these students struggle to pay college fees. For them, this policy can give some relief. They can study for a year or two, work to earn and can join back after sometime.

Academic Bank of Credits (ABC) is a good provision. Suppose, you studied for one year and earned some credits which go to your ABC. You can utilize those credits to join the same course in any other institution.

Another provision I found an interesting is the internationalization of the education. An International Relations department has been made mandatory in all academic institutions. With this provision, influx of students from other countries might increase. Right now, around 50,000 foreign students come to India for studies and most of them are South Asian. Besides, more students from India could also be sent abroad on collaborative or student exchange programs. At KIET, we are actively focusing on international internships. A student should go out of the institution and do internships abroad for enhanced exposure.

The "Proud Parent Award" is something we read about on your institute's website? What is that about?

At KIET, we have a Technology Business Incubator (TBI) department, which is supported by

the Department of Science and Technology with quite a successful rate.

And let's face it, India needs more job providers than job seekers. So, if any of our student gets a noble idea that could later be turned into a potential start-up and the government recognizes it, we call the parents at the convocation ceremony to recognize their efforts as well.

How do you plan to make students more industry-ready?

In addition to the programming language learning provision at KIET, we give some realistic projects to the students. In engineering, students are supposed to do internships and a project in their final semester. After each internship, students are supposed to make a project based on the internships.

Back in the day, what usually happened was that one gets a reference from a known person and got a certificate in the name of internship. No knowledge was exchanged. But now we are adding value to the whole process. We want students to involve themselves in the industry, find out their problems and then provide solutions, if possible.

We have also created an 'Unnat Bharat Abhiyaan' cell. There are 40 students in this department who will visit and work in five adopted villages close to our institutions. Issues and problems may vary from gap in digital literacy or technological intervention or automatic switching on/off of the lights etc. So, during the placements, if the students describe about how they solved problems at the grassroot level, it portrays their forte to work.

We also educate students about research at the undergraduate level and the students must refer and read at least ten research papers. If students talk about their research papers during placements, the interviewer takes cognizance of it.

The CSE department of KIET has signed a Memorandum of Understanding with NCCU, Taiwan.

The biggest strength of an academic



institution is human resource. We are going to have student exchange programs. Fortunately, covid19 has taught all of us to switch over to the online mode of learning. So, this learning can be utilized very effectively via lectures, presentations and other forms of academic collaborations.

Now, as for this MoU, we will have joint publications and internships, online training, joint research and other academic activities. I am looking towards making KIET students global citizens. Following this MoU, students from NCCU, Taiwan, might study in our campus, and our students might go to Taiwan for any intellectual exchange.

We are also trying to become a proper university in times to come and reaching out to top universities of the world for more collaboration — that they adopt KIET as their satellite institute in India. The whole idea is to imply the best available practice in the whole world.

Any message for the Indian students and scholars?

My advice would be first to explore lots of available opportunities and facilities. Lots of curricular and extracurricular activities are available. Students should explore them. They must try to explore every department of their institute because the institute and its administration also feel happy when they get interactive students.

Try to find your strength and go for it. It's not necessary that you have graduated in engineering or medical, then you make your career only in that relevant stream. Till the 12th standard, many students are not aware of what they want to do, but your college gives you that clarity. Explore it.



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3	IIT Delhi - Indian Institute of Technology	Govt.	Delhi	Delhi	1
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6	IIT Kanpur - Indian Institute of Technology	Govt.	Kanpur	Uttar Pradesh	1
7	IIT Roorkee - Indian Institute of Technology	Govt.	Roorkee	Uttarakhand	1
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9	Institute of Chemical Technology	Govt.	Mumbai	Maharashtra	2
10	Harcourt Butler Technological Institute	Govt.	Kanpur	Uttar Pradesh	3
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12	Indian Institute of Space Science and Technology (IISST)	Govt.	Thiruvananthapuram	Kerala	1
13	ABV Indian Institute of Information Technology & Management	Govt.	Gwalior	Madhya Pradesh	1
14	IIT Hyderabad - Indian Institute of Technology	Govt.	Hyderabad	Telangana	1
15	Anna University	Govt.	Chennai	Tamil Nadu	2
16	IIT Gandhinagar - Indian Institute of Technology	Govt.	Gandhinagar	Gujarat	1
17	IIT Indore - Indian Institute of Technology	Govt.	Indore	Madhya Pradesh	2

* Page 6 (Disclaimer)

ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
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20	Delhi Technological University	Govt.	Delhi	Delhi	3
20	Motilal Nehru National Institute of Technology	Govt.	Allahabad	Uttar Pradesh	4
21	Zakir Husain College of Engineering and Technology, AMU	Govt.	Aligarh	Uttar Pradesh	5
22	Central Institute of Plastic Engineering & Technology	Govt.	Ahmedabad	Gujarat	3
23	Indian Institute of Technology (ISM)	Govt.	Dhanbad	Jharkhand	1
24	G. B. Pant University of Agriculture and Technology (College of Technology)	Govt.	Pantnagar	Uttarakhand	2
25	IIT Mandi - Indian Institute of Technology	Govt.	Mandi	Himachal Pradesh	1
26	G. B. Pant Engineering College	Govt.	Pauri	Uttarakhand	3
27	National Institute of Food Technology Entrepreneurship and Management (NIFTEM)	Govt.	Sonapat	Haryana	1
28	Visvesvaraya National Institute of Technology	Govt.	Nagpur	Maharashtra	3
29	National Institute of Technology	Govt.	Tiruchirappalli	Tamil Nadu	3
30	National Institute of Technology	Govt.	Rourkela	Odisha	1
31	National Power Training Institute-Northern Region	Govt.	Delhi	Delhi	5
32	Central Institute of Plastic Engineering & Technology	Govt.	Bhubaneswar	Odisha	2

* Page 6 (Disclaimer)

ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
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34	Indian Institute of Technology	Govt.	Jodhpur	Rajasthan	1
35	National Institute of Industrial Engineering	Govt.	Mumbai	Maharashtra	5
36	Indian Institute of Technology	Govt.	Bhubaneswar	Odisha	3
37	National Institute of Technology	Govt.	Delhi	Delhi	6
38	National Institute of Technology	Govt.	Durgapur	West Bengal	2
39	Indian Institute of Technology	Govt.	Patna	Bihar	1
40	Central Institute of Plastic Engineering & Technology	Govt.	Lucknow	Uttar Pradesh	6
41	Rajkiya Engineering College	Govt.	Sonbhadra	Maharashtra	6
42	National Institute of Technology	Govt.	Srinagar	Uttarakhand	4
43	National Institute of Technology	Govt.	Warangal	Telangana	2
44	Indian Institute of Information Technology Design & Manufacturing	Govt.	Kancheepuram	Tamil Nadu	4
45	College of Engineering	Govt.	Trivendrum	Kerala	2
46	National Institute of Foundry & Forge Technology	Govt.	Ranchi	Jharkhand	2
47	Dr. B. R. Ambedkar National Institute of Technology	Govt.	Jalandhar	Punjab	2
48	Indian Institute of Information Technology Design & Manufacturing	Govt.	Jabalpur	Madhya Pradesh	3
49	Guru Gobind Singh Indraprastha University	Govt.	New Delhi	Delhi	6

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
50	National Institute of Technology	Govt.	Raipur	Chhatisgarh	1
51	Jamia Millia Islamia	Govt.	New Delhi	Delhi	7
52	Indian Institute of Information Technology, Design & Manufacturing	Govt.	Chennai	Tamil Nadu	5
53	Sardar Vallabhbhai National Institute of Technology	Govt.	Surat	Gujarat	4
54	National Institute of Technology	Govt.	Kurukshetra	Haryana	2
55	Malviya National Institute of Technology	Govt.	Jaipur	Rajasthan	2
56	National Institute of Technology	Govt.	Hamirpur	Himachal Pradesh	2
57	National Institute of Technology	Govt.	Uttarakhand	Uttarakhand	5
58	Maulana Azad National Institute of Technology	Govt.	Bhopal	Madhya Pradesh	4
59	National Institute of Technology	Govt.	Srinagar	Jammu & Kashmir	1
60	Punjab University	Govt.	Chandigarh	Punjab	3
61	Indraprastha Institute of Information Technology	Govt.	New Delhi	Delhi	8
62	Jorhat Engineering College	Govt.	Jorhat	Assam	2
63	National Institute of Technology	Govt.	Arunachal Pradesh	Arunachal Pradesh	1
64	National Institute of Technology	Govt.	Silchar	Assam	3
65	National Power Training Institute	Govt.	Durgapur	West Bengal	3
66	International Institute of Information Technology	Govt.	Hyderabad	Telangana	3

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
67	National Institute of Science & Technology	Govt.	Berhampur	Odisha	4
68	National Institute of Technology	Govt.	Manipur	Manipur	1
69	National Power Training Institute	Govt.	Nagpur	Maharashtra	7
70	National Institute of Technology	Govt.	Calicut	Kerala	3
71	National Institute of Technology	Govt.	Jamshedpur	Jharkhand	3
72	National Institute of Technology	Govt.	Meghalaya	Meghalaya	1
73	Defence Institute of Advanced Technology	Govt.	Pune	Maharashtra	8
74	National Institute of Technology	Govt.	Agartala	Tripura	1
75	National Institute of Technology	Govt.	Goa	Goa	1
76	National Institute of Technology	Govt.	Nagaland	Nagaland	1
77	Jadavpur University - Faculty of Engineering and Technology	Govt.	Kolkata	West Bengal	4
78	College of Agricultural Engineering and Technology- Punjab Agricultural University	Govt.	Ludhiana	Punjab	4
79	JNTU College of Engineering	Govt.	Hyderabad	Telangana	4
80	Army Institute of Technology	Govt.	Pune	Maharashtra	9
81	Govt. College of Technology	Govt.	Coimbatore	Tamil Nadu	6
82	National Institute of Technology	Govt.	Sikkim	Sikkim	1
83	University School of Information & Communication Technology (GGSIPU)	Govt.	Delhi	Delhi	9

