Special Issue

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Universities were on the mark after the first lockdown

Dr. Pankaj Mittal
Secretary General
Association of Indian Universities

CUET SPECIAL

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EDITOR'S NOTE

HIGHER EDUCATION

DURING THE PANDEMIC AND THE RUSSIAN INVASION OF UKRAINE

There is a special issue and then there is the special issue. This is the latter in the yearly specials done by Education Post. We look at the centres of higher learning, the Universities, and talk to about a dozen Vice Chancellors about their challenges during the pandemic, achievements despite of it, and their key differentiator as an institute, or in simple words their USP.

It is also an issue that comes at a time of dark clouds hovering over the future of medical students evacuated from the conflict zone of Ukraine. The Russian invasion of Ukraine like all conflicts, wars, and protracted disputes has and will have many ramifications. The economic ones for Ukraine are significant as wars create massive deficits. Foreign students are a major source of revenue for Ukraine, and the fractal of Indian students is by far the largest followed by the African continent. We bring you a story with reportage about the hazards of evacuation, the bureaucratic tangles that the students are stuck with, and the kerfuffle of various conflicting opinions plus the legal and the practical issues.

Coming back to Universities we have a diverse pool of Vice Chancellors, and as the icing on the cake the Cover Interview of Dr Pankaj Mittal, the Secretary General of Association of Indian Universities (AIU).

Dr Mittal's interview informs us about how women have to work twice as hard to get leadership positions around the world, and about pay disparities for the same position showing gender-bias, and also the trust deficit on whether a woman would be able to deliver despite her record. In her words, "As a woman I had to work much harder than my male counterparts to achieve the same thing. Somehow there was a belief in society or may be among the people who matter that she is a woman and she may not be able to deliver. But I tried to prove them wrong and I think I have been successful in doing so. The ratio of women in top positions is still very low whether in India or in Western countries. Women still have to work twice as hard globally to break the glass ceiling."

Almost every interview talks about the difficulty to make higher education seamless given the digital divide and how teachers and students have worked together from the initial shock of the first harsh lockdown. The Universities are now reporting a healthy online participation and it is encouraging that many have opened their institutes for regular classes. "This is the best time of your life," every college student in the years before the pandemic must have heard it being said by their professors or elders, and the happiness would be visible to others and felt by oneself.

Spare a thought for the students who have spent this best period, the period where your personality blossoms, sitting quarantined at home with a computer or mobile interface to stare at. What would you even do if you were to bunk classes.

Deepan Joshi
Managing Editor
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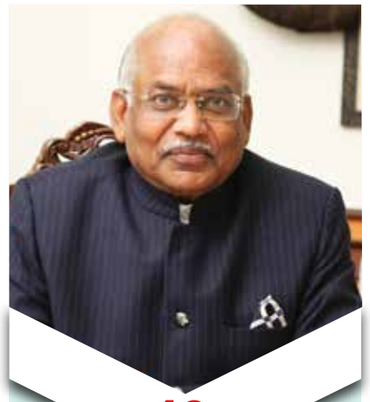

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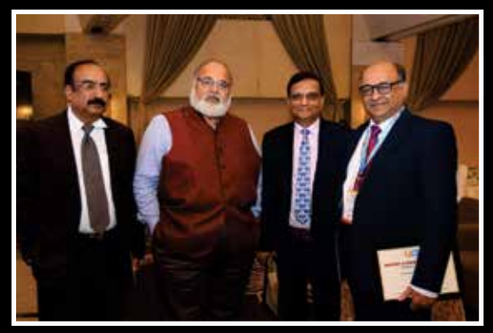


Dr. Pankaj Mittal

WOMEN STILL HAVE TO WORK TWICE AS HARD GLOBALLY TO BREAK THE GLASS CEILING

Dr. Pankaj Mittal, *Secretary General of the Association of Indian Universities*, has had a diverse career with meaningful stints in the National Board of Examination, the University Grants Commission, as VC of a rural university, and as a policymaker in education. Deepan Joshi caught up with Dr. Pankaj Mittal for this freewheeling and exclusive conversation for the cover interview of the University special issue of Education Post.

Q You have had a stellar career as a Fulbright Scholar with numerous achievements, including the President's award for 'Digital Initiatives in Higher education' and perhaps many firsts as a female in academics. Could you to start with telling us about the challenges and the major highlights in your journey?

I come from a very simple background. My father was a school teacher and my mother was a homemaker. My father believed in simple living and high thinking. So that is what all of us in the family have been following throughout our life. I started my career as a Research

Officer in the National Board of Examination. From there I shifted to the University Grants Commission as an Education Officer. In between I went as Vice Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan in Haryana for about six years. I came back to UGC, and today I am in the Association of Universities (AIU) as the Secretary General.

I have been working very hard with full dedication and perseverance but I did realise at many points that being a woman was a bigger challenge in many ways. And as a woman I had to work much harder than my male counterparts to achieve the same thing. Somehow there was a belief in society or may be among the people who matter that she is a woman and she may not be able to deliver. But I tried to prove them wrong and I think I have been successful in doing so. The ratio of women in top positions is still very low whether in India or in Western countries. Women still have to work twice as hard globally to break the glass ceiling.

Q The COVID-19 pandemic has been a massive roadblock for the accessibility of higher education. How have the Universities handled it and how has the challenge of making higher education accessible to low income families that have difficulty buying expensive laptops, smartphones, and having a stable internet connection been dealt with?

When the COVID pandemic struck and all the universities and colleges were closed initially, we thought that everything is lost and it will be a zero year and teaching won't take place. But then slowly we realised that technology can be a saviour, and it was. The biggest problem was the capacity building of our teachers to teach online and the capacity building of our students to learn online. We were able to help as much as we could, and yes accessibility was a problem during the first harsh lockdown but academicians and students adapted well gradually. It is difficult in higher education to impart seamless online education to low-income families not just due to technology but also due to the space available at home for students as most of them do not have a quiet room for themselves.

COVER INTERVIEW

COVER INTERVIEW

"The presence of international faculty as well as international students on the campuses of the Indian universities has to be enhanced considerably to promote diversity on the campuses for which world class infrastructure and facilities have to be created. The fact that about 8-10 lakh students go abroad to study in international universities from India whereas less than 50,000 students come to India from foreign countries speaks volumes about the disparity on this account."

Q As the office bearer responsible for the smooth functioning of all universities, how do you see the digital divide affecting higher education and what specific things should be done to make education more equitable and penetrating in a large country like India?

AIU is an association of more than 880 universities and works for promoting quality in higher education. When the nationwide lockdown was imposed in India due to COVID-19 in March, 2020, all the universities and colleges were closed and the students were sent back home. Initially, it was a rude shock to the students, but the system bounced back through online mode and most of the universities and colleges started offering their courses online. The teachers in no time equipped themselves with online education and took up the challenge of teaching-learning online. The AIU also held many workshops to train teachers for use of technology in teaching, in partnership with international agencies. However, the digital divide was visible as soon as the attempt to shift to online education was made. There were students and elite universities with adequate bandwidth, stable internet connection, devices, relevant software and trained manpower on one hand, and students who did not have access to even uninterrupted power supply, absence or unstable connectivity, no devices on the other. The digital divide affected the universities in the rural, backward, and hilly areas more than anyone else.

A lot of initiatives, both at the government and private level were taken to bridge the digital divide including enhanced investment on creating/augmenting digital infrastructure. Some of the organisations also started a scheme like 'Donate a Device' in which old mobiles and laptops were donated to help the needy students. However, many more initiatives are required to bridge this digital divide to provide affordable quality education to all. These include providing affordable access to digital resources, capacity building of teachers equipped with skills for teaching online, digital skill acquisition by the students, awareness campaigns to inform the general public, and especially awareness among the students about the importance of digital literacy, use of local language in teaching-learning and e-content development, creating learning pathways for learners with disabilities, and ensuring gender parity with regard to access to devices.

Q You have travelled the world and seen first-hand the functioning of universities in many countries. Given your experience what are the strengths and weaknesses of our higher education system and what are the areas that we should focus on in order to be a global

leader in higher education?

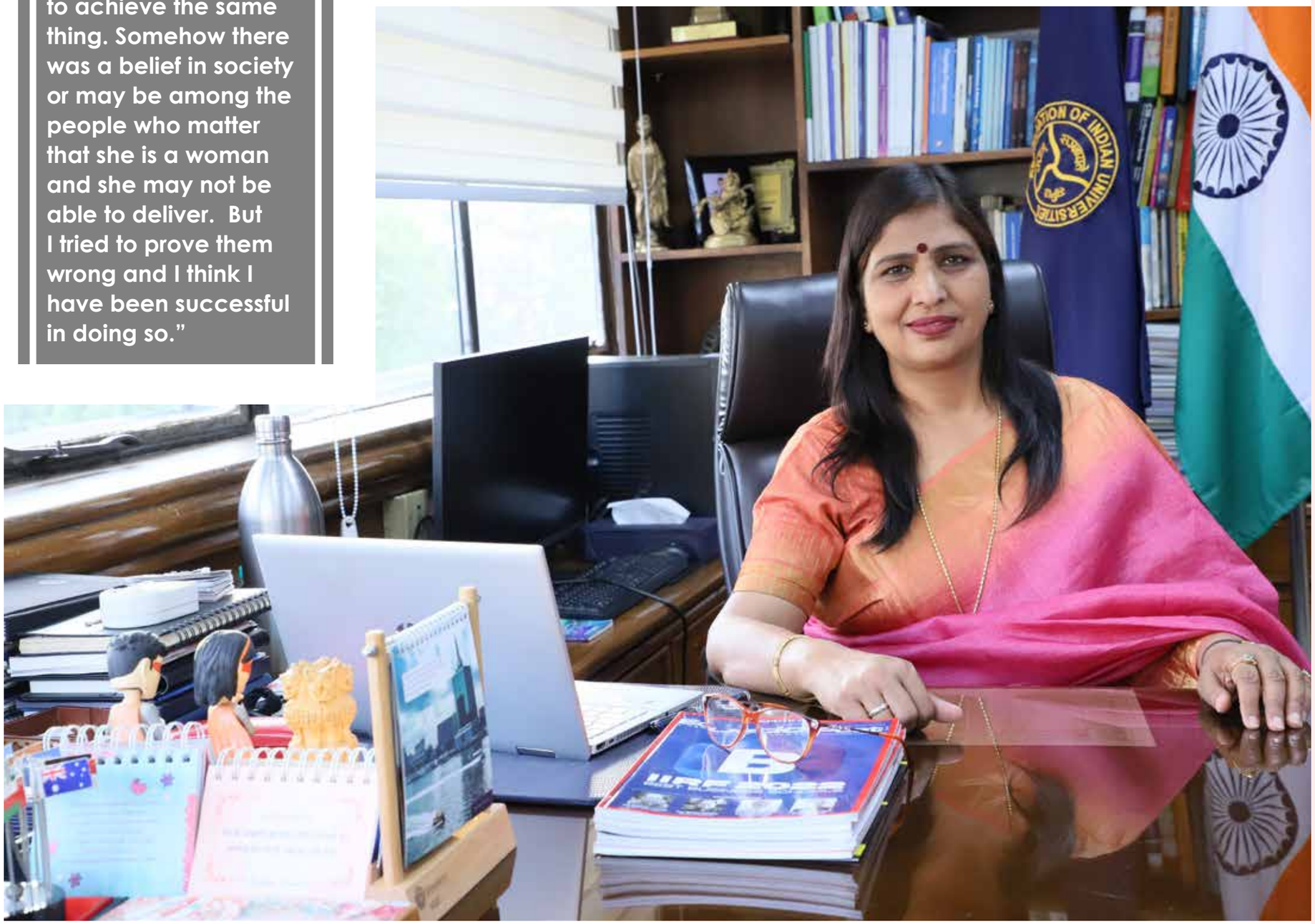
Presently, India does not fair good in global ranking. In the latest QS Rankings, there were no Indian university in top 100, three in top 200, nine in top 500, and 23 in top 1,000. India has to have a more focused approach to figure in world rankings. The two primary areas due to which the Indian universities are not able to secure a place in global rankings are Research and Internationalisation. Although, the number of research papers published by India is good, the quality of research papers which is evident from Citation Index and H Index has to be improved considerably. There is a need to have more publications in Scopus Indexed Journals which count for the world ranking.

The presence of international faculty as well as international students on the campuses of the Indian universities has to be enhanced considerably to promote diversity on the campuses for which world class infrastructure and facilities have to be created. The fact that about 8-10 lakh students go abroad to study in international universities from India whereas less than 50,000 students come to India from foreign countries speaks volumes about the disparity on this account. India has to work on many aspects to increase the inflow of foreign students on the campuses and have to take specific measures to engage international faculty. Fortunately, NEP 2020 promotes internationalisation of higher education in a big way.