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
84	National Institute of Technology	Govt.	Surathkal	Karnataka	1
85	National Institute of Technology	Govt.	Mizoram	Mizoram	1
86	University College of Engineering Osmania University	Govt.	Hyderabad	Telangana	5
87	International Institute of Information Technology	Govt.	Bangalore	Karnataka	2
88	Sant Longowal Institute of Engineering and Technology	Govt.	Sangrur	Punjab	5
89	JNTU College of Engineering	Govt.	Kakinada	Andhra Pradesh	1
90	MMM Engineering College	Govt.	Gorakhpur	Uttar Pradesh	7
91	College of Engineering & Technology	Govt.	Bhubaneswar	Odisha	5
92	National Institute of Technology	Govt.	Patna	Bihar	2
93	Mahatma Gandhi Institute of Technology	Govt.	Hyderabad	Telangana	6
94	University Institute of Chemical Technology, North Maharashtra University	Govt.	Jalgaon	Maharashtra	10
95	University School of Biotechnology (GGSIPU)	Govt.	Delhi	Delhi	10
96	Rajiv Gandhi Institute of Technology	Govt.	Kottayam	Kerala	4
97	Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Jabalpur	Govt.	Jabalpur	Madhya Pradesh	5
98	Bengal Engineering and Science University	Govt.	Shibpur	West Bengal	5
99	University Department of Chemical Technology, Amrawati University	Govt.	Amrawati	Maharashtra	11

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
100	Institute of Engineering & Technology	Govt.	Lucknow	Uttar Pradesh	8
101	JJET School of Engineering and Technology for Girls	Govt.	Jodhpur	Rajasthan	3
102	Indian Institute of Carpet Technology	Govt.	Bhadohi	Uttar Pradesh	9
103	University Department of Anna University BITS Campus	Govt.	Tiruchirappalli	Tamil Nadu	7
104	University College of Engineering, Punjab Technical University	Govt.	Patiala	Punjab	6
105	Govt. College of Engineering	Govt.	Amrawati	Maharashtra	12
106	Institute of Engineering & Management	Govt.	Kolkata	West Bengal	6
107	College of Engineering (University Department, Anna University)	Govt.	Guindy	Tamil Nadu	8
108	Govt. Engineering College, Barton Hill	Govt.		Kerala	5
109	Assam University - Triguna Sen School of Technology	Govt.	Silchar	Assam	4
110	University Institute of Engineering and Technology, maharshi Dayananda University	Govt.	Rohtak	Haryana	3
111	University Science Instrumentation Centre, University of Kalyani	Govt.	Nadia	West Bengal	7
112	Gurukul Kangri Vishwavidyalaya (Faculty of Engineering)	Govt.	Haridwar	Uttarakhand	6
113	University Institute of Engineering and Technology, Kurukshetra University	Govt.	Kurukshetra	Haryana	4
114	Dr. Baba Saheb Ambedkar Technological University	Govt.	Raigad	Maharashtra	13
115	JNTU University College of Engineering	Govt.	Vizianagaram	Andhra Pradesh	2

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
116	Thanthai Periyar Govt. Institute of Technology	Govt.	Vellore	Tamil Nadu	9
117	Vishwakarma Govt. Engineering College	Govt.	Chand Kheda	Gujarat	5
118	Pondicherry Engineering College	Govt.	Pondicherry	Puducherry	1
119	College of Agricultural Engineering and technology- CCS Haryana Agricultural University	Govt.	Hisar	Haryana	5
120	Rajasthan Technical University - University College of Engineering	Govt.	Kota	Rajasthan	4
121	Central Food Technological Research Institute	Govt.	Mysuru	Karnataka	3
122	Dr. Bhimrao Ambedkar Engineering College of Information Technology	Govt.	Banda	Uttar Pradesh	10
123	Indira Gandhi Institute of Technology	Govt.	Sarang	Odisha	6
124	Indira Gandhi Engineering College	Govt.	Sagar	Madhya Pradesh	6
125	University College of Engineering	Govt.	Tindivanam	Tamil Nadu	10
126	University College of Engineering	Govt.	Villupuram	Tamil Nadu	11
127	College of Engineering	Govt.		Kerala	6
128	Ch. Devi Lal Memorial Govt. Engineering College	Govt.	Sirsa	Haryana	6
129	University College of Engineering	Govt.	Arni	Tamil Nadu	12
130	Sree Venkateswara University College of Engineering	Govt.	Tirupati	Andhra Pradesh	3
131	The National Institute of Engineering	Govt.	Bangalore	Karnataka	4
132	JNTU College of Engineering	Govt.	Anantpur	Andhra Pradesh	4

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
133	West Bengal University of Technology	Govt.	Kolkata	West Bengal	8
134	Ambedkar Institute of Advance Communication Technologies & Research	Govt.	Delhi	Delhi	11
135	JNTUA College of Engineering	Govt.	Cuddapah	Andhra Pradesh	5
136	Govt. College of Engineering and Textile Technology	Govt.	Berhampore	West Bengal	9
137	Govt. College of Engineering and Ceramic Technology	Govt.	Kolkata	West Bengal	10
138	JNTUH College of Engineering	Govt.	Karimnagar	Telangana	7
139	Pandit Deendayal Petroleum University	Govt.	Gandhinagar	Gujarat	6
140	College of Technology and Engineering, Maharana Pratap University of Agriculture and Technology	Govt.	Udaipur	Rajasthan	5
141	Maharaja Institute of Technology	Govt.	Thandavapura	Karnataka	5
142	Govt. College of Engineering	Govt.	Kannur	Kerala	7
143	Mysuru Royal Institute of Technology	Govt.	Mysuru	Karnataka	6
144	Jodhpur National University	Govt.	Jaipur	Rajasthan	6
145	Guru Nanak Dev University - Faculty of Engineering	Govt.	Amritsar	Punjab	7
146	Kamla Nehru Institute of Technology	Govt.	Sultanpur	Uttar Pradesh	11
147	Dibrugarh University - Institute of Engineering & Technology	Govt.	Dibrugarh	Assam	5
148	Mahatma Jyoti Rao Phule University	Govt.	Jaipur	Rajasthan	7

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
149	Institute of Mass Communication and Media Technology, Kurukshetra University	Govt.	Kurukshetra	Haryana	7
150	Govt. College of Engineering Textile Technology	Govt.	Kolkata	West Bengal	11
151	Deenbandhu Chhotu ram University of Science and Technology	Govt.	Murthal	Haryana	8
152	Kalyani Govt. Engineering College	Govt.	Nadia	West Bengal	12
153	Faculty of Technology and Engineering, The Maharaja Sayajirao University of Baroda	Govt.	Vadodara	Gujarat	7
154	Maharaja Sayajirao University of Baroda	Govt.	Vadodara	Gujarat	8
155	Guru Jambheshwar University of Science and Technology - Dept of Computer Science and Engineering	Govt.	Hisar	Haryana	9
156	Don Bosco University (Don Bosco College of Engineering & Technology)	Govt.	Guwahati	Assam	6
157	Govt. College of Engineering and Research	Govt.	Pune	Maharashtra	14
158	Mahatma Gandhi Mission's Jawaharlal Nehru Engineering College	Govt.	Aurangabad	Maharashtra	15
159	Rajasthan College of Engineering For Women	Govt.	Jaipur	Rajasthan	8
160	West Bengal University of Animal and Fishery Sciences	Govt.	Kolkata	West Bengal	13
161	Indira Gandhi Institute of Technology	Govt.	Delhi	Delhi	12
162	Institute of Engineering & Technology, MJP Rohilkhand University	Govt.	Bareilly	Uttar Pradesh	12

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
163	North Eastern Regional Institute of Science & Technology	Govt.	Itanagar	Arunachal Pradesh	2
164	Rajiv Gandhi Memorial College of Engineering and Technology	Govt.	Kurnool	Andhra Pradesh	6
165	Shri Guru Govind Singhji Institute of Engineering and Technology	Govt.	Vishnupuri	Maharashtra	16
166	Mahatma Gandhi Mission's College of Engineering and Technology	Govt.	Navi Mumbai	Maharashtra	17
167	Maulana Abdul Kalam Azad University of Technology	Govt.	Nadia	West Bengal	14
168	Haldia Institute of Technology	Govt.	Haldia	West Bengal	15
169	Manyawar Kansi Ram Engineering College of Information Technology	Govt.	Ambedkar Nagar	Uttar Pradesh	13
170	University College of Engineering	Govt.	Kariavattom	Kerala	8
171	Tezpur University - School of Engineering	Govt.	Sonitpur	Assam	7
172	University School of Chemical Technology	Govt.	Delhi	Delhi	13
173	Uttar Pradesh Textile Technology Institute	Govt.	Kanpur	Uttar Pradesh	14
174	University institute of Chemical Engineering and Technology	Govt.	Chandigarh	Punjab	8
175	University of Science & Technology Meghalaya	Govt.	Ri- Bhoi	Meghalaya	2
176	University Institute of Technology	Govt.	Burdwan	West Bengal	16
177	Orissa School of Mining Engineering	Govt.	Kendujhar	Odisha	7
178	Jalpaiguri Govt. Engineering College	Govt.	Jalpaiguri	West Bengal	17

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ALL INDIA RANK* SURVEY/ PERCEPTIVE BASED	NAME OF INSTITUTES	STATUS	CITY	STATE	STATE RANK
179	Dr.Ram Manohar Lohia Awadh University - Institute of Engineering Technology	Govt.	Faizabad	Uttar Pradesh	15
180	Rajiv Gandhi University - Faculty of Engineering and Technology	Govt.	Papum pare	Arunachal Pradesh	3
181	University Institute of Technology, Barkatullah University	Govt.	Bhopal	Madhya Pradesh	7
182	University Institute of Engineering & technology, Panjab University SSG Regional Center	Govt.	Hoshiarpur	Punjab	9
183	Feroze Gandhi Institute of Engineering & Technology	Govt.	Raebareli	Uttar Pradesh	16
184	Mizoram University - School of Engineering and Technology	Govt.	Aizawl	Mizoram	2
185	Institute of Technology, Guru Ghasidas Vishwavidyalaya	Govt.	Bilaspur	Chhatisgarh	2
186	Rajiv Gandhi Institute of Petroleum Technology	Govt.	Raibareli	Uttar Pradesh	17
187	College of Engineering	Govt.	Bhubaneswar	Odisha	8
188	University Institute of Engineering and Technology	Govt.	Chandigarh	Punjab	10
189	University Institute of Technology-Rajiv Gandhi Proudयोगiki Vishwavidyalaya	Govt.	Bhopal	Madhya Pradesh	8
190	Nagaland University - School of Engineering and Technology and Management	Govt.	Lumami	Nagaland	2
191	University College of Engineering	Govt.	Thodupuzha	Kerala	9
192	Ujjain Engineering College	Govt.	Ujjain	Madhya Pradesh	9