Q Your experience extends beyond academics to making policy changes that would benefit higher education. It would be great to know what long-term policies you think would be requisite for students getting the best-in-class higher education at affordable prices within India?

India is slowly emerging as a destination for affordable quality higher education. The National Education Policy (NEP) of India, released in 2020, is like a breath of fresh air. It endeavours to address the issue of providing quality education to students by improving access, flexibility, autonomy, the use of technology, innovation, and research. Its objective is to make India a knowledge superpower by equipping its students with the necessary skills,

> **"As a woman I had to work much harder than my male counterparts to achieve the same thing. Somehow there was a belief in society or may be among the people who matter that she is a woman and she may not be able to deliver. But I tried to prove them wrong and I think I have been successful in doing so."**



attitude, and knowledge.

The policy emphasises on the creation of vibrant multidisciplinary environments for higher education institutions, with a focus on multiple entry and exit points and assessment methodologies that can effectively test students on critical thinking, communications, problem-solving, creativity, cultural literacy, open outlook and teamwork, as well as ethical reasoning, and social responsibility.

Innovative curriculum design, with a shift from

informative curricula to transformative curricula, is recommended. In my opinion, the implementation of NEP 2020 in letter and spirit can be the major policy initiative to make India 'Vishwaguru' once again.

Q You have also worked on pay committee for teachers in Haryana and it would be good to know your thoughts on the pay scale of professors in higher education in order to attract and retain talent?

The pay scales of teachers in higher education are quite attractive with good career advancement facilities. However, if we wish to recruit and retain talent, we should be ready to pay for it at par with international standards. The quality international faculty recruitment in Indian campuses is possible only if our salaries match with the best in the world.

Q How would you rate Indian universities in terms of attracting and giving a great experience to foreign students? Do we have the faculty and the infrastructure that major foreign universities lay claim to?

Internationalisation of higher education is very important in today's globalised world as it promotes production of knowledge and its dissemination worldwide leading to enhanced international academic credibility. The internationalisation can be in terms of cross-border students flow, faculty exchange, international collaboration in research, partnerships, semester exchange, joint/dual degrees et al. According to UNESCO sources (UIS 2018), more than 5 million students crossed national borders in 2017 to pursue higher education. Out of these, United States received more than 20% of the international students followed by UK with 11%, Australia with 9%, France with 7%, Germany with 6%, and Japan with 4%. The presence of international students in India is miniscule with only about 50,000 international students (1%) as compared to about 8-10 lakh who go abroad for studying in international universities.

If India wants to promote itself as a global destination for affordable quality higher education, it needs to create necessary infrastructure and mechanism at various levels to attract foreign students in India. These include creating a single authentic source of information of programmes offered in Indian universities, creating a database of inbound and outbound students, creating necessary infrastructure in terms of international hostels, creating an enabling environment in the university campuses, provision for part time jobs in India after completion of academic programmes, internationalising curriculum, easy credit transfer mechanisms, easing out visa rules, flexibility in admission cycles, multiple entry and exit routes.

If you talk a about the academic disciplines, Yes PhD is important for becoming a professor. But recently you must have seen that the University Grants Commission has come out with a circular called "Professor of Practice" and "Associate Professor of Practice" where the people from Industry can be appointed as Professors in Universities and even as Assistant Professor in University without having a PhD degree. They will basically be for skill education. They will be teaching the skills to the students. So that is already allowed now. This is a recent development.

> **"The digital divide was visible as soon as the attempt to shift to online education was made during the pandemic. There were students and elite universities with adequate bandwidth, stable internet connection, devices, relevant software and trained manpower on one hand, and students who did not have access to even uninterrupted power supply, absence or unstable connectivity, no devices on the other. The digital divide affected the universities in the rural, backward, and hilly areas more than anyone else."**

Q Last but not the least, colleges under DU and other top universities had a cut-off of 95-100% this year and it usually reflects the trend of previous years where you must score above 95% to get into an undergraduate government college of repute. This leaves students who might not be completely bookish but street smart and having say 85-90% as their merit in a subjective examination considering nationwide seats. What do you have to say about it with the recent development that a Common University Entrance Exam (CUET) would decide the fate of students instead of marks scored in 12th Standard?

I think you are being very modest when you say that the marks required are between 90-100%. At least seven to eight colleges in Delhi University had the cut off pegged at 100% this year, which is absurd.

The Government of India has therefore taken this step to have the CUET initially for all Central Universities, which have already

"Internationalisation of higher education is very important in today's globalised world as it promotes production of knowledge and its dissemination worldwide leading to enhanced international academic credibility. The internationalisation can be in terms of cross-border students flow, faculty exchange, international collaboration in research, partnerships, semester exchange, and joint/dual degrees."

agreed to it. They have also invited deemed and private universities and if they want to be a part of it they are most welcome. Eventually it will go to all the state universities. This will address many issues; one is this absurd obsession with the marks which is a stress for teachers as well as for students and parents. We do not have one board of secondary education in India, we have multiple. One is the Central Board of Secondary Education, the other one is National Institute of Open Schooling, and then there are many state boards and so the quality of education and the manner of assessment and evaluation done varies from Board to Board. And people are right to comment that students from some particular Board get admission because they have higher marks as the syllabus and the assessment system is lenient compared to some other Board.

All these issues will be addressed with the introduction of the CUET and students will not have to appear for multiple examinations. So with one examination all the students will be able to display what they really know and it will also able be a discouragement to all this mugging up and rote learning for admissions that had become the trend. I think it is a very welcome step and will lead to a diverse pool of students. This diversity is important in the campus. EP

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UKRAINE FALLOUT

NO PAVED ROAD FOR INDIAN MEDICAL STUDENTS

Evacuated out of Ukraine, Indian medical students find themselves in a casualty ward where there is no caretaker, ***Deepan Joshi*** reports for ***Education Post***

The future of international students rescued from the conflict zone of Ukraine is unfolding like a Kafkaesque nightmare. Ukraine was home to over 76,000 foreign students, according to government data from 2020. Nearly a quarter of the students were from Africa, and India easily accounts for the highest portion with over 20,000 students.

The reality hit home towards the end of February when an Indian medical student was killed in shelling in the

COVER STORY

Ukrainian city of Kharkiv after he left the bunker he'd been sheltering in to buy food. India's foreign ministry confirmed that S Gyanagoudar, 22, had died in shelling in Kharkiv and said it was in contact with his family.

The students—studying medicine, engineering and business—are an important part of Ukraine's economy. But with Russia launching the biggest European invasion since the Second World War, thousands of them have fled, hundreds are still trapped, and many remain uncertain about the fate of their education.

The worst affected students from India are those pursuing a degree in medicine. They are caught in the maze of 21st Century bureaucracy—hoops and hoops of complicated procedures that are bound to leave them as traumatised as fleeing the besieged land of Ukraine.

About 20,000 students in various stages of their medical education have returned to India and about 10,000 are thinking if they can complete their education in Poland, Armenia, and Hungary, according to news sources.

"We woke up to shelling and noise of bombings at 5:00am Kyiv time on February 24, and that is what made us aware of the danger we were in," Ishita, a fifth year medical student in Odessa National Medical University, told Education Post.

"Living in the fear of going to the bunkers was the scary part as we had heard stories from friends in Kyiv and Kharkiv, who had to go to the bunkers on the very first day. Bunkers are like graveyards, they said, cold, dark and with no bathrooms or provisions for food. We had to be dressed and on our toes all the time," she added.

Ishita and her friends didn't want to go the bunkers but she said that if it was needed they would have had to. "We were waiting in Odessa for two days hoping for the Embassy or the Indian government to evacuate us. And then we

"Around 7-7.30 am we heard shelling again. We heard the sirens. We were confused whether to leave or not. It was a risk staying at that place and a risk leaving that place. So it was in your hands which risk you wanted to take. So we decided to leave. It dropped us 14 kms before the border because it was very crowded. We walked for 14 kms to reach the border, spent a night on the border in the freezing cold of minus 5 degree and snowfall. We were standing for 15-16 hours because we were waiting in a line. Finally on 28th early morning we could cross the order. Things were better in Romania as we got a shelter." Ishita, a fifth year medical student in Odessa National Medical University, Ukraine

In India just one out of every 16 aspirants is enrolled into medical college. With such competition, many students are either unable to pass the exam or end up with low grades. This deprives them from getting admission to prestigious colleges, particularly those run by the government. This fact adds for another reason that there are no entrance tests to pass in order to obtain admission to medical schools in Ukraine. The students only need to pass the NEET in India to be considered for admission to Ukrainian colleges.

were told that we had to reach the border on our own." They took a bus early on February 26 for the Romanian border and the 12 hour journey turned to 24 hours as the route was chosen to ensure security.

"Around 7-7.30 am we heard shelling again. We heard the sirens. We were confused whether to leave or not. It was a risk staying at that place and a risk leaving that place. So it was in your hands which risk you wanted to take. So we decided to leave.

The bus dropped us 14 kms before the border because it was very crowded. There were Ukrainian refugees, Arabs, and other refugees. We walked for 14 kms to reach the border, spent a night on the border in the freezing cold of minus 5 degree and snowfall. We were standing all the time, for 15/16 hours because we were waiting in a line. Finally on 28th early morning we could cross the border. Things were better in Romania as we got a shelter; we were there for 3 days. Then we had an evacuation flight after three days which took us to our destinations, to Delhi and Mumbai respectively as per the schedule provided by the government. Form there student were taken to their respective cities."

Ishita is in the last semester of 5th year and has one more year to go and we quote her at length. "Thankfully, I had cleared my 1st licence exams. So I was just left with my 2nd licence exam. It is a problem for me because it was just one more year and I would have been done with my studies. But it is what it is. When we got here we were told that 20,000 plus students would be taken care of and would be given admission here in India. I highly doubt that because we all know that the number of medical seats India has at the moment and the very reason we had to go out. Students go out to Ukraine, Russia, China, Armenia, Kazakhstan because there are no seats available for students, even those who deserve it.

So even when the government says they are going to give us seats and give us the facility to study here, I am not sure how so many hurdles can be bypassed. What I would really like from the government is at least give the students of 4th and 5th year a chance to get admission here because we are just hanging by a thread. I am sure the 6th year students will get their degree from Ukraine only as it is just 2/3 months left and the 2nd licence exam is cancelled for them. But for 4th and 5th year students, it is scary because it was hardly any time left and we now don't know what the future holds. We are hoping that the government comes up with some answers on how to proceed from here."

The **Indian Medical Association (IMA) has asked PM Narendra Modi** to ensure the suffering students are accommodated in

medical schools in India by increasing 2-5 per cent seats in all government and private medical colleges in the country.

In a statement, the IMA said, "All the evacuated medical education learners who are Indian citizens and have procured admissions there upon seeking eligibility certificate from the statutory authorities in India and at various stages of progression there be adjusted as a one-time measure in existing medical schools in the country through an appropriate disbursed distribution keeping in mind the geographic locational interest of the said learner, directing that the said incorporation in the concerned medical college being one-time should not be taken as an increase in the annual intake capacity and should be permitted to go in for progression in the respective Indian medical schools for the remainder of their MBBS course." The IMA can only recommend and it is the Medical Council of India (MCI)/National Medical Commission (NMC) that enacts rules and is the body that can change or reframe them.

The impasse

Under the present rules, if one wants to shift degrees from a foreign university to India, the only way to continue education is to start over from the beginning of the course. Hence, there are few options for the furtherance of the academic progress of the evacuee students in order to find a way out of the state of despair.

This situation highlights that in India just one out of every 16 aspirants is enrolled into medical college. With such competition, many students are either unable to pass the exam or end up with low grades. This deprives them from getting admission to prestigious colleges, particularly those run by the government. This fact adds for another reason that there are no entrance tests to pass in order to obtain admission to medical schools in Ukraine. The students only need to pass the NEET in India to be considered for admission to Ukrainian colleges.

These students can also return to India to work as interns, take the NEXT qualifying test

(formerly known as the Foreign Medical Graduate Examination), and practise medicine within the country.

As citizens of the country, these students have the right to file a Public Interest Litigation (PIL) in India to protect their future education. Recently, a plea of this nature has in fact been filed in the Delhi High court by the Pravasi Legal Cell.

In relation to petitions filed seeking evacuation of Indians stranded in Ukraine amid the Russian invasion, the Attorney General for India K K Venugopal on March 21 submitted that 22,500 Indian students have been evacuated from Ukraine by the Government of India along with nationals from 20 other countries.

With regard to the issue of continuation of education of students who have been brought back owing to the Russia-Ukraine conflict, the Attorney General submitted that the Government of India is looking into the issue and will take a decision, Live Law reported.

"There should be a consensus for the relatively more proficient institutions to tie up with the other international institutions to accept Ukraine-return students during this plight.