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Birla Institute of Technology and Science (BITS Pilani)	Pilani	Rajasthan	1	North	1
2	Thapar Institute of Engineering & Technology	Patiala	Punjab	1	North	2
3	Birla Institute of Technology	Mesra	Jharkhand	1	East	1
3	Dhirubhai Ambani Institute of Information and Communication Technology	Gandhinagar	Gujarat	1	West	1
4	Vellore Institute of Technology	Vellore	Tamil Nadu	1	South	1
5	Amrita Vishwa Vidyapeetham University	Coimbatore	Tamil Nadu	2	South	2
6	Faculty of Engineering, Bharath Institute of Higher Education and Research (BIHER)	Chennai	Tamil Nadu	3	South	3
7	Manipal Academy of Higher Education	Manipal	Karnataka	1	South	4
8	SRM Institute of Science & Technology	Chennai	Tamil Nadu	4	South	5
9	PEC University of Technology	Chandigarh	Punjab	2	North	3
10	IcfaiTech Hyderabad	Hyderabad	Telangana	1	South	6
11	Kalinga Institute of Industrial Technology (KIIT)	Bhubaneswar	Odisha	1	East	2
12	PSG College of Technology	Coimbatore	Tamil Nadu	5	South	7
13	RV College of Engineering	Bangalore	Karnataka	2	South	8
14	BMS College of Engineering	Bangalore	Karnataka	3	South	9
15	Coimbatore Institute of Technology	Coimbatore	Tamil Nadu	6	South	10
16	Ramaiah Institute of Technology	Bangalore	Karnataka	4	South	11
17	Nirma University (Institute of Technology)	Ahmedabad	Gujarat	2	West	2
18	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	7	South	12
18	Meenakshi College of Engineering (MCE)	Chennai	Tamil Nadu	7	South	12

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
19	PES Institute of Technology	Bangalore	Karnataka	5	South	13
20	Periyar Maniammai Institute of Science & Technology	Thanjavur	Tamil Nadu	8	South	14
20	Sri Muthukumaran Institute of Technology	Chennai	Tamil Nadu	8	South	14
21	Bharatiya Vidya Bhawan's Sardar Patel Institute of Technology	Mumbai	Maharashtra	1	West	3
22	M S Ramaiah University of Applied Sciences	Bengaluru	Karnataka	6	South	15
23	SDM College of Engineering and Technology	Dharwad	Karnataka	7	South	16
24	REVA University (Faculty of Engineering and Technology)	Bangalore	Karnataka	8	South	17
25	Shiv Nadar University (SNU)	Dadri	Uttar Pradesh	1	North	4
26	Thiagarajar College of Engineering	Madurai	Tamil Nadu	9	South	18
26	Arulmigu Meenakshi Amman College of Engineering	Kanchipuram	Tamil Nadu	9	South	18
27	CV Raman College of Engineering	Bhubaneswar	Odisha	2	East	3
28	JSS Science and Technology University	Mysuru	Karnataka	9	South	19
29	NMIMS University (Mukesh Patel School of Technology Management & Engineering)	Mumbai	Maharashtra	2	West	4
30	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	10	South	20
30	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	Tamil Nadu	10	South	20
31	Dayanand Sagar College of Engineering	Bangalore	Karnataka	10	South	21
32	Koneru Lakshmaiah Education Foundation University (K L College of Engineering)	Vaddeswaram	Andhra Pradesh	1	South	22
32	Mahindra University	Hyderabad	Andhra Pradesh	1	South	22
33	Siddaganga Institute of Technology	Tumkur	Karnataka	11	South	23

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
34	SRM University	Sonipat	Haryana	1	North	5
35	Amity University	Noida	Uttar Pradesh	2	North	6
36	Maharaja Agrasen Institute of Technology	Delhi	Delhi	1	North	7
37	Bharti Vidhyapeeth College of Engineering	Delhi	Delhi	1	North	7
38	St. Joseph College of Engineering	Chennai	Tamil Nadu	11	South	24
39	Shiksha 'O' Anusandhan (Institute of Technical Education and Research)	Bhubaneswar	Odisha	3	East	4
40	PE Society's Modern College of Engineering	Pune	Maharashtra	3	West	5
41	Krishna Institute of Engineering and Technology (KIET)	Ghaziabad	Uttar Pradesh	3	North	8
42	Bennett University	Greater Noida	Uttar Pradesh	4	North	9
43	Kumarguru College of Technology	Coimbatore	Tamil Nadu	12	South	25
44	Faculty of Engineering and Technology (Dr. M G R Educational and Research Institute)	Chennai	Tamil Nadu	13	South	26
45	Thangavelu Engineering College	Chennai	Tamil Nadu	14	South	27
46	B.N.M Institute of Technology	Bengaluru	Karnataka	12	South	28
47	Vidyavardhaka College of Engineering	Mysuru	Karnataka	13	South	28
48	BITS Pilani (Hyderabad Campus)	Hyderabad	Telangana	2	South	30
49	Channabasaveshwara Institute of Technology	Gubbi	Karnataka	14	South	31
50	IMS Engineering College	Ghaziabad	Uttar Pradesh	5	North	10
51	Chandigarh University (University Institute of Engineering)	Mohali	Punjab	3	North	11

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
52	ICFAI University	Dehradun	Uttarakhand	1	North	12
53	Presidency University (School of Engineering)	Bangalore	Karnataka	15	South	32
54	University of Engineering & Technology, Roorkee, UETR	Roorkee	Uttarakhand	2	North	13
55	NIIT University	Neemrana	Rajasthan	2	North	14
56	Christ University	Bangalore	Karnataka	16	South	33
57	Jain University	Bangalore	Karnataka	17	South	34
58	Kongu Engineering College	Perundurai	Tamil Nadu	15	South	35
59	Sanjivani College of Engineering	Kopergaon	Maharashtra	4	West	6
60	Bharati Vidyapeeth College of Engineering	Navi Mumbai	Maharashtra	5	West	7
61	Bapuji Institute of Engineering and Technology	Davangere	Karnataka	18	South	36
62	Symbiosis International University	Pune	Maharashtra	6	West	8
63	Bharati Vidyapeeth Deemed University College of Engineering	Pune	Maharashtra	7	West	9
64	MODY University of Science and Technology (SET)	Lakshmangarh	Rajasthan	3	North	15
65	Lovely Professional University	Jalandhar	Punjab	4	North	16
66	Integral University	Lucknow	Uttar Pradesh	6	North	17
67	ICFAI University	Jaipur	Rajasthan	4	North	18
68	BMS Institute of Technology	Bangalore	Karnataka	19	South	37
69	M Kumarasamy College of Engineering	Karur	Tamil Nadu	16	South	38
70	Acharya Institute of Technology	Bangalore	Karnataka	20	South	39

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
71	Graphic Era University	Dehradun	Uttarakhand	3	North	19
72	Alliance University	Bangalore	Karnataka	21	South	40
73	ADAMAS University (School of Engineering and Technology)	Kolkata	West Bengal	1	East	5
74	Mahakal Institute of Technology (MIT)	Ujjain	Madhya Pradesh	1	Central	1
75	Ajay Kumar Garg Engineering College	Ghaziabad	Uttar Pradesh	7	North	20
76	Manav Rachna University	Faridabad	Haryana	2	North	21
77	Jaipur Engineering College and Research Center (JECRC)	Jaipur	Rajasthan	5	North	22
78	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	4	North	23
79	KJ Somaiya College of Engineering	Mumbai	Maharashtra	8	West	10
80	Vignan's Foundation For Science Technology and Research	Guntur	Andhra Pradesh	2	South	41
81	G.H. Rasoni College of Engineering	Nagpur	Maharashtra	9	West	11
82	Bhilai Institute of Technology	Durg	Chhattisgarh	1	Central	2
83	University of Engineering and Management	Kolkata	West Bengal	2	East	6
84	Sri Muthukumaran Institute of Technology (SMIT)	Chennai	Tamil Nadu	17	South	42
85	G L Bajaj Institute of Technology and Management	Greater Noida	Uttar Pradesh	8	North	24
86	Birsa Institute of Technology	Sindri	Jharkhand	2	East	7
87	BP Poddar Institute of Management and Technology	Kolkata	West Bengal	3	East	8
88	Shanmugha Arts Science Technology & Research Academy	Thanjavur	Tamil Nadu	18	South	43

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
89	BK Birla Institute of Engineering and Technology	Pilani	Rajasthan	6	North	25
90	Adichunchanagiri University, (Engineering Dept)	B.G. Nagara	Karnataka	22	South	44
91	Dharmsinh Desai University - Faculty of Technology	Nadiad	Gujarat	3	West	12
92	Anil Neerukonda Institute of Technology and Science	Vishakhapatnam	Andhra Pradesh	3	South	45
93	Chaitanya Bharathi Institute of Technology	Hyderabad	Telangana	3	South	46
94	Sardar Patel College of Engineering	Mumbai	Maharashtra	10	West	13
95	Bannari Amman Institute of Technology	Sathyamangalam	Tamil Nadu	19	South	47
96	Vivekananda College of Engineering and Technology	Puttur	Karnataka	23	South	48
97	Sri Sivasubramaniya Nadar College of Engineering	Kancheepuram	Tamil Nadu	20	South	49
98	MES College of Engineering	Kuttiyuram	Kerala	1	South	50
99	CVR College of Engineering	Hyderabad	Telangana	4	South	51
100	Sri Krishna college of Engineering and Technology	Coimbatore	Tamil Nadu	21	South	52
101	Sri Venkateswara College of Engineering	Kancheepuram	Tamil Nadu	22	South	53
102	GM Institute of Technology	Davangere	Karnataka	24	South	54
103	Mepco Schlenk Engineering College	Sivakasi	Tamil Nadu	23	South	55
104	Dr. DY Patil Institute of Engineering and Technology	Pune	Maharashtra	11	West	14
105	Dr. Ambedkar Institute of Technology	Bangalore	Karnataka	25	South	56
106	Ballari Institute of Technology and Management	Bellary	Karnataka	26	South	57
107	Sangam University	Bhilwara	Rajasthan	7	North	26