The financial administration of the UN and the United Nations for Youth must allocate financial support for International universities to accept more students whose studies were halted abruptly due to this war. This way, the crucial years of their careers will not be wasted," said *Naresh M. Gehi, an Indo-US Lawyer and the Director of Gehis Immigration and International Legal Services based in Mumbai, India.*

Under the Foreign Medical Graduate Licentiate Regulations, 2021 of the National Medical Commission in India, a doctor's degree can be obtained if:

- The medical degree is of the duration of 54 months.
- There is a track record of a minimum of 12 month long internship at the university where the student is pursuing the degree.
- The medium of learning is English, if the foreign University is approved by WHO,
- The student needs a permit from the Government of India/NMC/MCI, and
- There is a 12 month internship record from India.

Finally, the student has to pass the National Exit Exam (NEXT) to get the licence. To further pursue Medicine in India to complete their degree, the Ukraine returned students will have to crack the Foreign Medical Graduate Exam.

"What about the young students returning from Ukraine? It is unlikely that they will be able to resume their education there — the political turmoil is likely to continue even if the war ends soon. Their families too will be reluctant to send them back. Present regulations do not permit them to continue their education in Indian medical colleges. Even if the NMC permits it as a special case, other students who qualified the NEET but did not make the cut for medical admission, and stayed back in India, might protest."
K Srinath Reddy, President, PHFI

"There has to be some new policy to take care of this extraordinary situation caused by the Russian invasion of Ukraine because the law as it stands today does not allow for the absorption of these students. The major challenge which the policy framers will face would be: can two 'unequals be treated equally' and the students who have failed to meet the admission criterion in India be treated at par with those who have," said Ajay Brahme, Advocate, Supreme Court of India, told Education Post.

"This whole situation reveals some sad facts. First is the stark truth that we do not have enough educational opportunities for our own students. We are simply unable to nurture the great "demographic dividend" by training, and then retaining, young people who want to be doctors. There are about 600 medical colleges (of which around 300 are government-run) in the country that offer around 90,000 seats (about 45,000 government seats) for a Bachelor's degree in medicine (MBBS), and approximately 16 lakh aspirants compete for these. The cost for the entire degree ranges from 40,000 rupees to 6 lakhs in government colleges and can range from 80 lakhs to 1.5 crores in private colleges. Only some public medical colleges can boast of decent-quality faculty and infrastructure, but even these suffer from faculty shortage and infrastructure-overloading, especially in the connected hospitals. A large number of private colleges are just teaching shops," *Anurag Mehra, Professor of Chemical Engineering and Associate Faculty at the Center for Policy Studies, at IIT Bombay, wrote in an Opinion piece for NDTV.com.*

Why students prefer Ukraine?

Reports claim that the majority of Indian students in Ukraine study medicine. Ukraine has the fourth-largest number of graduate and post-graduate specialisations in the field of medicine in Europe. Some of Ukraine's state-run universities are well-known for providing good education, and it is believed that Indian parents prefer to send their children to these institutions rather than pay a large fee to enrol into a lesser-known private medical college in India.

While government medical universities are affordable to aspirants, private medical institutions charge huge fees. According to Quartz India, Ukrainian medical colleges are a boon for students who are unable to get seats at government institutes or afford the hefty prices charged by private institutions in India. The universities in Ukraine are less expensive - MBBS costs in Ukraine range from $3,500 to $5000 annually (that is Rs 2.65 lakh to Rs 3.8 lakh), which is affordable for Indian students.

In a private medical college in India, an Indian student might expect to pay anything from Rs 50 lakh to Rs 1 crore. In comparison, a student studying for a six-year medical degree in Ukraine will only need to pay a fraction of that. Along with low tuition fees, Ukraine offers various benefits such as low-cost food and housing.

The NMC reports that there are 605 medical colleges in India, with a total of 90,825 MBBS seats available each year. While this figure appears large, it pales in comparison to the 1.6 million candidates that attempted the NEET for MBBS admissions in 2021.

The distress of students

"The immediate challenge is to explore what can be done for these students who are back in India. Perhaps the simplest thing is to wait for the war to end. Some Ukrainian colleges have started online classes for the current semester but it is uncertain how long these will last. There is the uncertainty of when the damaged infrastructure will be restored. Some states - Tamil Nadu, Odisha, Kerala, Karnataka - have pleaded with the Union government to accommodate the returning students in Indian medical colleges. This is potentially quite messy as it will involve deciding which colleges induct these students and at what cost. Plus these measures could face legal challenges from students who did not get admission to Indian institutions through the NEET process and did not go abroad. There is already the pending matter of students who left China midway through their studies and have not been able to resume them because of the travel restrictions imposed by China. Another option may be to explore admission

into non-medical but healthcare-related courses in India. The best bet may yet be looking out for transfers to other European nations - many have offered such transfers including the UAE. Ukrainian universities have agreed to help out by providing all relevant documents, and education-consulting companies are already working on possible arrangements. The cost of the transfer may be covered by special loans that the government could facilitate as a relief measure. Credit transfers will work in this case and the study done so far will not go to waste," Mehra wrote.

The Public Health Foundation of India (PHFI) unites some of the world's most renowned public health specialists, teachers, trainers, researchers and practitioners and is committed to bring about a significant positive change in the Indian public health scenario.

"What about the young students returning from Ukraine? It is unlikely that they will be able to resume their education there — the political turmoil is likely to continue even if the war ends soon. Their families too will be reluctant to send them back. Present regulations do not permit them to continue their education in Indian medical colleges. Even if the NMC permits it as a special case, other students who qualified the NEET but did not make the cut for medical admission, and stayed back in India, might protest.

"The government could perhaps support these students by enrolling them in a BSc (Public Health) programme that can be run by schools of public health and medical colleges. They can graduate in three years to commence careers in public health, where their earlier medical education can add value. Since the National Health Policy of 2017 calls for Public Health Management cadres to be established in every state, this could initiate a programme for large-scale training of public health professionals. In any case, the sad state of the students in Ukraine must catalyse reforms in Indian medical education," K Srinath Reddy, President, PHFI, wrote in an article for the Indian Express. EP

> **"There has to be some new policy to take care of this extraordinary situation caused by the Russian invasion of Ukraine because the law as it stands today does not allow for the absorption of these students. The major challenge which the policy framers will face would be: can two 'unequals be treated equally' and the students who have failed to meet the admission criterion in India be treated at par with those who have." Ajay Brahme, Advocate, Supreme Court of India.**

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Suneel Galgotia

MY VISION IS TO BRAND GALGOTIAS UNIVERSITY AS THE PREFERRED CHOICE FOR BRILLIANT STUDENTS

Suneel Galgotia, Chancellor, Galgotias University, Greater Noida shares his vision in a conversation with Devika Bhattacharya of ***Education Post***

Q It is a pleasure to see the success of Galgotias University. What was the idea behind setting up the university?

A university should be about thinking, learning, and developing future nation builders. I am extremely pleased to let you know that Galgotias University has within a short span of time set new benchmarks in education excellence and is attracting brilliant students and school toppers from across India. My vision is to brand Galgotias University as the preferred choice for

brilliant students seeking world-class affordable education and do path-breaking research for the benefit of mankind.

Towards this, I am putting together brilliant minds from across the world — including distinguished faculty, social psychologists, and industry experts who'll work together with me to realise the vision of making Galgotias University amongst the top 100 universities of the world.

Q A university's reputation is known by its ranking in prestigious surveys. Where does Galgotias University stand in this regard?

Since inception we have kept excellence as a common denominator in everything we do. Galgotias has been ranked in the EXCELLENT category in the AIIRA rankings and also amongst the top universities in NIRF rankings. Galgotias University has also achieved the 12B status and is in process of Getting the NAAC accreditation. We are amongst the youngest universities to get NBA accreditation as well for our core branches.

That's why we have achieved top rankings in various surveys, sometimes even ahead of several well established names in education. Galgotias has very recently been ranked amongst the top universities by India Today. Previously too, Galgotias University has been

ranked among the top institutions of India by leading media surveys including the prestigious NIRF ranking. Galgotias University has also been awarded for excellence in academics and placement by Honourble Shri Narendra Modi at Dataquest Cybermedia ICT Awards. Galgotias has been consistently ranked amongst the top in both government and private rankings year on year.

Q In Under a Decade Galgotias University has grow into one of the leading universities of the world. Can you share 3 reasons for this success?

SETTING BENCHMARKS : NBA ACCREDITATION AND TOP NIRF RANKING.

Galgotias University recently became one of youngest university and amongst one of the very few private universities in the country to get accreditation for 3 of its programs by National Board of Accreditation (NBA). The expert committee of NBA had visited the Galgotias University and assessed the programs through a rigorous assessment process, and then finally the NBA approved the accreditation. This accreditation clearly indicates the commitment to excellence and plays a vital role in facilitating constant quality improvement in higher learning institutes. Galgotias University has carved a niche for itself as one of the leading and amongst the most sought after universities of our country. The National Institute Ranking Framework (NIRF) under the Ministry of HRD has also ranked Galgotias University amongst the top in the country.

Placements are an important aspect in the growth of any university and the students prefer universities with a strong placement record. Galgotias University is one such university where Amazon has hired several students for internships which can be converted to full placements at a package of Rs 30.25 lack. Besides this Infosys, Wipro, Cognizant, Tech-Mahindra are regular recruiters which further strengthen the placements of this university. Students of Galgotias have also justified these efforts of the university in terms of grabbing top job offers during campus placements. Some of the most noted alumni that have graduated from Galgotias and are now leading top global companies such as Microsoft in the Silicon Valley.

Over the years, Galgotias University has been conferred with the several academic excellence and top placement awards and this has been consistent with the vision of providing the highest standard of quality education. Times Engineering Institute Survey and No.1 in Uttar Pradesh amongst Engineering Institutes by a prestigious survey conducted by a leading media house ranked Galgotias University No. 1 in Best emerging institute category in India. It has also been bestowed upon the recognition by India's apex trade body ASSOCHAM for being the 'Best Private University for Placement & Academics'. Galgotias University has also received the India Excellence. It is also among a handful of Indian Universities that have been conferred by QS, the world's leading university ranking organisation, with 5 Stars - the top ranking, for teaching and facilities.

Q How focused is your university on research and innovation?

At Galgotias University, we know that research has a lasting impact on lives, culture, industry, and society. Towards this end, we are committed to create innovative, grounded, and enduring solutions to some of the biggest issues facing mankind. We are building a unique research focused infrastructure that'll help researchers, scientists, and students do basic, applied, and commercial research.

Galgotias Centre for Technology Innovation & Incubation (GCTII) has been established in association with MSME Ministry, Govt. of India to foster an environment to transform innovative skills & business ideas and produce a pool of proficient startups. Our students have received grants and have created several startups which are now making a mark in the industry.

Q How do you aim to make Galgotias students globally competitive?

Our aim is to make Galgotias Univesity amongst the top 100 universities in the world. We are always seeking out opportunities to

create and implement various kinds of scholarly and cultural exchange programs for the students via MOUs with well-known foreign universities and educational institutes. These alliances offer faculty, students, and researchers at both institutions with opportunities for international collaboration and active involvement in multi-disciplinary projects at a global level.

What has been the placement record of Galgotias University?

Galgotias has been known amongst students and parents for its placements. Our Alumni have been working in various sectors across industries and have secured super dream packages and top positions.

MNCs and leading corporates like Infosys,Tech Mahindra, Cognizant, Wipro, TCS, NIIT, Vodafone, Aditya Birla Group, BMW, Airtel, Citibank, HCL and 600 others are always looking to hire brilliant Galgotians because of the complete integration between academic teaching and industrial training. This year Galgotias University students enjoyed record breaking 98% placement with Cognizant, Infosys, Wipro and Tech Mahindra.

Looking ahead, what are your future plans?

While I am putting all my energy and commitment to uphold the high quality standards at Galgotias University, I am also focusing on building new research & innovation centres and collaborating with leading corporates to develop industry ready professionals. EP

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Prof. Samit Ray

I WOULD ADVISE ALL FUTURE ENTREPRENEURS NOT ONLY TO THINK WHY THEIR BUSINESS IDEA IS THE BEST,

BUT ALSO HAVE STRONG CONTINGENCY PLANS AGAINST FAILURES

Prof. Samit Ray, Founder Chancellor, Adamas University, Kolkata outlines in a conversation with Devika Bhattacharya of ***Education Post***

Q Adamas University is the crowning glory of your pioneering journey that started with establishing the Roy's Institute of Competitive Exams (RICE) back in 1985 and then you made computer education accessible to the masses in late 1990s. Could you tell us about your journey that eventually led to setting up the University?

My journey of becoming an education entrepreneur began when an opportunity presented itself, and I was able to successfully seize it. After my graduation with

honours in Physics, I studied computers and started working in a responsible position at a reputed information technology company. It was during this time, when few young graduates of my locality requested me to teach them mathematics for banking examinations. I agreed and started training them, rather informally, during weekends in my own study room. Within few months those students appeared for the examination conducted for the recruitment in centralized banks. All of them were successful. Thus, I found out the key to success in competitive examinations for the youths of Bengal – a systematic, well-planned training of all the subjects. Thus RICE Education came into being on 1st July 1985, at Belgharia. With students succeeding in cracking various tough government entrance examinations, the number of students increased, coming in for training from even far-away districts of Bengal. Branches of RICE were opened in different parts of Bengal and within a short span of time; each and every district of Bengal began to have a RICE Centre. As a home-grown education training brand, RICE became a household name. Many qualified, trained, and experienced teachers too joined hands with RICE.

With RICE firmly established, I decided to venture into computer education and reap the benefits of global growth of IT. I successfully partnered with CMC and trained students in various facets of IT. Today, India is considered to be an IT powerhouse. I am happy to have made some initial contribution – however little it might have been.

I found out that North Kolkata and its adjoining areas lacked a quality school. Thus, in 2004, I established the Adamas International School and pioneered the idea of 'day boarding' and a day school running simultaneously. The School is co-educational, and imparts education right from pre-primary level to senior secondary level. It strives for a continuous development to achieve excellence in all that is done with a focus on high academic attainment along with inculcating habits of good citizenship and integrity and honesty in thought, speech, and action. Today, Adamas International School is counted amongst the best schools in Kolkata.

I started dreaming big. I dreamed of a utopia that will provide a solution for all educational needs under one roof. It was with this idea that Adamas Knowledge City at Barasat was established. The Knowledge City has been built with the concept of a "City within the City" and holds an array of Educational Institutes - Adamas University, Adamas World School, Adamas Institute of Professional Studies etc. Located in an area of over 120 acres of lush green environment, Adamas Knowledge City has within itself, a University and a School. Adamas Knowledge City also provides several facilities like a guest house, a multi-cuisine restaurant, an amphitheatre, an open air auditorium and a soon-to-be-set-up commercial centre.

Q You have been a change-maker in up skilling students to prepare them for the modern world with courses in the fields of IT, ITES, Multimedia, Hardware, and Networking. How did you stumble across this vast opportunity way back in 2001 and how do you see the results? You could also tell us about how rewarding it has been on a personal level?

The late 80's also witnessed the entry of computers in Indian lives. It was an expensive proposition during those times, to be trained in computers. After establishing RICE, I worked towards making computer education accessible to the masses so that they could reap the benefits created by the boom in the IT industry. The Indian Institute of Computer Science was initially established and trained a few thousand students. It was a time when the particular government of the day, opposed computerization. I received many threats. In fact, I returned one night to find the institute ransacked, and about 40 computers burnt down to ashes. But that did not deter me – and I decided to keep fighting. I knew that I had the support of willing students and their parents.

So, in 1992, I partnered with CMC (Computer Maintenance Corporation), a Government of India Enterprise at that time, to provide Software, Hardware and Networking courses. This centre was adjudged as the best in the whole of Eastern India in 2000. I then started my own venture, RICE Infotech Education in 2001, to provide training in the fields of IT, ITES, Multimedia, Hardware and Networking. This division was affiliated to the West Bengal State Council for Technical Education for a few of its courses. Many students, who have passed out from this institute, are now successfully placed in reputed IT companies in India and abroad. Whenever they come home, they always come and meet me, and share their stories and experiences. As a teacher, as an entrepreneur, nothing is more rewarding than to feel vindicated that one's efforts of a lifetime has not gone in vain.

Q What is the differentiating factor for Adamas University and what are the unique courses offered in your campus?

The top-ranked Private University in Eastern India, Adamas University, since its inception in 2014, has pursued excellence not as a goal, but as a way of life. The University aspires to impart finest quality education to young minds with an already established high quality research facility and a powerful team of Professors. The founding principles of Adamas University, incorporates sustainability, social inclusivity, internationalism and an encompassing regional economic growth. Adamas has been consistent in communication of learning employability skills with special attention to Communication, Interpersonal Skills, Critical Thinking, Understanding Mindsets and Teamwork. We try to make the learners to be more responsive, think critically and decipher answers on their own to a greater extent and be creative and communicative. We are deeply committed to o□ering the best of academics as well as a certain degree of flexibility to our students on various matters, including curriculum, classes, attendance, examinations, assessment, re-sits and all other matters keeping in mind the paramount interests of students.

We offer 72 Under Graduate (UG) and Post Graduate (PG) courses offered in Management, Engineering, Economics & Commerce, Media, Liberal Arts, Sciences, Pharmacy, Biotech, Smart Agriculture, Law & Justice and Education. If they meet our eligibility criteria, students can choose any course to their preference.

Q You chose North 24 Parganas to develop as it did not have quality schools and your Computer Maintenance Corporation was judged as the best in the whole of Eastern India in 2000, did this pursuit of excellence originate from having trained people for civil services with RICE? What are your views on going for academic excellence and what challenges do you identify from your personal experience?

I believe that the pursuit of excellence stems from a combination of a few factors. Of course, there might be some ingrained factor, but for that to take shape, one has to have proper upbringing, blessings of having encouraging teachers, a well-grounded education and an environment that pushes you on. I was lucky that way – my chief inspiration has been my late Father Sri Sachis Kiran Ray, who himself was a well loved and respected teacher. When I started RICE, I interacted with students not only from Kolkata, but also from districts. I realized that there was no dearth of brains in Bengal. What was lacking was proper guidance. And I tried to fill that void. Civil services examination is perhaps the most critical of competitive examinations. To make my students successful, I had to do extensive research into latest techniques and curriculum and the proper methodology that ought to be followed. That has enriched me as an individual and as a teacher. In fact, even today, we have a separate research wing at RICE. I feel that academic excellence can only be achieved with patience and an unwavering attention towards the goal. It requires patience and it requires a never-say-die attitude. The greatest challenge is to be calm and not to be disheartened by temporary setbacks.

Q From the humble start as a software professional in the 80s to an education entrepreneur you have seen and done it all and given that background of success what message would you like to give to students and entrepreneurs in the field of technical and higher education?

My message to all students is same. If you are a student, then study has to be your main focus. The rest of the world can wait. If you are a technical student, then apart from your defined curriculum, you need to keep abreast with the latest technologies around the world. One of the principal factors for the rapid changes in today's world is due to continuous change and upgradation of technology. Thus know-how of the latest technology trends is a must.

Being an entrepreneur in the field education puts an added challenge. The business of education is not just only profit oriented – there is a greater goal, which puts in additional pressure. It was there when I began, and it is still there. The area of technical and higher education, in the global world scenario, gets benchmarked against the best in the world. Therefore, there should be something unique in what is being offered. And, let me reiterate, profit cannot be the sole purpose.

Q Can you tell us about the biggest challenge that a young and intelligent entrepreneur faces and how can he prepare to make the most of the opportunities around him?

The first generation entrepreneur will have the problem of "how to" give birth to his business idea. This requires a fair amount of brainstorming and planning. One has to understand the existing rules and governmental regulations. Today, there are a number of entrepreneurship development programmes that provide the initial know-how to budding entrepreneurs. At our Adamas University, we have a dedicated entrepreneurship development and incubation cell. The next challenge will be fundraising for the project, for which one needs a lot of preparation, networking and understanding the interest of the investor. The next challenge will be the right infrastructure followed by selecting the right human resource. Negligence in any of these will result in delaying the project or failure of the project. I would advise all future entrepreneurs not only to think why their business idea is the best, but also have strong contingency plans against failures. One should learn from others' failures and from successful entrepreneurs. EP

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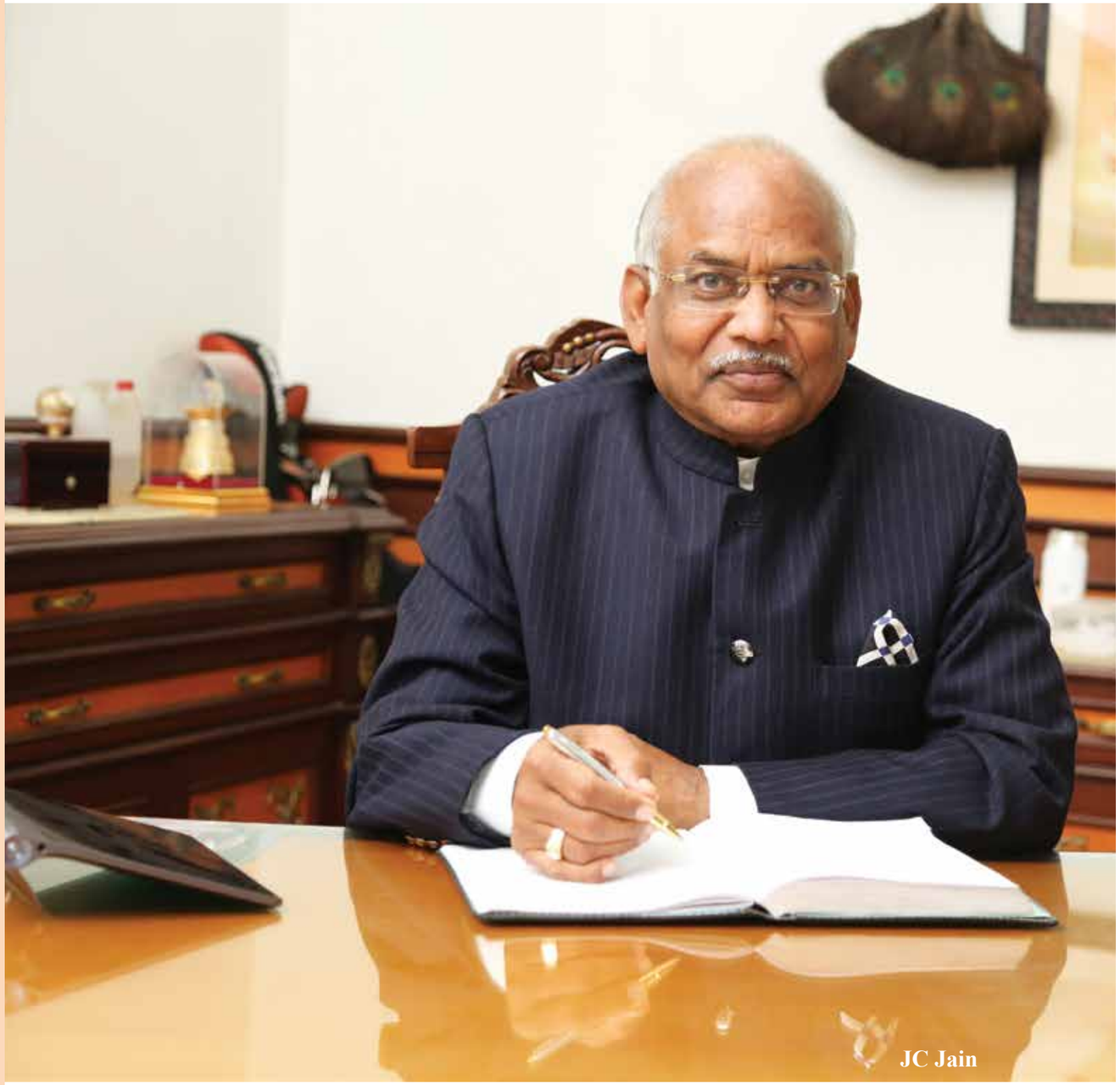


IN DEPTH INTERVIEW | CHANCELLOR

I WOULD WISH TO START A BRANCH OF STUDY BEYOND SCIENCE, RELATED TO OUR ANCIENT WISDOM

J.C. Jain, Chancellor, University of Engineering & Technology Roorkee (UETR) shares in a conversation with **Devika Bhattacharya**