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
108	Rizvi College of Engineering	Bandra	Maharashtra	12	West	15
109	Chandigarh College of Engineering and Technology	Chandigarh	Punjab	5	North	27
110	DY Patil College of Engineering, Akurdi	Pune	Maharashtra	13	West	16
111	TKM College of Engineering	Kollam	Kerala	2	South	58
112	Aditya Engineering college	Surampalem	Andhra Pradesh	4	South	59
113	Yeshwantrao Chavan College of Engineering	Nagpur	Maharashtra	14	West	17
114	Birla Institute of Technology	Patna	Bihar	1	East	9
115	M S Engineering college, Bangalore	Bengaluru	Karnataka	27	South	60
116	Thadomal Shahani Engineering College	Mumbai	Maharashtra	15	West	18
117	Maturi Venkata Subba Rao Engineering College	Hyderabad	Telangana	5	South	61
118	LNM Institute of Information Technology	Jaipur	Rajasthan	8	North	28
119	Bipin Tripathi Kumaon Institute of Technology (Formerly Kumaon Engineering College)	Dwarahat	Uttarakhand	5	North	29
120	Amity University	Jaipur	Rajasthan	9	North	30
121	School of Mechanical Engineering- Lingaya's Vidyapeeth	Faridabad	Haryana	3	North	31
122	Federal Institute of Science and Technology	Ernakulam	Kerala	3	South	62
123	Nutan Maharashtra Institute of Engineering & Technology	Pune	Maharashtra	16	West	19
124	Erode Sengunthar Engineering College (Autonomous)	Erode	Tamil Nadu	24	South	63
125	Atharva College of Engineering	Malad	Maharashtra	17	West	20

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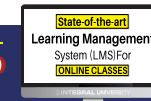
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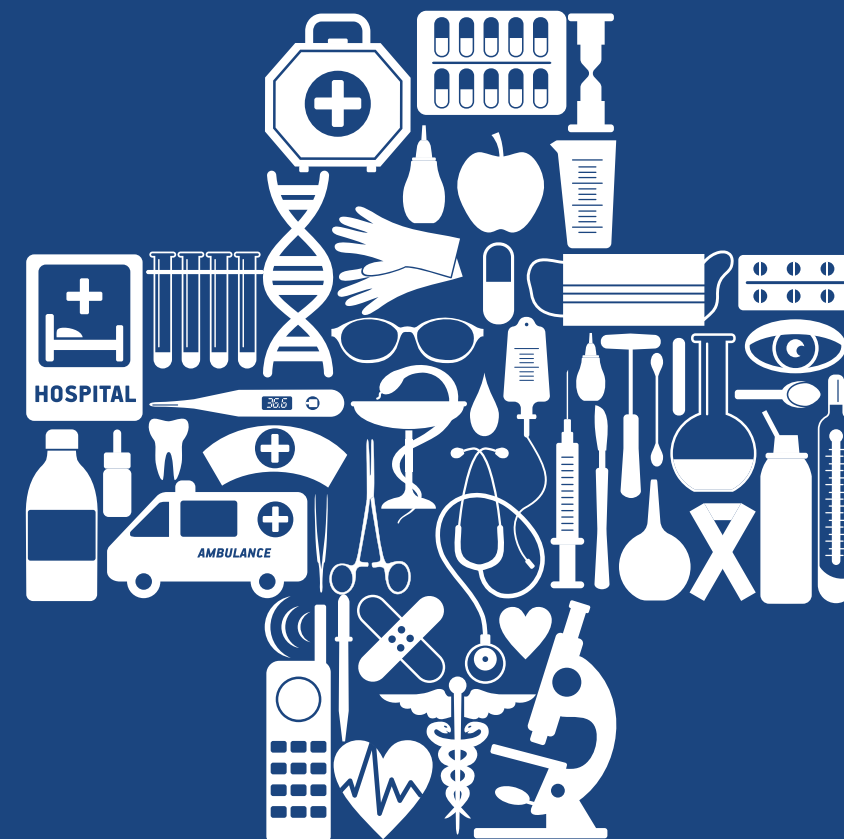
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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
126	Hindustan Institute of Technology and Science	Chennai	Tamil Nadu	25	South	64
127	Maeer MIT college	Bengaluru	Karnataka	28	South	65
128	Bhagwant University	Ajmer	Rajasthan	10	North	32
129	Francis Xavier Engineering College	Tirunelveli	Tamil Nadu	26	South	66
130	KCG college of Technology	Karapakkam	Tamil Nadu	27	South	67
131	Guru Nanak Institute of Technology	Secunderabad	Telangana	6	South	68
132	Heritage Institute of Technology	Kolkata	West Bengal	4	East	10
133	Rajalakshmi Engineering College	Chennai	Tamil Nadu	28	South	69
134	Karunya Institute of Technology and Sciences	Coimbatore	Tamil Nadu	29	South	70
135	MIT College of Railway Engineering and Research	Barshi	Maharashtra	18	West	21
136	Sri Sairam Engineering College	Kancheepuram	Tamil Nadu	30	South	71
137	Maharishi Markandeshwar University	Mullana	Haryana	4	North	33
138	Dr. Mahalingam College of Engineering & Technology	Pollachi	Tamil Nadu	31	South	72
139	K.S.R Institute for Engineering and Technology	Tiruchengode.	Tamil Nadu	32	South	73
140	Birla Vishvakarma Mahavidyalaya	Anand	Gujarat	4	West	22
141	Swami Keshvanand Institute of Technology, Management and Gramothan	Jaipur	Rajasthan	11	North	34
142	CGC College of Engineering, Landran Campus	Mohali	Maharashtra	19	West	23
143	G Narayanamma Institute of Technology and Science (For Women)	Hyderabad	Telangana	7	South	74

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144	Dr. Ambedkar Institute of Technology For Handicapped	Kanpur	Uttar Pradesh	9	North	35
145	Gandhi Institute of Technology and Management (GITAM)	Vishakhapatnam	Andhra Pradesh	5	South	75
146	Noida Institute of Engineering and Technology (NIET)	Greater Noida	Uttar Pradesh	10	North	36
147	G Pullaiah College of Engineering and Technology	Kurnool	Andhra Pradesh	6	South	76
148	Jaypee Institute of Information Technology (Main Campus)	Noida	Uttar Pradesh	11	North	37
149	Jain College of Engineering	Belagaum	Karnataka	29	South	77
150	KJ Somaiya Institute of Engineering and Information Technology	Mumbai	Maharashtra	20	West	24
151	NITTE Meenakshi Institute of Technology	Bangalore	Karnataka	30	South	78
152	NMAM Institute of Technology, NITTE	Karkala	Karnataka	31	South	79
153	Gayatri Vidya Parishad College of Engineering	Vishakhapatnam	Andhra Pradesh	7	South	80
154	ITM University	Gwalior	Madhya Pradesh	2	Central	3
155	Shanmuganathan Engg college	Arasampatti	Tamil Nadu	33	South	81
156	BGS Institute of Technology	Mandya	Karnataka	32	South	82
157	BVRIT	Hyderabad	Telangana	8	South	83
158	Sri Krishna College of Technology	Coimbatore	Tamil Nadu	34	South	84
159	Vardhaman College of Engineering	Rangareddy	Telangana	9	South	85
160	Kalasalingam University	Virudhnagar	Tamil Nadu	35	South	86
161	Vivekananda Institute of Technology	Bangalore	Karnataka	33	South	87
162	Institute of Information and Communication Technology	Ahemdabad	Gujarat	5	West	25

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ALL INDIA RANK*	NAME OF INSTITUTES	CITY	STATE	STATE RANK	ZONE	ZONE RANK
163	KL University (Koneru Lakshmaiah Education Foundation)	Vijaywada	Andhra Pradesh	8	South	88
164	Karnatak Law Society's Gogte Institute of Technology	Belgaum	Karnataka	34	South	89
165	PCET's Nutan Maharashtra Institute of Engineering and Technology	Talegaon Dabhade	Maharashtra	21	West	26
166	The Oxford College of Engineering,	Bangalore	Karnataka	35	South	90
167	KU College of Engineering and Technology	Warangal	Telangana	10	South	91
168	KLS Gogte Institute of Technology	Belagaum	Karnataka	36	South	92
169	IES College of Technology	Bhopal	Madhya Pradesh	3	Central	4
170	NK Orchid College of Engg & Tech	Solapur	Maharashtra	22	West	27
171	PSNA college of Engg & Tech	Dindigul	Tamil Nadu	36	South	93
172	Rajshree Institute of Management and Technology	Bareilly	Uttar Pradesh	12	North	38
173	Sri Indu College of Engineering & Technology	Hyderabad	Telangana	11	South	94