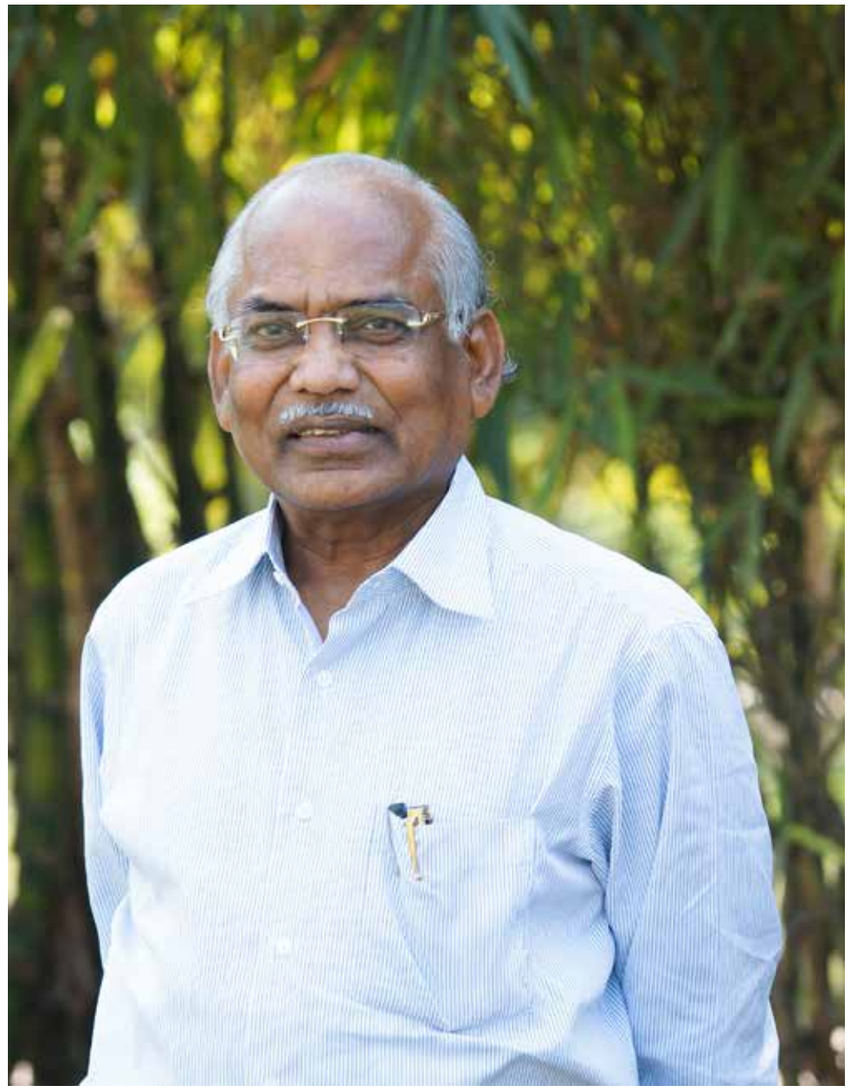
A seasoned entrepreneur and educationist, **Mr. J C Jain** strongly believes that the life values are the pillars on which the foundation of personal and well as professional success can be laid. He has seen several phases of technological growth and academic changes. In this conversation, he tells about the way in which the pandemic impacted the system, the roadmap for growth of his institution, and shares his guidance for the younger generation.

UETR CAMPUS

Q Being in the leadership position in the academic world, what do you think about the changes that have come in the ways of delivering education over the past two years?

To answer the first part of this question, we have a huge gap as a country in the domain of education. The people who are decision makers and design the courses for the Universities are not adequately updated about the needs of the students and industry. The technological world is growing faster than ever. Education also needs to be updated on a regular basis. While the Universities in the western world are inclined towards the practical knowledge, India is still relying on the theoretical aspect.

While we have seen mushrooming of both private and government colleges across the country, there is a distinct disparity between them when it comes to resources allocation. Any student who graduates, must be employable from the first day. But this needs specialized courses as well as heavy investment. Though the government is



taking some steps, they are not adequate.

Coming to the second part of the question, regarding how has the pandemic impacted students. It came out of the blue and the students were not prepared. They have now become somewhat complacent as they have not been able to attend the classes as required. The assessments have also suffered a lot, all across the world. We have, however, been able to manage the situation.

The college has been running up-grad or value-added programs since a long time. These are run in collaboration with industry experts and academicians from national and international universities. They provide frequent lectures to the students. Apart from this, we have a unique Centre of Excellence, which houses specialized technical education and training for students, including data acquisition, refrigeration, computing learning, missile launching systems and many more advanced courses. The students can get the learning hands-on. So, this has helped us keep up with the learning despite the pandemic.

Each one has to see where they are lacking in their field and then work towards getting better, doing value addition. They must also develop their own brand, by knowing what are their strengths.

Q What is your vision for the growth of the University of Engineering and Technology Roorkee?

I have always believed that never be part of the crowd. That is what I want to impart to the younger generation. The world is changing at a very rapid pace, and the students must keep up with it. They must not only be employable, but also excel at what they do. They must be able to choose their domain of work. We have in place several collaborations with universities in the US and other parts of the world, where our students can go through exchange programs. Online lectures from them are provided seamlessly.

Apart from that, practical training in the labs of these universities, and access to other resources is valuable. Students can access the virtual libraries also at any time. We have set up the IT labs with high performance computers. In each domain there is specialized training. For instance, for graphic and animation, which is a significant field of study, we have unique labs for training and skill development. So, in the next five years, we will have one of the most robust infrastructures in the country.

IN DEPTH INTERVIEW | CHANCELLOR

UETR CAMPUS

Q You have been conferred with several awards for your contributions to education and industry. How do you perceive a collaboration between both for mutual benefit?

The collaboration with industry players is in place and is it highly beneficial. For us, the presence and exposure of the industry alongside the academics means that students can choose the domains that they want to enter in the workplace. The industry players are also informed about the strengths of our students and it leads to optimum placement of all students. This collaboration will help us grow in a remarkable way.

The industry appraisal and training have to go simultaneously. Our students go for practical training in various industries, but there is scope for enhancement. There are some industries that give an exposure to the emerging technologies. So, collaborations, whether it is with industry or other higher education institutions

certainly adds value. This is an ongoing process and we will further boost it.

Q Tell us about your experiences as an entrepreneur.

I started my journey in the industry in around 1975, when India was very young and there were hardly any industries. We set up the industry at a very small level. There were no financing institutions, and banks were not aware how to finance small scale institutions. But progress was happening slowly and some technologies were developing. I have been in different fields and it has been a rewarding experience. India has grown manifolds; our leaders have contributed much. The first prime minister contributed radically to the industrial growth, and then all governments have supported the growth. I was born in 1947, the same year that India got freedom. There is a lot that has been done, and still a lot to be done. I'm always looking forward to see young entrepreneurs achieve something great. There is a large gap between the western world and us. The new generation will help us bridge that.

Q How has your work as an industrial leader helped you to develop the academic ecosystem?

The end motive of education is to get employable and earn a good livelihood. My exposure to the different segments of industry has given me an insight into how this can be done best, as I understand what is needed for the industry. I always give the biggest thrust for upgradation. We all need to grow and upgrade. The women who work at home and take care of the family, teachers at schools, education systems, factory set ups and machinery, all need to be upgraded for a more productive future. The information flow has to be all around.

One needs to be aware of not only the technological aspect, but also the ethical aspect, values and social aspects. A child who is a topper need to necessarily be a good human being; there has to be development in all spheres of personality.

Q You are also engaged in the spiritual and philanthropic pursuits and have been recognized for your contributions. What role does this aspect play in your life and your success?

There are a lot many things that nature has given us, and they are beyond technology. We often believe what science has told us without thinking. Though I am a custodian of technology, I think that science has its limitations.

Our ancient books by our gurus have much more knowledge, which, if followed appropriately can benefit a lot. I would wish to start a branch of study beyond science, related to our ancient wisdom. There are some natural facts in life that are followed in every household. Nature has given us everything. It is up to us how we use it and get energized by it. Nature has given us the methodologies too. The people who believe only in science may not trust on this, but there is a lot that we can attain from these domains.

Each one has to see where they are lacking in their field and then work towards getting better, doing value addition. They must also develop their own brand, by knowing what are their strengths.

Q What will be your message for the students who aspire to contribute to the technological development of the nation?

Everyone must utilize their time in an optimum way for one's own personal and professional growth. They have to divide their day and plan the activities that they have to do. Each one has to keep upgrading their skills to perform better in every field. I must know the requirement of my employer and be prepared accordingly. There are many youngsters who criticize their employer, but they have to understand what the employer expects from them. We have to perform what is expected from us. For that life values are important. They are the pillars of life that have to be followed for success.

Nowadays youngsters are not adept at facing life challenges. They have many plans, but their faces are blank and they are devoid of spiritual direction. So, they need counseling for finding the right way, and realizing their potential.

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Dr. K.N.B MURTHY

STUDYING ABROAD CONCEPT HAS BEEN IMPACTED DUE TO THE SUDDEN BREAK OUT OF THE RUSSIA-UKRAINE WAR

Dr. K.N.B Murthy, Vice Chancellor, Dayananda Sagar University, Bangalore shares in a conversationi with Devika Bhattacharya of ***Education Post***

Q How do you perceive the scope of global partnerships and multidisciplinary courses as stipulated by the NEP?

The internationalisation of higher education promotes sharing of good academic and research practices among diverse education systems. It promotes knowledge dissemination across the world leading to superior academic scholarship. The mobility of students and scholars over time develops them into global citizens.

NEP 2020 advocates the horizontal and vertical linkage of Indian Universities with Foreign Educational Institutions (FEIs) and promotes integration in terms of curriculum design, exchange of faculty, students, and research so that India can emerge as a popular destination for international students and a knowledge economy. At the same time, the policy focuses on the promotion of the Indian value-based education system through the export of education by allowing the opening of campuses of Indian universities abroad to promote our cultural heritage, ancient knowledge system, and the Indian system of medicine like Ayurveda, Naturopathy, Yoga etc. Just like IT offshoring, this will promote India as a global source of knowledge providing quality education at affordable costs, for foreign students.

This will help increased inbound students while retraining outbound students. Transfer of credits for students will promote these overseas studies significantly.

It is likely to lead to the setting up of campuses in other countries.

IN DEPTH **INTERVIEW**

Q The intention of coming out of the student phase and becoming an entrepreneur was mostly followed by Ivy League universities. But do you think that chaos about employment is false?

Many companies such as the well-known Face- Book (now Meta), Google or Snapchat or Reddit and many more took birth in colleges. We are yet to catch up on such kind of entrepreneurship, Innovation is now a days built into curriculum and many colleges have entrepreneurship cells on their campuses to promote this. From a social perspective, traditionally students used to take up only salaried jobs, but of late that is changing, Many of them have begun translating their ideas into a commercial enterprise. What has been observed here is that many students take up a job when they graduate, work, for a few years to learn the ropes and then start their business. Redbus is one such case.

Q It is even mentioned in the NEP that universities must become self-sustaining and do a lot of commercial research, but it is difficult. What is your opinion on it?

Universities will gradually become self-sustaining over a period, with a phase difference depending on the maturity of processes in the University and the market dynamics. Not every company started can become a Unicorn. As the adage goes that one need not worry about failure, but have to be right once. Do we have the resources, patience and attitude to keep trying is what one has to reflect

Q How do you feel the change in abroad medical studies after the Russia-Ukraine war impact on global economy?

Studying abroad came to a halt in 2020 when the coronavirus pandemic largely froze travel. This impacted the studies of students despite alternate modes and the global economy on account of the stoppage of many services across the world.

Similarly, the studying abroad concept has been impacted due to the sudden break out of the Russia-Ukraine war. The people will start evaluating the conditions in a foreign country before thinking of pursuing their studies there. This in turn affects several associated sectors such as travel and hospitality. Such a cautious mindset of students will certainly make all the countries aspiring to attract foreign students rethink their foreign policies as well as relationships with neighbouring countries. The global economic growth will get hurt and prices may rise on account of the impediments to the movement of goods and people.

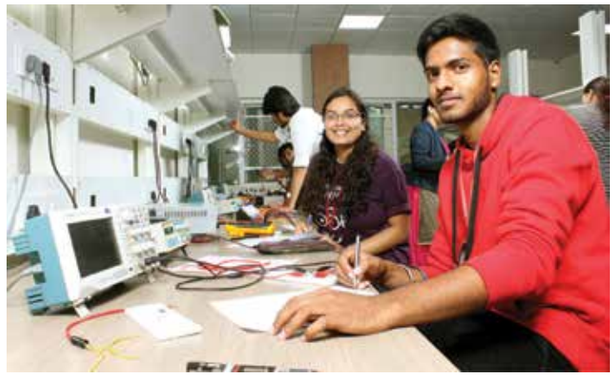
Q Your perspective on Pre and Post NEP 2020, What would be the difference?

NEP 2020 brings in ambitious changes that could transform the education system. But the key here is good implementation and execution. Sustaining Universities in the current model is undoubtedly challenging. Oscillation within the Covid era brings about funding issues, but not for the brave-hearted. Inter-disciplinary learning is a welcome step and will change the culture of our engineering in the next couple of decades. Curiosity about other disciplines and learning about other disciplines, while maintaining expertise in your own will bring about a much broader outlook in higher education, currently bridled with siloed approaches.