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1	Woxsen University	Hyderabad	Telangana	1	South	1
2	VIT-AP University	Vijayawada	Andhra Pradesh	2	South	3
3	St. Joseph University	Dimapur	Nagaland	1	East	1
4	Centurion University of Technology and Management	Vizianagaram	Andhra Pradesh	1	South	2
5	D Y Patil International University	Pune	Maharashtra	2	West	2
6	Dr. Vishwanath Karad MIT World Peace University	Pune	Maharashtra	1	West	1
7	SRM University	Guntur	Andhra Pradesh	3	South	4
8	D. Y. Patil University	Mumbai	Maharashtra	3	West	5
9	GH Rasoni University	Chhindwara	M.P	1	Central	1
10	Amity University	Ranchi	Jharkhand	1	East	2
11	Sage University	Indore	M.P	4	Central	4
12	Gandhi Institute of Engineering & Technology University	Rayagada	Odisha	1	East	4
13	Marwadi University	Rajkot	Gujarat	1	West	3
14	Dr. A.P.J Abdul Kalam University	Indore	M.P	2	Central	2
15	IIMT University	Meerut	U.P	1	North	2
16	Avantika University	Ujjain	M.P	3	Central	3
25	K K University	Nalanda	Bihar	1	East	3
16	Avantika University	Ujjain	M.P	3	Central	3
17	Sarla Birla University	Ranchi	Jharkhand	2	East	6
18	Starex University	Gurugram	Haryana	1	North	1
19	Plastindia International University	Vapi	Gujarat	2	West	4
20	Sanskriti University	Mathura	U.P	1	North	3
21	Bhagwant Global University	Kotdwar	Uttarakhand	1	North	4
22	Sister Nivedita University	Kolkata	W.B	1	East	5
23	Nirwan University	Jaipur	Rajasthan	1	North	5
24	Arka Jain University	Jamshedpur	Jharkhand	3	East	7
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1	VIT Vellore - Vellore Institute of Technology	Vellore	Tamil Nadu	1	South	1
2	BIT Mesra - Birla Institute of Technology	Ranchi	Jharkhand	1	East	1
3	IMS Ghaziabad (UC Campus)	Ghaziabad	Uttar Pradesh	1	North	1
4	BSAU Chennai - BS Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	2	South	2
5	KL University Guntur - Koneru Lakshmaiah Education Foundation	Guntur	Andhra Pradesh	1	South	3
6	Bharath Institute of Higher Education and Research, Chennai	Chennai	Tamil Nadu	3	South	4
7	BVIMR	New Delhi	Delhi	1	North	2
8	SRM University Chennai - SRM Institute of Science and Technology	Kattankulathur	Tamil Nadu	4	South	5
9	Christ University, Bangalore	Bangalore	Karnataka	1	South	6
10	JSS Science and Technology University, Mysuru	Mysuru	Karnataka	2	South	7
11	DSU Bangalore - Dayananda Sagar University	Bangalore	Karnataka	3	South	8
12	Chitkara University Chandigarh - Chitkara University	Patiala	Punjab	1	North	3
13	KIIT University - Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	1	East	2
14	Chandigarh University, Chandigarh	Chandigarh	Punjab	2	North	4
15	Shoolini University Solan - Shoolini University of Biotechnology and Management Sciences	Solan	Himachal Pradesh	1	North	5
16	Meenakshi Academy of Higher Education and Research, Chennai	Chennai	Tamil Nadu	5	South	9
17	LPU Jalandhar - Lovely Professional University	Phagwara	Punjab	3	North	6
18	Amity University - Gurgaon	Gurugram	Haryana	1	North	7
19	Integral University, Lucknow	Lucknow	Uttar Pradesh	2	North	8
20	SASTRA University Thanjavur - Shanmugha Arts Science Technology Research and Academy	Thanjavur	Tamil Nadu	6	South	10

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RANK*	INSTITUTE / UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK
21	Graphic Era University, Dehradun	Dehradun	Uttarakhand	1	North	9
22	Jain University, Bangalore	Bangalore	Karnataka	4	South	11
23	Maharaja Surajmal Institute of Technology	New Delhi	Delhi	2	North	10
24	REVA University, Bangalore	Bangalore	Karnataka	5	South	12
25	SEF's Suryadatta College of Management, Information Research & Technology	Pune	Maharashtra	1	West	1
25	MIT-WPU Pune - Dr Vishwanath Karad MIT World Peace University	Pune	Maharashtra	1	West	1
26	Dr MGR Educational and Research Institute, Chennai	Chennai	Tamil Nadu	7	South	13
27	Presidency University, Bangalore	Bangalore	Karnataka	6	South	14
28	Banasthali Vidyapith, Banasthali	Jaipur	Rajasthan	1	North	11
29	Sharda University, Greater Noida	Greater Noida	Uttar Pradesh	3	North	12
30	MMU Mullana - Maharishi Markandeshwar Deemed to be University	Mullana	Haryana	2	North	13
31	Adamas University, Kolkata	Kolkata	West Bengal	1	East	3
32	SHUATS Allahabad - Sam Higginbottom Institute of Agriculture Technology and Science	Allahabad	Uttar Pradesh	4	North	14
33	SRM University, Delhi-NCR, Sonapat	Sonapat	Haryana	3	North	15
34	GLA University, Mathura	Mathura	Uttar Pradesh	5	North	16
35	Amrita Vishwa Vidyapeetham, Coimbatore	Coimbatore	Tamil Nadu	8	South	15
36	Kalasalingam Academy of Research and Education, Virudhunagar	Krishnan Kovil	Tamil Nadu	9	South	16
37	Lingaya's Vidyapeeth, Faridabad	Faridabad	Haryana	4	North	17
38	LNCT University, Bhopal	Bhopal	Madhya Pradesh	1	Central	1
39	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur	Udaipur	Rajasthan	2	North	18
40	The NorthCap University, Gurgaon	Gurgaon	Haryana	5	North	19
41	JECRC University, Jaipur	Jaipur	Rajasthan	3	North	20
42	Mody University - Mody University of Science and Technology	Sikar	Rajasthan	4	North	21

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RANK*	INSTITUTE / UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK
43	Poornima University, Jaipur	Jaipur	Rajasthan	5	North	22
44	Amity University, Jaipur	Jaipur	Uttar Pradesh	6	North	23
45	PMIST Thanjavur - Periyar Maniammai Institute of Science and Technology	Thanjavur	Tamil Nadu	10	South	17
46	Karpagam Academy of Higher Education, Coimbatore	Coimbatore	Tamil Nadu	11	South	18
47	GIET University, Gunupur	Gunupur	Odisha	2	East	4
48	Siksha 'O' Anusandhan, Bhubaneswar	Bhubaneswar	Odisha	3	East	5
49	SNDT Womens University, Mumbai	Mumbai	Maharashtra	2	West	2
50	Techno India University, Kolkata	Kolkata	West Bengal	2	East	6
51	Manipal University, Jaipur	Jaipur	Rajasthan	6	North	24
52	HITS Chennai - Hindustan Institute of Technology and Science	Chennai	Tamil Nadu	12	South	19
53	Ajeenkya DY Patil University, Pune	Pune	Maharashtra	3	West	3
54	YMCA Faridabad - JC Bose University of Science and Technology, YMCA	Faridabad	Haryana	6	North	25
55	ICFAI University, Jaipur	Jaipur	Rajasthan	7	North	26
56	Invertis University, Bareilly	Bareilly	Uttar Pradesh	7	North	27
57	Chitkara University, Himachal Pradesh	Barotiwala	Himachal Pradesh	2	North	28
58	ITM University, Raipur	Raipur	Chhattisgarh	1	Central	2
59	Manav Bharti University, Solan	Dhako	Himachal Pradesh	3	North	29
60	Himgiri Zee University, Dehradun	Sherpur	Uttarakhand	2	North	30
61	MMU Ambala - Maharishi Markandeshwar University	Ambala	Haryana	7	North	31
62	UEM Jaipur - University of Engineering and Management	Jaipur	Rajasthan	8	North	32
63	Satavahana University, Karimnagar	Karimnagar	Telangana	1	South	20
64	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur	Jabalpur	Madhya Pradesh	2	Central	3
65	Sardar Patel University, Balaghat	Balaghat	Madhya Pradesh	3	Central	4

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RANK*	INSTITUTE / UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK
66	Vels University Chennai - Vel's Institute of Science Technology and Advanced Studies	Chennai	Tamil Nadu	13	South	21
67	ADTU Guwahati - Assam Down Town University	Panikhaiti Gaon	Assam	1	N-E	1
68	Vignan's Foundation for Science Technology and Research, Guntur	Guntur	Andhra Pradesh	2	South	22
69	Kalinga University, Raipur	Naya Raipur	Chhattisgarh	2	Central	5
70	Amity University, Mumbai	Navi Mumbai	Maharashtra	4	West	4
71	Gautam Buddha University, Greater Noida	Greater Noida	Uttar Pradesh	8	North	33
72	AKU Patna - Aryabhatta Knowledge University	Patna	Bihar	1	East	7
73	GITAM University, Visakhapatnam	Visakhapatnam	Andhra Pradesh	3	South	23
74	Vivekananda Global University, Jaipur	Jaipur	Rajasthan	9	North	34
75	BBDU Lucknow - Babu Banarasi Das University	Lucknow	Uttar Pradesh	9	North	35
76	Garden City University, Bangalore	Bangalore	Karnataka	7	South	24
77	Sant Baba Bhag Singh University, Jalandhar	Jalandhar	Punjab	4	North	36
78	SAGE University, Indore	Indore	Madhya Pradesh	4	Central	6
79	North East Frontier Technical University, West Siang	Aalo	Arunachal Pradesh	1	East	8
80	William Carey University, Shillong	Shillong	Meghalaya	1	N-E	2
81	Sir Padampat Singhania University, Udaipur	Udaipur	Rajasthan	10	North	37
82	Sardar Patel University, Vallabh Vidyanagar	Vallabh Vidyanagar	Gujarat	1	West	5
83	Sri Krishnadevaraya University, Anantapur	Anantapur	Andhra Pradesh	4	South	25
84	IIMT University, Meerut	Meerut	Uttar Pradesh	10	North	38
85	Vikram University, Ujjain	Ujjain	Madhya Pradesh	5	Central	7
86	Bharathidasan University, Tiruchirappalli	Tiruchirappalli	Tamil Nadu	14	South	26

* Page 6 (Disclaimer)

RANK*	INSTITUTE / UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK
87	Navrachana University, Vadodara	Vadodara	Gujarat	2	West	6
88	Martin Luther Christian University, Shillong	Shillong	Meghalaya	2	N-E	3
89	Usha Martin University, Ranchi	Ranchi	Jharkhand	2	East	9
90	St Joseph University, Dimapur	Dimapur	Nagaland	1	N-E	4
91	ASTU Guwahati - Assam Science and Technology University	Guwahati	Assam	2	N-E	5
92	University of Engineering and Management, Kolkata	Kolkata	West Bengal	3	East	10
93	Assam Don Bosco University, Guwahati	Guwahati	Assam	3	N-E	6
94	KR Mangalam University, Gurgaon	Sohna	Haryana	8	North	39
95	Amity University, Gwalior	Gwalior	Madhya Pradesh	6	Central	8
96	Madhyanchal Professional University, Bhopal	Bhopal	Madhya Pradesh	7	Central	9
97	University of Science and Technology, Ri Bhoi	Baridua	Meghalaya	3	N-E	7
98	Bhagwant Global University, Kotdwar	Kotdwara	Uttarakhand	3	North	40
99	BCET Gurdaspur - Beant College of Engineering and Technology	Gurdaspur	Punjab	5	North	41
100	Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj	Bhuj	Gujarat	3	West	7

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R.V. Vidyaniketan Post, 8th Mile, Mysuru Road, Bengaluru - 560 059.

One of the most preferred Technical Institutions in Karnataka

PROGRAMS OFFERED

**NIRF 2021
Ranked
77th in
Engineering
Category**

B.E. Programs : AI&ML, AS, BT, CH, CS, CV, EC, EE, EI, ET, IM, IS, ME.
Proposed for AY : 2022-23 : CS (Data Science), CS (Cyber Security)
M.Tech (15) MCA, M.Sc. (Engg.)

Ph.D. Programs : All Departments are recognized as Research Centres by VTU Except AI & AS

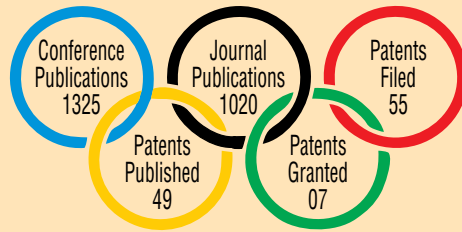
**Programs
Accredited
by NBA
multiple
times**

Three RVCE Alumni
cleared Civil Services
Exam in 2020-21

Ranked in top 10 Pvt.
College in the country
by various magazines

Ranked 3rd in Sports
& Cultural Activities
under VTU (2019-20)

Use of ICT in Teaching
Learning Process



Holistic development of students through NCC, NSS
Cultural Activities, Community services & Sports.

16 Centres of Excellences

MoUs:90+with
Industries / Academic
Institutions in
India & abroad

Executed more than
Rs. 40 crores worth
sponsored research
projects & consultancy
works
since 3 years

UPSC Results (2020) : RVCE - Alumni

Name : Yatish R Rank : 115 Branch: EEE Batch : 2013	
Name : Shrinivas MP Rank : 235 Branch: IT Batch : 2010	
Name : Raghavendra N Rank : 555 Branch: ECE Batch :	

Human Resource



RVCE - Greaves Cotton Ltd Centre of excellence on e-mobility

Innovative Clubs of RVCE

- Ashwa Racing** - Ashwa Mobility Foundation (AMF) is a student R&D platform that designs and fabricates Formula theme race cars and future mobility solutions to tackle urban transportation problems.
- Astra Robotics** - Team involved in the design, fabrication and building applications specific robots
- Coding Club** - To facilitate students the skills, confidence, and opportunity to change their world using coding and help them become successful in GSoC, ACM-icpc, and other recognized coding competitions.
- Entrepreneurship Development Cell** - E-Cell is a student run body that aims to promote entrepreneurship by conducting workshops, speaker sessions and discussion on business and its aspects. We possess a mentor board to help startups grow.
- Frequency Club** - Team aims at contributing in both software and hardware domains mainly focusing on Artificial Intelligence, Machine Learning and it's advances.
- Garuda** - Design and Development of supermileage urban concept electric car. Indigenous developmen of E-mobility products.
- Jatayu** - Build a low cost Unmanned Aerial Vehicle capable of Autonomous Navigation, Obstacle Avoidance, Object Detection, Localization, Classification and Air Drop of a package of optimum weight.
- Solar Car** - Build a roadworthy solar electric vehicle in under to build a green and sustainable environment
- Team Antariksh** - Team Antariksh is a Space Technology Student Club whose goal is to understand, disseminate and apply the engineering skills for innovation in the field of Space technology. designing Nano-Satellite payload for ISRO PS4 Orbital platform, RVSAT-I along with developing experimental rockets of various attitde.
- Team Chimera** - Building a Formula Electric Car through Research and Development in E-Mobility, Electrifying Formula Racing.
- Helios Racing** - Team involved in design manufacturing and testing of All Terrain Vehicles and other supportive tasks for he functioning of the team . Participating in BAJA competitions organized by SAE in India and the USA.
- Team Hydra** - Developing autonomous underwater vehicles and use it for various real world applications such as water purification, solid waste detection and disposal etc.
- Team Krushi** - Develop low cost equipments, which help farmers in cultivating and harvesting the crops. Use new technology applications to reduce the labour time hand cost for farmers. Aims at developing implants for Tractors.
- Team Vyoma** - Design, fabrication and testing of radio controlled aircrafts and research on various types of unmanned aerial vehicles.
- Team Dhruva** - Organizing activities like quizzes based on astronomy Stargazing and telescope handling sessions. Construction of a standard observatory. working on small projects with organizations like ICTS. IIA, Aries etc.
- Ham Club** - To popularize Amateur Radio as a hobby among students, alongside exploring technical innovations n the communications domain. Intended to provide human capital for service to the nation at times of natural claimatics.

NCC



NSS



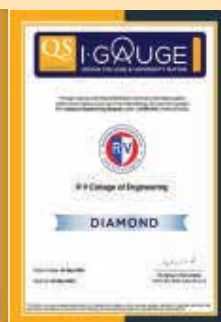
Cultural Activity Teams

- AALAP (Music club)
- DEBSIC (Debating society)
- CARV (Dramatics club)
- Footprints (Dance club)
- QUIZCORP (Quizzing society)
- Rotaract (Social welfare club)
- RAAG (Youth club)
- EVOKE (Fashion team)
- f/6.3 (Photography club)
- CARV ACCESS (Film-making club)

"Not me but you"
"Education through
Community Service &
Community Service through education"



RV-Mercedes Benz Centre for Automotive Merchatronics



CHANNABASAVESHWARA INSTITUTE OF TECHNOLOGY



BRAND OF QUALITY EDUCATION

With the aim and vision to create centre of excellence in education and other related fields and to serve the society to enhance the quality of life through excellence and leadership, the Honorable Member of parliament from Tumakuru, Sri G.S. Basavaraj, started Sri Channabasaveshwara Swamy Rural Education Society (CRED society) in the year 2000. Eventually, in the year 2001 with the driving force of the honorable MLA from Tumakuru City constituency, Sri G B Jyothi Ganesh, Secretary and Managing Director, established Channabasaveshwara Institute of Technology (CIT) with the objective of providing quality technical Education to the masses.

CIT is affiliated to VTU, Belgaum, approved by AICTE, New Delhi and recognised by the Government of Karnataka. The Institute is located in Gubbi – Tumakuru, the campus is spread across 60 acres of lush green land and enjoys a pleasant atmosphere throughout the year. This environment enables the students to relish these natural surroundings, which itself are an inspiration to learn and excel. "Students from around the country have chosen CIT as their destination for higher Education" – Stated Sri G B Jyothi Ganesh, Secretary and Managing Director and Dr. Suresh D S, Director and Principal of CIT and they added to the statement saying – "Due to a set of shared attitudes, values, goals, and Practices CIT has become the most favoured choice for Engineering studies."

CIT PROMOTING IMPROVED ACADEMIC PERFORMANCE

Channabasaveshwara Institute of Technology has emerged as one of the premier Institution of Karnataka, and as a brand of quality Technical Education. The impressive record of accomplishment of the institute in terms of admissions for UG courses is living proof that CIT is living up to the expectations and dreams of working towards the better society.

CIT has a well-developed infrastructure and 60 acres of Campus, comprising of well-furnished classroom and laboratories. The campus is also home to state-of-the-art

computer centres with more than 1000 computers. Facilities like an Amphitheatre, A/C Auditorium, Seminar Halls and state-of-the-art Board Room are the few attractions of the campus of CIT. There is also an elaborate learning centre cum library with more than 80,000 volumes of books.

In its road to improve the academic and administrative performance of the institution and to promote measures for Institutional functioning towards quality enhancement, CIT has set up IQAC (Internal Quality Assurance Cell). CIT also takes necessary steps to train the students and preparing them for right placement opportunities and continues to improve the methods utilized for education, through an effective quality management system.

"For nurturing students with creative ideas, the college has come up with a 'Centre for Creativity in Engineering', Start-ups, Incubation and Data centre, a Private Cloud" said Dr. Suresh D S, the Director & Principle of CIT when compare to other colleges in Karnataka. He also added to this saying, frequently faculty development programs, Workshops, seminars, symposium, Hackathon, and hands-on training programs are a norm at CIT, which helps nurture scientific temperament in the students making them eligible and sensible professionals, ready to take the industry by storm.

PLACEMENT OPPORTUNITIES AT CIT

The department of Placement & Training was established in the year 2003 at CIT. The department has state-of-the-art infrastructure for conducting placement drives on the campus. Placement training is conducted on a very regular basis at CIT, making students prepare themselves according to the industry needs and demands. Few of our major recruiters include wipro, Infosys, TCS, Cognizant, Mphasis, Tayana Software solutions, SLK Software, Mu Sigma, GBOX, Speridian Technologies, Accubvate, Tek System, Accord and many more.

On average each year, over 100 plus placement opportunities are provided to the final year students at CIT and 90% of eligible students get placed every year. CIT organises an offer day every year to honor the recruiters as well as the students who have been placed through campus drives.

Creating a Gateway to Opportunity

We've Created A Culture Of Learning And Development

Milestones at CIT

"Establishment of CIT" offering courses in Computer Science, Information Science and Electronics and Communication Engineering with an intake of 60 in each stream.

2001

Intake in CSE stream enhanced to 90.

2002

Starting of National level Technical Symposium "KNEW" (Knowledge Network Workshop) and Cultural Fest "FLAIR"

2003

Obtained ISO 9001:2000 Certification Setting up of Workshop & Machines Lab Electrical & Electronic Engineering Course was started with an intake of 60 Setting up of NSS unit Intake in ECE stream enhanced to 90

2004

National level Workshop an Industry interface First National Conference on "Advanced Communication Techniques & Research" -ACTR 2005 Establishment of EDP cell

2005

Completion of CRC Block. Recognition of CIT as one of the VTP by National Council for Vocational Training (NCVT) First Alumni Convention at CIT campus National Conference on 'Nanotechnology'. Started CIT-CAT EXAM (Free Engineering Education to six meritorious students @ CIT).