Q Five key areas of excellence for Dayananda Sagar University. Progressive thinking of the leadership in alignment with the industry trends

Opportunities for students to experiment and learn different things as they progress in their semesters. A case in point is the ability to obtain a Major and Minor degree within the same duration, with some extra effort from students. A passionate student will find it worth the effort. A holistic learning experience for students that combines classroom learning, experiential learning through projects and field-work, learning about oneself through reflections and learning to present oneself more powerfully through soft skills training. Opportunity for faculty members and students to take their ideas to market by incubating startups in a facilitating environment provided by DSU.

Leveraging international partnerships to benefit students, especially when it comes to higher studies, joint programs and semester abroad programs etc. EP



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Anupam Choksey

ONLINE LEARNING HAS MORE PUBLIC AND PRIVATE SUPPORT

AND WILL CONTINUE TO GROW AS A VALID AND EXPECTED MODE OF LEARNING

Anupam Choksey
Secretary, LNCT Group, Bhopal

IN DEPTH **INTERVIEW**

Q How has the pandemic impacted the way in which the university imparts courses? Will the digitization of teaching learning continue in the future?

Due to the pandemic, education has gone through a vast change. The delivery of courses through online mediums was something for which we were not prepared, and while we did use the technology to augment education, it was not sufficient to enable complete online delivery or to create a pedagogy that would support online delivery. So our teachers worked very hard, and students also put in equal efforts as it is not easy to listen teacher like this on the screen, capture what he or she is saying, and then use it for your assessments. It can be difficult, to say the least. But, over the last two years, we have seen almost seamless education being delivered in the online mode all across the world and specifically in India.

Online learning has more public and private support and will continue to grow as a valid and expected mode of learning. We now have a better understanding of what does and doesn't work regarding online learning. The tactics and technologies that work the best will continue to improve.

To be successful in the workplace of the future, people will need to have the right digital education. Whether in school, at university, or on the job – the digital transformation that is under way is making IT skills more important every day.

Q The varied courses offered by the university also means that you have a diversified group of students and teachers. How do you ensure quality across domains?

Our mission is to create a transformative educational experience for students focused on deep disciplinary knowledge, problem solving, leadership, communication, interpersonal

skills, and personal health and well-being. To cultivate a transformative university community committed to creating a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish. Our university provides the highest quality learning and teaching environment for the greater wellbeing of our students and delivers an outstanding educational portfolio. Produce graduates fully equipped to achieve the highest personal and professional standards.

Q Research scholars need industry exposure and appropriate facilities for pursuing their research work meaningfully. What steps do you take in this direction?

Academic institutions must recognize that it is a huge responsibility entrusted upon us to help build careers of so many young minds. Institutions who have not upgraded their thinking towards industry-academia collaboration will definitely be left behind, and unfortunately, so will their students.

The emphasis for LNCT University has always been about introducing rich avenues towards industry-academia collaboration for all stakeholders, be it students, faculty, or research scholars. From industry endorsed curriculum, curriculum modules delivered by industry experts, apprenticeships, live-projects, and industry interactions, we have ensured close proximity on all fronts.

Q The new education policy makes provision for multidisciplinary courses and tie ups with foreign universities. How is your vision aligned with these policies?

In my opinion, NEP talks about the mandatory education system. The focus on multidisciplinary studies and international collaborations to provide opportunities to students is a significant step that can have great effects. When it comes to higher education, international collaborations help students grow and interact with students and faculty members of different cultures and communities that not just help them in their diverse thinking but also provides them an opportunity to see the other side of the world and learn from them. This adds to their holistic development to a large extent.

We have several partnerships, and we are part of many international networks. We have already inked a MoU with Kyrgyz National University for establishing medical faculty at Bishkek. While we have some tie-ups in place, there is further scope, and we will continue to explore them.

Q You also have a very active social profile. Tell us about the work that you do in the social and philanthropic domains.

We want the LNCT group to be recognized at the national level, and the students here can contribute to the development of the country. In our institution, financially weak students are getting education at very low fees. Another unit of the LNCT group, JK Hospital, we are providing surgeries at no cost to BPL category people. We have also collaborated with Young Indians institution to help underprivileged.

Q What are the broad plans for the expansion of the university across India?

The university actively works towards the vision and mission i.e, to promote, conceptualize and create a paradigm shift through the development of outstanding leadership, research, knowledge and ideas for education and allied development sectors, the university aims to effectively create a collaborative environment that is open to the free exchange of ideas, research, promoting creativity, innovation and entrepreneurship, all the while ensuring individual to achieve their full potential. With a view to giving its students wide exposure, the LNCT University encourages academic collaboration and fosters linkages with other universities of the country. This helps students get various national and international interactive platforms to hone their expertise. EP

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WE HOPE TO KEEP PACE WITH RAPID CHANGE

Dr Prabhat Ranjan, *Vice Chancellor, DY Patil University* in a candid conversation with **Education Post** talks about his journey as an educator and an entrepreneur

Q It is an honour to interview a Vice Chancellor with stellar achievements in science and before asking anything about the university, it is imperative to know about your journey as a Nuclear Fusion Scientist starting from your research at UC, Berkeley. Could you tell us about your research, innovations, and entrepreneurial forays?

Many of the details of my research journey are provided in my blog site ranjan.in. Here I would briefly summarize them. After my education at Netarhat School, IIT Kharagpur, and Delhi University, I went to the University of California, Berkeley to carry out research in the nuclear fusion area in 1981. My PhD research was based on the

IN DEPTH INTERVIEW | **VICE-CHANCELLOR**

modelling and simulation of a nuclear fusion reactor concept. After completing my PhD in 1986 I returned back to India and joined the Saha Institute of Nuclear Physics (SINP), Kolkata. Nuclear fusion research in India was in a nascent stage at that time.

The First Nuclear Fusion reactor (called Tokamak) in India was set up in 1987 in SINP. With very little experience in the country, I got involved in all aspects of making the Tokamak work including the setting up of computers, modelling, experimental developments to finally get the machine operational to International standards around 1991.

In 1995, I was invited to move to the Institute for Plasma Research, Gandhinagar—the main nuclear fusion research lab in India. Very quickly, I got the ADITYA Tokamak working here that was set up in 1989. I also participated in designing Superconducting Tokamak SST-1. I served as Project leader of ADITYA Tokamak as well as that of SST-1 Operation and Control Group from 1996 to 2002 making major contributions to India's nuclear fusion program.

From 2002-2013, I served as Professor at Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar. Here I worked on India's moon mission Chandrayaan-2, the disability sector, Brain-Computer Interface, wildlife in addition to nuclear fusion. During 2013-18, I was heading India's Technology Think Tank, TIFAC. Among many important documents prepared towards national policymaking, we also prepared Technology Vision 2035—which has been responsible for many changes happening in the country over the last few years.

From 2018 onwards I am serving as Founder Vice-Chancellor of DY Patil International University, Akurdi, Pune. In addition to my responsibilities as VC, I am also involved in research work in areas such as Brain-Computer Interface, disabilities sector among others. I am also happy to inform you that I am also chief mentor of the first private nuclear fusion programme started in India, Project Sanlayan, by Albot Tech Pvt Ltd. Currently a team is working in my University under my mentorship.

Q It is well-documented that Indian minds have contributed immensely to the success of Silicon Valley but as the world is seeing rapid changes in science and technology do you think our own universities are capable of providing cutting edge research facilities to students? It would benefit our readers to know the opportunities as well as the challenges?

I was heading India's technology think tank from 2013 to 2018 in Delhi. Because of that I was well aware of the technological transitions that were happening in the trend period and its disruptive effects. As the founder Vice Chancellor of the University in 2018, I was very clear from day one that we need to make drastic changes in the educational system to make sure that India keeps up with the pace of change. Accordingly, we went back to the drawing board to create a new Under Graduate Computer Science and

Engineering programme with a focus on new emerging technology areas. We launched this in 2019.

We were a little bit concerned because of the fact that we are doing something different from what is being done traditionally, whether there will be acceptance by regulatory authorities, whether there will be acceptance by students and their parents. We are a private university and so the funding has to come only from student admissions. I am happy to tell you that AICTE, regulatory authorities for technical education liked the program very much. In fact they sent me a formal appreciation letter. They also actually formed a committee to revamp the Computer Science and Engineering curriculum in the country as well as bring in new emerging technology areas into amalgamated systems and I was a member of that committee. The net effect was that next year, in 2020, six to seven new programmes were launched which were influenced by what we had done. And in parallel the acceptance among students also was good and it has grown every year.

We also started a digital fabrication lab, "Fablab" as part of that. This was also picked up by AICTE. They formed a scheme called Idea Lab scheme and requested me to chair its steering committee. Through that we are changing the digital fabrication technology. We are bringing that into every college in India. Personally, as Chair, I have been monitoring this regularly. In fact, we have already gone through round one where we have picked up 49 colleges. We have trained faculty members and everybody else in several rounds. Second round also we have done.

What has further happened is that the new Education Policy 2020 is very flexible and we are expecting that India should be able to keep up with the pace of change. But we need a lot of hard work because of the fact that a large number of institutions have still traditional and are not willing to change. So I am very hopeful and fortunately whatever I have done has been picked up and I am part of the change that is happening. We hope we will be able to keep up with it.

Q How has DY Patil University handled the transition from physical classes to remote teaching in the last two years, especially in higher education and research? What are the impediments that you see going forward?

I am a futurist, so from day one I was very focused on the digital future that I could foresee. I was involved, as Head of TIFAC in preparing Technology Vision 2035 for the country. We anticipated what sort of things are going to happen in the coming years. The University, from day one in 2018, even before the pandemic, had started to implement many of these things that we found very useful. One of them was having a learning management system and second was using various digital tools. The third very important thing that I had done which I did not realize that we would use is to take the experiential learning to homes. So we had the concept of "Lab in Bag" that we had implemented. If you look at my blog in 2018 we had it as part of that. And through these, we had already planned it out to lead the digital future.

When suddenly the pandemic happened and the lockdown happened, of course, nobody was prepared to the extent that it hit us. It was exactly two years ago on March 13, 2020 that we received a request – a circular – from the state govt. to shut down the educational institutions. And then quickly, very quickly, we had the countrywide lockdown announced by the Prime Minister. And this, of course, caught all of us unawares because while we had a system, we did not expect that suddenly there will be no movement and people were in their house. So within the University we were prepared but in everybody's house we were not prepared, in the sense that we could not ensure that everybody had an internet, everybody had a camera, and everybody had an earphone. We had a scheme of laptops. So a large number of faculty members had that. But I remember one case where the laptop of a faculty member was giving some problem but he was not in a position to repair it. I personally tried to buy many things but even to give it out to somebody was difficult because travel was not allowed. So it was difficult period. We also saw that in the early stages, in March-April when the pandemic started, at that time the attendance of students was very poor. It was not only the university but the students also needed to have access. Many of them went back to their villages and they did not have access. So early March and April it was very difficult and towards May 3rd week and so on when we started to open and the situation improved, there was tremendous pressure on students. Buying an earphone, buying a webcam was difficult as millions of people were trying to do the same thing. Finally I think it was, towards August that we started teaching on-line courses from the campus. We got people to come to campus and take the classes from the campus so that we could provide better facilities. Then we also saw that attendance and everything started improving. In fact, I remember the very first day in August when we started the new system we had almost 95% attendance. So while we have the technology but ensuring that everything keeps running smoothly is not always easy, it could be due to glitches in internet, due to glitches in power.

Power still can stop but the internet glitch nobody can stop. We also introduced a concept of borrowing a 3D printer and taking it home. Just like from a library you borrow books, you can borrow a 3D printer and take it home. So we are trying to make sure that experiential learning can happen in the home. And we found this was useful because if they could borrow things while they could not come to the university and borrow and take it home, carrying out certain tasks would not have been impossible, So I would say that 50% we were prepared and 50% not prepared because of the suddenness of the lockdown that happened.

Q Can you elaborate on the Brain-Computer Interface and how it is helping people with disabilities? Your research in this area could help millions and millions of people live meaningful lives and it would be great to know what led you to it and where are we currently with the BCI?

It was sometime in 2007 when during a project, I was contacted by people who wanted to work with me on a project. I was in Gandhinagar at that time. We wanted students to focus on a project which would have societal impact. So they picked up the areas of Assistive Technology to help people with disability and through them actually I got involved in the disability sector. And we had a young girl from Chennai, Bhavna, who had cerebral palsy. She could not speak, she could not move her legs, and she did not have proper finger control. She still passed class X. So that item was flashed in newspapers that a girl in such condition passed class

X. My students on vacation in Hyderabad noticed that news. They went to meet her in Chennai to see how she operates things. After their vacation they came back and told me about her. So one of the things she wanted was to be able to watch a TV. So the students told me that she watches TV but does not have a proper way to control the TV. She can either do a volume control or a channel control; somebody made a device for her. I said okay let's do one thing. As a next step, we make something that will control both volume and channel. Most of the time what we do with the remote control is change the channel or change the volume. So these are the two adjustments. We tried to do whatever she could do; she had a slight movement in the writs. So we said we will pick up that movement and use that; the hand goes up the TV channel goes up, the hand goes down the TV channel turns down, you turn it left volume goes down and you turn it right volume goes up.