2006

National Level workshop on 'Train the Trainers'. Establishment of CITRIS 'Center for Information and Technology Research in the Interest of Society.' Intake in CSE, ECE & ISE enhance to 120. Setting up of HV & Relay Lab.

2007

Setting up of Renewable Energy Club First Mega Job Fair.

2008

VTU 1st Rank and four Gold medals to Ms. Chaithra T R-MBA.

2015

Excellent Engineering Institution in Rural Area in Karnataka' Award.

2014

10 Million Grant to CIT.

2013

Amulya Award to Dr. Suresh D S.

2012

Completion of MC Block.

2011

Starting of B.E Mechanical & Civil Engineering courses. PG and Diploma Courses. 12th VTU Youth Fest. MOU with George Washington University, USA and University of Alabama, USA.

2010

Completion of Boys Hostels Block. CSE & ECE course got accredited by National Board of Accreditation (NBA), New Delhi. Social audit of all the 18 centers of Govt. Tool Room and Training Center (GTTC).

2009

VTU 1st Rank and 5 Gold medals to Mr. Pravesh Kumar Yadav- ME. VTU 6th Rank to Mr. Sharath B N - EEE. VTU 7th Rank to Mr. Srinivas B S- CE. Excellent Engineering College in Rural India CIT Recognized has one of the PMKVY Skill centre. Young Scientist award to Shanthala CP & Rashmi CR. Establishment of EUNOIA Labs.

2016

Cash prize of Rs. 1 Lakh from VTU, Belagavi during VTU Sports Achiever's Day. Young Scientist Award by Think & Ink Education and Research Foundation to Mr. Nandan Jain R D - ECE.

2017

Education Leader Award - Director of the Year 2017 to Dr. Suresh D S. Education Leader Award - Most Promising Engineering Institution. Women Achievers award to Ms. Rashmi C R, during International Women's Day. Rated as AAA Engineering College in South India by Careers 360's. Launch of CIT Public School.

2018

VTU 6th Rank to Navyashree R - CSE and VTU 4th Rank to Chandrashekar Gowda - ME. ACADEMIC ACHIEVER AWARD 2019 to Dr. Suresh D S. Girls NSS Unit @ CIT, Gubbi - 1st Of Its Kind Amongst VTU Colleges.

2019

Excellent Embedded Solution Product Award. Excellence in Electronics Innovation award conferred to Dr. Suresh D S. The Rajyotsava Award - 2019 to Dr D S Suresh for his remarkable contribution towards Education Services.

VTU 6th Rank to Ms. Sushmitha P R - EEE and VTU 8th Rank to Ms. Vinutha K - EEE. In-house Products Developed by startup @ CIT All Staff of CIT Contributed to support the NGO in fight against Covid-19. Dr. Suresh D S conferred with Principal of the Year AWARD 2020 Establishment of CIT FIRST GRADE COLLEGE

2020

Mega ATV Championship - Department of ME stream, Golden Eagle team was part of the Drag race and Flat dirt race events. Establishment of Centre of Excellence for AI/ML & Data Science, Centre of Excellence for Industrial automation, IoT and Robotics.

2021



S.D.M. COLLEGE OF ENGINEERING AND TECHNOLOGY, DHARWAD

Shri Dharmasthala Manjunatheshwara College of Engineering and Technology, Dharwad is one of the premier Engineering Institution imparting technical education under the flagship of the SDM Educational Society. SDMCET which was established in 1979 has 7 UG programs, 6 PG programs and MBA program. All 11 departments have been recognized as Research centers for offering Ph.D. by Visvesvaraya Technological University, Belagavi. The Institution is consistently ranked high amongst Private Engineering colleges of the country. Institution is placed in the band of 200-300 in MHRDS 's NIRF Ranking 2021.

The high quality academic ambience is created and managed by the competent, dedicated and committed faculty members, well supported by the managerial and supporting staff. The Institution has received Academic Autonomy by UGC, New Delhi and VTU, Belagavi. The Institution is recognized by AICTE and has 2(f) and 12(B) status of UGC act 1956 for receipt of UGC Grants. A total of 18 ongoing research grants worth Rs.5 crores is received by our Institution. The college is a beneficiary of TEQIP phase I and II programs which are World Bank funded schemes. All UG programs are Accredited by National Board of Accreditation, New Delhi under Tier 1 category. The Institution has signed more than 10 MoUs

with Institutions and Industries of high repute both in India and abroad to achieve inclusive growth in Education, training, research. SDMCET has also joined hands with State Government and reputed Industries Research Centers like Bosch Rexroth Centre of Excellence to set up Research/inclusion Centres of Excellence.

The following new UG/PG courses in latest emerging Technology are being started from the ensuing year 2022-23

1. BE in AIML
2. M.Tech in Electric Vehicle Technology(Part time Course)

The Institution has a few Startup units incubating in the campus. All support and encouragement is extended for innovation. SDMCET Startup Cell has several companies like Haritza and HAEGEL incubated in the campus. Development Centre from Mind Craft Technologies is stationed in the campus.

The Institution has excellent Placement Record coupled with multiple opportunities. Our major recruiters are Accenture, Oracle, Dell, TCS, Mercedes Benz, Cognizant, Bosch, KPIT. etc. and for 2020-21 batch, so far 112 MNC companies have participated in the placement drive and 950 job offers were given with a highest package of Rs.40 LPA.

Training & Placement at Vidyavardhaka College of Engineering (VVCE), Mysore



VVCE has successfully started bridging the gap between the college and the corporate by connecting student community to different industrial Environments. Our agenda is to understand and satisfy both, the needs of the students and the requirements of the companies. Although 2020-21 had its challenges, VVCE trained students on the current corporate scenarios which led to a wonderful growth in campus placements and majority of students graduated in 2021 walked out with an offer or with a higher purpose in life.

VVCE has successfully managed to bring in 800+ offers for the current final year batch (2022 Batch) in the Top happening companies around the world, such as Informatica with an offer of 10.5 LPA, Byju's 10 LPA, Eurofins 9.5 LPA, Hashdin 8 LPA, Exinous Technologies 7.2 LPA and so on. The following are our mass recruiters for the year: Cognizant, Happiest Minds, Wipro, TCS, Mu Sigma, Infosys, IBM, Spurtree, In Time tec, Tecnotree etc. Most of the students are offered with internship opportunities in their respective placed companies.

Placement training

The Integrated training model for students starts in their 1st semester with communication and soft skills

later followed by technical training. In their pre final year, VVCE provides them with both integrated training and capsule model training which will have 2 intense phases followed by pre-placement training and company specific training. For the

technical training provided, the trainers and resource persons are corporate professionals with almost decades of experience in the respective domains.

Students are given special training on resume building and are given mock tests, mock group discussions and mock personal interviews multiple times before they start with their interview process.

Placement specific talks, seminars and webinars are conducted throughout the year for the students to always be in touch with the process and motivate them to undergo more internships and do more projects during their 4-year journey. VVCE also conducts many seminars for students who choose to pursue their higher studies, civil service and their other interests. Overall, VVCE aims to help the students achieve their career objectives.

The idea of engineering is to create, develop and make it happen. There will always be scope for innovation in this world that itself is the biggest advantage for an engineer. VVCE will always embed this idea of innovation in every student who steps into our campus and thus understand their needs and help them choose the right career path for them.





Rama Thakur

Vishwa Bharati Public School, Greater Noida

TIME

Time plays a significant role in our lives. If we understand and realise the value of time, then we can gain experience and develop our skills over time. In his play 'Macbeth', Shakespeare wrote, "Let every man be master of his time." Time can also heal things whether external wounds or feelings. Time devours everything. It is in the womb of time, even greatest civilizations have disappeared. It doesn't stop or wait for anyone.

The old phrase says that "time heals everything," and while that often feels hollow to people in the middle of a painful experience, they often find that it eventually becomes true. Sometimes the only way to get a new, healthier perspective on a situation is to give it time. Everyone has to respect and understand the value of time because time can give the reaction of evil as well as good. Some persons understand the meaning and importance of life.

"To realise the value of one year, ask a student who has failed that year. To realise the value of one month, ask the mother of a premature baby, and to realise the value of one second ask the survivor of an accident."

Nothing can stop the flow of time. Time once past cannot be brought back by any means.

There's an inspirational saying that basically states that everyone has the same 24 hours in a day, so no one can complain about not having time for the things they want to do. I too personally feel sometimes, I don't

have time to go out, for shopping, for my family and so on. Actually I have time but it's not managed properly by me. However, the reality is that while everyone has 24 hours in a day, the amount of free time they have varies dramatically. Time is measured in hours, minutes, seconds, days, years and so on. Time helps us to make a good habit of organizing and structuring our daily activities. No one can escape the passing of time. We are all subjected to aging and mortality.

Time is that ultimate thing which we cannot measure. Activities, when performed on time, will be fruitful, and results will be great. Time can also mean the point in time to which a person is referring.

So, learn to enjoy every minute of your life. Be happy now. Don't wait for something outside of yourself to make you satisfied in the future. Think how precious is the time you have to spend, whether it's at work or with your family. Every minute should be enjoyed and savored.

According to Bhagawad Gita, the Supreme Personality of Godhead said: Time I am, the great destroyer of the worlds, and I have come here to destroy all people

According to Bible, there is a time for everything. "To everything there is a season, and a time to every purpose under the heaven"

Prophet Muhammad also told his followers, "Do not curse time (al-dahr), for God is the one who crafted time.

Relationships are made or broken by how much time you invest.

Community is very important for a person's health and wellbeing. Maintaining relationships takes a commitment and whether it's a friendship or romantic partnership, time is a key element.

Skills are impacted by how much time you invest.

In the recent past, there was a popular belief that it takes about 10,000 hours to *master a skill*, and while the real number is up in the air right now, it remains true that developing skills takes time.

Time is a teacher and a healer.

Within that time, a person is given the opportunities to think about what's happened and experience other things. Time serves as both a teacher and a healer, and while a person may not go back to who they were before, time has allowed them to grow.

Everything is bound to time. The only time we actually have is the present.

As humans, we are aware of the three stages of time – *the past, the present, and the future*. We can use the past to learn and we can prepare for the future, but the present is the only space we have to work in.

Every single thing in the universe is affected by time. Whether it's a tulip, human, or a star, all things gradually age and eventually decay as time progresses.