So we started developing a system. We also got government fund to develop more devices like this. Slowly my involvement started being more and more. As we found we could change the life of people by such devices, I started spending more and more time. Sometime in 2010, I was at an event in Patna and a journalist wrongly reported what we had done. We had done a device based on gestures. He mentioned that it was based on thoughts. When I looked at the news item I was little bit worried that the person had reported wrongly. But then I took it in a positive ways and thought let me see if I can do something where I could use thoughts. That's how my first thought came into this.

And in parallel and as part of my research, I am also working on various things using the Brain Computer Interface to improve learning process, to improve certain other disabilities such as ADSD and so on. Now I am deeply involved with Brain Computer Interface. We believe that it is going to be extremely useful for the country.

Q Could you tell us about your current stint with the DY Patil University? What is the differentiating factor for students and researchers at the University and what is your vision for the institute?

As I mentioned, I am the Founder Vice Chancellor of this University. The University has just completed four years. It started in March 2018 and I joined after a few weeks on 25th April 2018. The very first statement that was given on that day, we had a Press Conference after I joined, I talked about digital future and as Head of India's Technology Think Tank I had seen what kind of changes were happening and I wanted to ensure that the University was ready for that. It needs time and effort.

As I mentioned earlier University was focused on two things. One was that they were going to be research oriented and the second was they were going to focus on digital future. We did not want to do the traditional courses. So we created curriculum, computer science and engineering, as I said earlier which led to changes countrywide. We have fabrication labs which also led to changes countrywide.

Our focus is on research – research led teaching, so our faculty quality has to be high. We are following international practices of team teaching. Personally, I have had experience of education starting from a one room Municipal school to Gurukul style school to IIT to Delhi University, to University of California, Berkley. I have also worked in research labs, national labs across India. I have worked in government and I have worked in private universities. So I have put all that vast experience into designing the system for this university. It has been very hard work. As we know earlier on we were hit by the pandemic as we were growing up. Fortunately, we have come out very strong today. We have become the trendsetters for the country. We are working on commercialization of nuclear fusion, something that has not been done anywhere in the world. So it has been just lucky I would say that out of this dark situation that we had, suddenly a strong light is coming out. I use Sanskrit here, "Tamso Ma Jyotirgamaya"; Certainly, we have come out of the dark and gone to strong light. We believe that the light is going to lead the country in the future and that's what the University is going to do. EP

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IN DEPTH INTERVIEW | **VICE-CHANCELLOR**

Q Oriental University has just completed a decade as a private university and it would be good to know where you stand and how has the journey been?

Our journey of the last ten years has been very interesting. We have managed to make a special place for ourselves by providing the best of resources and options for higher education to a student.

We started with the objective of bringing together multiple colleges of various streams in one campus, offering top quality education. As we obtained university status, we became more independent in decision making and could implement changes quickly.

Along with good infrastructure and fully equipped modern laboratories and workshops, we invested in highly experienced and skilled faculty. They were instrumental in making our curriculum more competitive and industry ready.

We have a strong focus on all-round student development— improving their skills and employability, making them industry ready, inculcating good values and discipline, etc. This, along with various industry 'tie ups' are few things that make me happy for the journey so far.

Q Established universities also struggled during the pandemic to conduct seamless teaching. How would you describe the challenges faced by Oriental University and how did you overcome them?

Pandemic times were truly challenging for all of us and it forced us to adopt many changes and innovations. Shifting to online mode and keeping students motivated to attend online classes was the biggest challenge.

Many students faced problems getting access to a device and internet connectivity. We managed to transfer to online teaching, but lack of a proper system forced us to experiment a lot, initially.

We worked hard with our existing IT infrastructure and ensured that everything possible was done to safeguard our students .They were permitted to join classes, or give offline exams from the security and comfort of their home.

This experience has ultimately made us all better prepared to handle any such crisis in future. We have invested heavily in our IT infrastructure and are making it more robust. Now all our classes are -Smart Class ready.

One positive outcome from the pandemic is that now students have realized the importance of digital classrooms and the benefits that this mode can offer.

Q What is your vision for the University as it is the first private university in Indore?

My Grandfather's vision for Oriental University is what I ultimately aspire for. No Indian University, be it IIT or IIM, has managed to get itself into Top 100 Universities in the world yet. We are striving to achieve this goal. I know this is not easy, but we are ready to put in the work and resources required for this.

Indore, being the financial capital of Madhya Pradesh, is strategic to our plan as it is seeing amazing growth in all sectors. From IT services to automobiles, from textile to Agro and Food Industry, it is also fast evolving as an excellent education hub. We aim to be the link between the fast growing industry and academia by adding more 'tie ups' with industry leaders, to modify our curriculum and groom our students as per industry requirement.

Q How do you perceive the contribution of industry to the progress of education and at what levels can collaboration be done?

Industry's demand for technically competent and skilled workers is one area where they must work with Universities. This is happening now, but more work is required in this direction.

Universities can help in imparting the required knowledge and skills to deliver ready to work professionals.

With ever evolving technology and complex processes involved, this coordination process between industry and university needs to be seamless and more cohesive.

This would help them in saving huge cost and time that gets wasted in recruiting and training manpower etc

Industry's demand for technically competent and skilled workers is one area where they must work with Universities. This is happening now, but more work is required in this direction. Universities can help in imparting the required knowledge and skills to deliver ready to work professionals.

Q Could you tell us about your own journey as an academician and an administrator?

I have learned so much in my time with the University and yet it feels like that the journey has just begun. Since its inception we have been on an epic journey with the aim to provide top quality yet affordable education to our students.

One major difference I observe nowadays is that students think thoroughly about their choices and do not hesitate in choosing their stream of study as per their passion and belief, instead of giving in to parents or peer pressure.

Many new unique and fascinating career fields are now on offer and are chosen with full confidence by students. This makes me certain that we can broaden the scope of education further, by offering more skill based and industry ready courses. EP

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IN DEPTH INTERVIEW | **VICE-CHANCELLOR**

REGULAR TRAINING PROGRAMMES SHOULD BE ORGANIZED

TO MAKE STUDENTS COMPATIBLE WITH REQUIREMENTS OF INDUSTRY 4.0.

Q Tell us about the RISE theory for the development of the University and how it will help towards the creation of a center of excellence.

An envisaged vision status of the University, we always strive to offer quality education in different academic fields. In order to streamline and standardize our processes we have obtained good grade from NAAC Bangalore. We wish to create Sangam University as educational hub for Management, Humanities, Science and Technology and also in the frontier areas of research.

IN DEPTH INTERVIEW | **VICE-CHANCELLOR**

Q What are the plans for offering multidisciplinary courses and what domains will they offer?

In alignment with NEP2020 Sangam University is committed to offer multidisciplinary education towards achieving this objective. A two days workshop on outcome based education to be delivered by a very senior academician is going to be organized shortly. Different academic bodies of the University will brainstorm to revise their curriculum to rope up multidisciplinary aspects in accordance with NHEQF.

Q You have been associated with NEP 2020. How will it change the path of higher education sector? How long will it take to implement the policy in Universities across India?

I was fortunate to have been associated with NEP 2020 in framing guidelines for Multiple Entry (ME), Multiple Exit (ME) in National Higher Education Qualification Framework (NHEQF) as well as also a core committee member for drafting Ph.D. regulations 2022. I am of the firm opinion that NEP2020 will transform the landscape of Higher education sector in India. I am sanguine that this policy will be implemented with effect from academic session 2022-2023.

Q Share your views about the accreditation and ranking standards and processes that are followed by the organizations like NAAC, AICTE etc

I have been involved with the accreditation process followed by NAAC Bangalore as chairperson of the peer team visit committee. The ranking standards followed by them are very rigorous and robust. My only suggestion in this regard is that both NAAC and AICTE should keep an eye on the other international standard agencies so that education can achieve good rank in global quality ranking agencies .

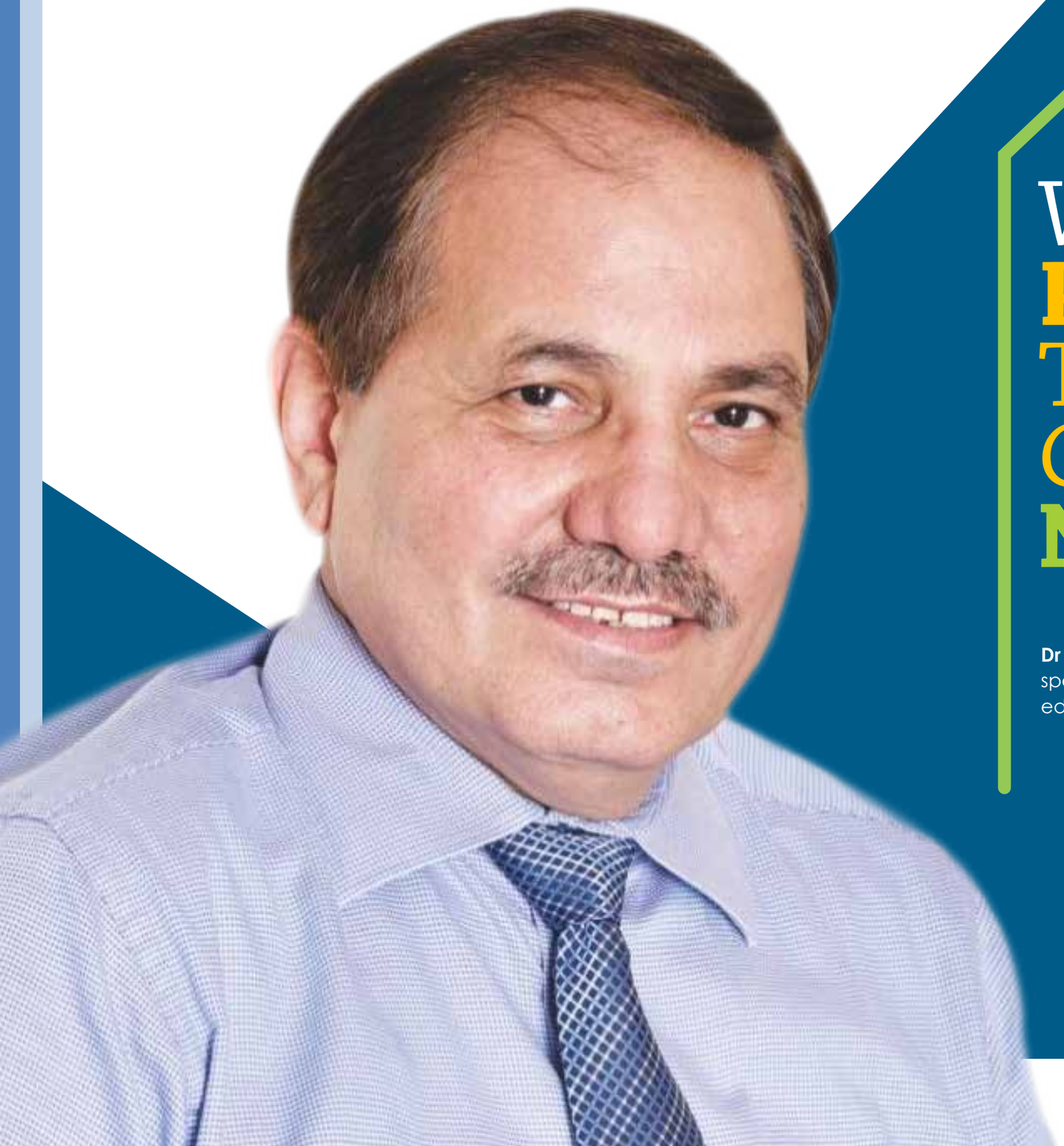
Q How can we improve the standards that are followed for quality control in Universities, as well as training students for making them industry ready?

I think that education institution should focus on quality assurance so that the quality built into the process rather than placing undue emphasis on achieving good grades, we should focus on improving quality of education at the grass root level. Regular training program should be organized to make students compatible with requirements of Industry 4.0.

Q You work closely with research Scholars and guide them. What qualities must young researchers develop to ensure that they attain success?

Based on my experience as research supervisor, I feel that the young researcher should be willing to work hard, develop their communication skills and should focus on the intended outcomes of their research.

IN DEPTH INTERVIEW | **VICE-CHANCELLOR**



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Dr S S Bhakar, Vice Chancellor, ITM University, Gwalior speaks to **Education Post** about the challenges of education in uncertain times

IN DEPTH INTERVIEW | VICE-CHANCELLOR

Q You have spent over two decades in academics with various achievements and it would be valuable for our readers to know how teaching and facilities in academics have evolved in this period?