Time is the most precious resource because you can't get it back.

What are you going to do with the time you've been given? The answer to this question really matters because you can't get wasted time back. People often think of money as their most valuable resource, and while it is important because it allows you to buy the things you need and want, you can get money back. Time, however, is intangible and once it's gone, it's gone. Because of privileges, not everyone truly has the same amount of time in a day. No one knows how much time they have.

Another reason why time matters so much is that no one knows how much they've got. People can die at any age and from any reason, and no one can predict the future. Being aware of this uncertainty can have a dramatic effect on how we live our life.

Some points to keep in mind

❖ Time teaches us the value of life and makes us

feel happy to be alive. A difficult or painful situation will seem less bad as time passes.

- ❖ Time is the one thing that you can never get back. Once time has gone, it will never return.
- ❖ Nobody knows how much time they have. People can die at any age and for any reason.
- ❖ Every single thing in the universe is bound to time. Gradually all things start aging and eventually decay as time progresses.
- ❖ We are aware of three stages of time - the past, the present, and the future but the only time we actually have is the present.
- ❖ Time affects happiness. A person's perspective of time has a big impact on his/her happiness and peace of mind.
- ❖ Mastering our available time is essential. Managing it poorly or well has a huge impact on life.
- ❖ Skills development takes time, whether that skill is what you love or what you dislike.
- ❖ Everyone has to walk in any mode of the life with the punctuality. It is vital for a better and organised life. If we are punctual at every movement of our life, then no one can catch us on the wrong foot.

I conclude with this quote "**Don't watch the clock; Do what it does, keep going.**" 📖

References:

The openingsloka refers to the relationship of time and ultimate reality in Sikh religion as follows:

"Ultimate Reality (God) existed before time, It existed in Past, exists in the Present and will exist in the future"

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FWA SKILL & HIGHER EDUCATION CONCLAVE AND AWARDS-2022



Dr. Sundeep Aanand Jagathrakshakan receives Seva Ratna Award for the year 2022

*In Recognition of Philanthropy and social work in the field of Education through Nomination
& with Recommendation from its Board of Trustees & the Governing Council Awards*

The Coronavirus pandemic has severely affected public health and caused unprecedented disruptions to all people around the world. In times of crisis, **Dr. Sundeep Aanand**, President of Bharath Institute of Higher Education and Research, has arranged free vaccination camps for the underprivileged people in and around Tamilnadu and participated in other charitable endeavors by giving out Groceries, masks, and hand sanitizers. As well as,

Dr. Sundeep Aanand has provided donations and food for more than 2000 peoples every day by door delivery. In addition, fee concession has been given to all students of BIHER Educational Institutions as well as to other institutional candidates who were of economically backward communities. The employees of the institutions were also benefitted by crediting full salary and ensures job security. Free hospital treatment has also been given to the COVID affected people in Tamilnadu.

PHOTO FEATURES



HIGHER EDUCATION AND SKILL CONCLAVE 2022

Sunday, July 31, 2022

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In Association with



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FWA SKILL & HIGHER EDUCATION CONCLAVE-2022



Shri. Rajesh Aggarwal
Secretary, MSDE, GOI

Prof. K K Aggarwal
Chairman, NBA

Dr. Pankaj Mittal
Secretary General, AIU

Dr. Maneesh Mishra
Group Head Strategy, NSDC



Dr. Irfan A. Rizvi, Vice President FWA

Felicitation to Prof. K K Aggarwal

Felicitation to Dr. Maneesh Mishra



Felicitation to Dr. Pankaj Mittal

Post Inaugural

Shrikrishna Gupta, Raja Ramanna Fellow, DAE



Felicitation to Priya Prakash Varrier

Felicitation to Shrikrishna Gupta,
Raja Ramanna Fellow, DAE

FWA SKILL & HIGHER EDUCATION CONCLAVE-2022



Prof. I. K Bhat

Dr. R. V. R. Krishna Chalam

Dr. Naveen Das



Prof. M Sai Baba

Dr. Amik Garg

N.K. Mohapatra



Dr. Roopak Vasishtha

Tahsin Zahid

Dr. Devraj Singh



Sudhanshu Varma

Dr. V. Samuel Raj

Dr. Abraham Abhishek Kumar

FWA SKILL & HIGHER EDUCATION CONCLAVE AND AWARDS-2022



DayanandaSagar University, Bangalore for Outstanding University in India for Academic Outcomes



Ramaiah University of Applied Sciences, Bangalore for Best Private University for Applied Sciences, Research and Innovation in India



SRM University, Sonapat for Best Private University for Academic Facilities and Learning Resources



Woxsen University, Hyderabad for Best Emerging Private University for Academic Excellence with Industry Collaboration



ICFAI University, Dehradun for Best Private University For Strong Industry Connect in North



Bharath Institute of Higher Education and Research, Chennai for Best Private University for Global Academic Research Centre



ADAMAS University, Kolkata for Best Private University for Academic Excellence with Industry Collaboration in Eastern India



JayotiVidyapeeth Women's University, Jaipur for Best Private Women University in India for Ayurveda, Homeopathy & Pharmacy Education



KIET Ghaziabad for Best Educational Group



ICFAI University, Sikkim for Best Private University in North East for Excellent Placement



Meenakshi Academy of Higher Education & Research, Chennai for Best Private University for Outstanding Research & Innovation



Manav Rachna University, Faridabad for Promising University for Outstanding Contribution in Leadership Development

FWA SKILL & HIGHER EDUCATION CONCLAVE AND AWARDS-2022



Bennett University, Greater Noida for Best Emerging Private University for Global Initiative In India



JSS Science and Technology University, Mysuru for Best Private University for Strong Focus on Social Impact and Research



Channabasavehwar Institute of Technology, Tumkar for Excellent Placement Performance for B.Tech



Sanjivani Group of Institutes, Kopergaon, Maharashtra for Promising Higher Educational Institute for Employ-ability Skills In Western India



Mangalmaya Institute of Management & Technology, Greater Noida for Promising Institute for Academic Perspective in NCR



LNCT Vidyapeeth, Indore for Best Emerging University in MP



Himgiri Zee University, Dehradun for Promising Private University in Marketing Campaign & Widening Access in Outreach



Sangam University, Bhilwara for University with Strong Industry Connect in North India



G L Bajaj Institute of Management, Greater Noida for Best Emerging BBA College in North



Vedant Garg, CEO & Advisor, Jayoti Vidyapeeth Women's University, Jaipur for Administrator of the Year in India



Taxila Business School, Jaipur for Best Placement Performance in North



IT & ITes Sector Skill Council, NASSCOM for Exemplary Contribution in IT & ITes Sector

FWA SKILL & HIGHER EDUCATION CONCLAVE-2022



Technical Session-I : Educating India-Practice Orientation of Liberal Arts, Social Sciences& Pure Sciences Education

FWA SKILL & HIGHER EDUCATION CONCLAVE-2022



Technical Session-II : Skilling India - Learning from the journey so far & challenges ahead



Technical Session-III : Launch of Cyber Security Awareness Campaign by VOWS and AAPKI BAAT



Team FWA with Dignitaries

FWA SKILL & HIGHER EDUCATION CONCLAVE-2022



Students interaction during Higher Education and Skill Expo-2022, New Delhi



Students interaction during Higher Education and Skill Expo-2022, New Delhi



Students interaction during Higher Education and Skill Expo-2022, New Delhi



Students interaction during Higher Education and Skill Expo-2022, New Delhi

FWA SKILL & HIGHER EDUCATION CONCLAVE-2022



Glimpses of Higher Education and Skill Expo-2022, New Delhi



Glimpses of Higher Education and Skill Expo-2022, New Delhi



Felicitation to Shri Rajesh Aggarwal



Priya Prakash Varrier
Film Actress and Cyber Awareness
Campaign Brand Ambassador



Kirti Seth, CEO, IT-ITeS Sector Skills
Council NASSCOM



Aminder Preet
General Secretary, VOWS

MATHEMATICS CHALLENGE

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

CMT-2020/ 31 :

For $m > 0, \alpha > 0, \beta > 0, \text{ and } \gamma > 0$, if

$$\frac{\alpha + \sqrt{\alpha^2 - 1}}{\alpha - \sqrt{\alpha^2 - 1}} + \frac{\alpha - \sqrt{\alpha^2 - 1}}{\alpha + \sqrt{\alpha^2 - 1}} = 4m^4 - 8m^2 + 2;$$

$$\frac{\beta + \sqrt{\beta^2 - 1}}{\beta - \sqrt{\beta^2 - 1}} + \frac{\beta - \sqrt{\beta^2 - 1}}{\beta + \sqrt{\beta^2 - 1}} = 16m^2 - 2;$$

$$\frac{\gamma + \sqrt{\gamma^2 - 1}}{\gamma - \sqrt{\gamma^2 - 1}} + \frac{\gamma - \sqrt{\gamma^2 - 1}}{\gamma + \sqrt{\gamma^2 - 1}} = 4m^4 + 8m^2 + 2;$$

$$\alpha^2 + \beta^2 + \gamma^2 = 98;$$

$$x = \frac{1}{\alpha + \beta + \gamma} + \frac{1}{\alpha - \beta + \gamma} + \frac{1}{\alpha + \beta - \gamma} + \frac{1}{\alpha - \beta - \gamma} ;$$

$$y = \frac{1}{\beta + \gamma + \alpha} + \frac{1}{\beta - \gamma + \alpha} + \frac{1}{\beta + \gamma - \alpha} + \frac{1}{\beta - \gamma - \alpha} ;$$

$$z = \frac{1}{\gamma + \alpha + \beta} + \frac{1}{\gamma - \alpha + \beta} + \frac{1}{\gamma + \alpha - \beta} + \frac{1}{\gamma - \alpha - \beta} ;$$

then,

$$\left(\frac{1}{2\gamma^2 - 4m^2 + 3} \right) \left[\left(\frac{x^2 + y^2}{x^2 - y^2} \right)^2 - (4z^2 + 1)^2 - (\gamma^2 - 6m^2) \right] = ?$$

ANSWERS : CMT-2020/29: 51 ; CMT-2020/30: $\frac{21}{31}$

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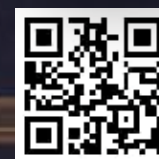
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