If you look at education in last twenty years there have been a lot of changes. In India, when I joined academics about 25 years back, private institutions had just started flourishing. Earlier there were very few private institutions and a majority of them actually had government funding. Private education had just started. In last twenty fine years, we have seen that private institutions have taken over. There are far more private institutions than the government institutions in the country specifically in the professions education areas.

Q Marks scored in 12th standard have been the benchmark for undergraduate admissions to all the courses in UGC universities till now; in light of it how do you view the UGC deciding on March 22 that a Common University Entrance Test (CUET) would be the way forward for the admission of students?

Actually UGC had started this, trying to conduct a common entrance test for all the central universities about a decade back. But they did not get many central universities' participation in it. They had kept it voluntary that the central universities can join. But many of the central universities abstained from it. And this year the test name has been changed to CUET i.e. Common University Entrance Test. This test is now compulsory for all 47 central universities funded by UGC. The scores by students participating in CUET can also be used for universities

other than central universities, for private and state universities. They can use this score for admission at graduate level. Post graduate level it has been left free. So the Universities can use CUET for Post Graduate admission as well but it is left open for the Universities to select.

In my view why central university test is needed is because of the merit that is different in different boards. It is said that a number of state boards are very liberal in allocating marks and some of the state boards are very tough. Giving admission on the basis of 12th there is discrimination among the boards. Students from boards that were very tough in giving marks did not get in to merit. So the students were not getting equal opportunity based on their talent, their knowledge. Now with this common test, all the students will get equal opportunity. And since the board marks do not carry any weightage in the merit, selection would be based on CUET. Therefore if there is any difference in scoring by the boards that will not affect admissions.

One more point I would like to make here. That is there used to be subjective bias: when students used to try and get admission based on 12th scores, say, if a student wanted to get admission in BSc and wanted to pursue Physics his marks of Chemistry/Maths or Chemistry/ Biology were also considered because the merit was prepared based on the marks obtained by the student in all the subjects. Now what will happen is this test is in parts; one is language, first one, second is domains – there are 27 domains out of which a student can choose. So now for a physics student the domain will be considered for admission. So his marks in physics alone would be considered. That means if he is poor in, say, Chemistry, or Mathematics or Biology that would not affect his admission. That is the subjective bias that was there which will not matter in this test.

Q According to data in 2020 and 2021, 57.31% and 66.18% of undergraduate admissions in DU went to students who scored more than 90%, while students who scored below 85% got just 19.9% of admissions in 2021, and 27.19% in 2020. This is extreme dependence on confined parameters, and my

question is that do you expect students who are smart but not bookish doing a bit better? Do you see this as a watershed moment in higher education in the country?

You are absolutely right, and the reason is that this test is wider. It will have a language part, it will have domain knowledge part and it will have general knowledge part. So students having more diverse understanding would probably score higher in this test than the students who have only bookish knowledge of subjects.

Q UGC chief M Jagadesh Kumar said, "one nation, one entrance test" will be a great relief for students across the country."As a result of this, students need not have to write different kinds of entrance tests." Do you see this as a watershed moment in higher education in the country?

It is the beginning of that "defining moment" I should say because this common entrance test has to be made compulsory for the other universities and the institutions as well. Then we will have a common entrance test and the students will have to appear only in one test for admission in any university or any institution across the country. But this is a good beginning. A very good first step.

Q Last but not the least, could you please tell us about ITM University, Gwalior and its vision for a very uncertain global climate that children would have to cope with, also how has the University's credibility gone up so sharply in a relatively short period?

We are very resilient about the changes that are taking place in the industry, in the economic environment and in the international environment. We have incorporated people from industries that are doing extremely well. We have kept them in board of studies. Every year we look at the curriculum, the syllabus that we use for the student and that is how we are able to align. What we teach, what is required by the industry is always kept current. So that is one part. Second is that we are collaborating with a number of industries for development of students and it means that executives from industry are also participating in training students, not only during internships but during normal course of study.

Also we continuously monitor students' progress so that whatever weaknesses, shortcomings are there, for that we devise the training programmes, short-term training programmes up to a period of 15 days. For these we hire experts from outside the University and try and get these students at par with others.

And this has helped our students get good placements in last few years. In fact, the highest package went up to Rs 45 lakh for engineering and Rs 28 lakh for management and it is consistent. It is not that one odd student got it and then there was no repeat. It is every year that the students are getting good packages and the reason is that we are always ensuring that the students are developed as per the current needs of the industry.

Another important part is that we are also very concerned about the fact that the fee of private universities is quite high. So we have started a number of scholarships; the Defence Forces scholarship, the Corona Scholarship for students where household income has suffered due to COVID-19. There is a special scholarship for such students, the low income scholarship and so on. We also get a lot of students from outside the country. About 250-300 students take admission from outside the country every year. So there is a diverse group. And we have more than 50% students from outside Madhya Pradesh and Chattisgarh, so we are trying to maintain diversity within and outside the country.

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INDUSTRTY SPEAKS

TECHNICAL ISSUES CAN BE HANDLED WELL IF INDIVIDUAL VALUES CONNECT WITH PEOPLE

Dr. Ankita Singh, Senior Vice President & Global Head Human Resource at CIGNEX shares her views with **Education Post**.

Q Can you please tell us about your tenets for success as a people manager, for which you have been felicitated by Forbes magazine?

I believe, as a leader, your primary responsibilities are to be there when needed and enable individuals to realize their potential so they can enhance it further. I have always been more of a team member than a manager because, in my view, conveying and guiding alone won't help. One needs to be part of the team to experience and know what's happening with

the profile and the individual to participate and propose the best viable solution. In my opinion, staying authentic is the key. If a manager is true to self, work, and people, there is no reason for the team to disconnect. You get upset, disconnect for a few hours, be too direct; they will understand and accept all if the manager has been there throughout to listen and support when there was a need. WHY is one question that every manager should proactively answer for all their actions, not because they are answerable but because it's ONE TEAM.

Q Your academic journey has been long and varied. How did you plan your education trajectory and manage to balance studies and work at a later stage?

I wouldn't say it wasn't challenging but doable. The individual should identify those pockets to fill in those tiny blocks. Days are gone when one could survive with few basic skills and expertise. Today, when every day is a new day demanding a new you, upskilling becomes the only option. The driving forces were the newness in the profile and the need of the ever-changing market. Could I take a break? Probably not, but more than that I didn't want to. The rationale was simple; you can't drop the ball all the time as nobody would conveniently have somebody as your shadow to hold it for you while you are busy investing in self-development. So, the most feasible option was to upskill on the go with a self-paced/ self-defined and viable approach. To excel, one has to experience today while learning more about the market and the future. With breaks, one will limit the urge beyond a point; it becomes difficult to disappear to reappear, it's better to find a mix to meet both the needs. I am not indicating finding a balance, but optimizing and integrating will help.

All who showcased their passion for continuous learning, adaptability, and collaboration were rated much higher than others. So a lot has changed, but this is very evident that technical expertise is believed to be built in a few days/months, but companies prefer hiring people who are competent at soft/human skills. As the known quote goes, "hire for attitude, train for skill"; this trend will remain as is forever.

Q Another balancing game that's crucial for a fulfilled career is that of family and profession. Can you please share some ways you adopt for this aspect?

The first step would be accepting that balancing is a myth. Something will get missed somewhere. We can hold with two hands; when we reach a stage where we have many

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things to handle, one will have to prioritize and organize. Balancing itself indicates equal attention to some extent; is that practically possible? I don't think so. Should we handle everything in the best possible manner? For sure! Now the question is, how? Profession, family, hobbies, self-care; we have to take it all. I wish we had superpowers to fit in everywhere perfectly; with that wish being unreal, we need to find sources of help, learn the art of delegating, master the skills of planning & organizing, and be true to ourselves. We all know how much we can handle alone and what can be managed with the help of others; we need to prioritize, identify the support system, and plan and implement it at the right time. What is doable can be done with and through trusted people.

Q You are handling varied segments now, with travel, admin, and IT. How do you ensure that you maintain perfection across these domains and what are the challenges?

More than process, I am a people person. One can handle 70% of technical issues well if the individual values connect well with people. The business has always been about people and their mindset than numbers and processes. I value my people; I know that I am nothing if they are not around to support me. Once you reach a particular level in the system, you already have domain experts working for you. It's wrong to feel that you are the boss or know everything.

In most cases, the functional/domain people know much more than managers, and managers should acknowledge and respect that. There are new challenges now and then, but I know and accept that all my team members are great with their tactical knowledge; they need me at the strategic level to hear, participate, support, and guide. I ensure that I am always around when needed, but unnecessarily I don't intervene daily to prove my existence. I am open to learning new things every day from them, and so are they; we trust each other to stay genuine and authentic.

Q The scope of data and automation-related professions is huge. How can college students prepare for creating a differentiation within the industry?

Data was always there, now with the help of technology, we have started using data on a real-time basis. Earlier data remained in the raw form for ages, but now automation enables us to move to insights level in just a couple of clicks and enables decision making and defining strategic plans. Data is powerful, but the driver is technology. Any investment in this direction will be fruitful as the base and top of all the decisions and strategies will remain data. The faster we learn to track and crack it, the quicker we align ourselves to the future of work. Students who focus on staying relevant know that what's in the top 10 today as a skill may not even reflect in the top 100. Anything is possible, but data will be a consistent player or factor in any new or next normal. Technology is the enabler; it will further expand its wing to become part of our processes.

Q Being at the helm of human resources, any specific trends you have noticed over the years in the recruitment scenario?

Everything is changing! A few aspects that have remained there forever in recruitment are people with better human skills were and are preferred over others. Similarly, candidates who were good with presentation and communication found it easier to crack any interview. One who came with proper research on why this organization and how I will add value could get better attention and acceptance. All who showcased their passion for continuous learning, adaptability, and collaboration were rated much higher than others. So a lot has changed, but this is very evident that technical expertise is believed to be built in a few days/months, but companies prefer hiring people who are competent at soft/human skills. As the known quote goes, "hire for attitude, train for skill"; this trend will remain as is forever. EP

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Dharm Rakshit
Head HR, Hero Motocorp Ltd.

ACADEMIA HAS BEEN TRADITIONALLY VERY ORTHODOX AND CONSERVATIVE IN APPROACH

Dharm Rakshit has been with the Hero Motocorp Ltd for over 5 years, and holds over 25 years of corporate experience. He has worked with L&T, Godrej, and many other reputed multinational companies. He shares his insights with us for India Inc.

What are the top 3 practices that personnel managers must follow in view of the globalised corporate work culture that is driven by digitisation?

Global business environment is continuously shifting and particularly after the disruption caused by pandemic, paradigm shift has happened. This disruption was not anticipated and no one was ready. We realised that nothing is static; everything is in the fluid stage so to say. So, it was interesting to see how the organisations are becoming agile and resilient and elevating themselves. The role of HR was earlier to serve the entire organisation or only a group of people or practices. The disruption taught us to create three kinds of things within the organisation.

First, the role of HR is now evolving to see how we can make the entire organisation resilient and agile. Creating a bank of leaders who are very optimistic and they instil hope within the organisation. Most of the board discussions previously dealt with three bottom lines, which hovered around profits and planning. Though sustainability was gaining some momentum, but people part was in backdrop. But now, the 'people' factor has come in the forefront, next is planning and third is the profit. When such changes come, the role of HR alters, because things are centred around people.

During the pandemic, it was thought that the impact will be limited to a particular geography, and the lockdown will solve the problems. But slowly, as the situation emerged, the entire corporate scenario changed. Earlier the three spaces which dominated were the source of procurement of resources, the place of manufacturing or processing and the markets that formed the consumer segment. Now, when either or all of these segments was under lock down, it brought new challenges. The task of the HR was to create an agile culture, with people at the centre. Employees cannot be merely seen as individuals, as he brings an entire ecosystem with him. If there is some disturbance in the family ecosystem, then it impacts the work space too. So, these are connected are the HR has a critical role to enable this paradigm shift in the organisations.

How do you drive change in your organisation, and what are the focus areas for such change?

Most of the challenges to change have been because we have not prepared the people who going to be impacted by the change. In my earlier assignment, when there was a significant change in the company because of business acquisition, we communicated all details to the employees to prepare them mentally. I was part of this change management team and realised that if such communication is not done, a lot of rumours start spreading throughout the organisation. People become part of the grapevine and unauthentic information gets transmitted faster.

While working for Tata Steel, there was a major restructuring in the company. The MD at that time, Mr. Irani identified people who were listening pillars in various departments, and started doing many Town Halls. So people were directly informed about how the change will take place and how it will affect them. That is the fundamental of the change process.

I relate it with the Newton's law of Motion. There is a state of inertia, and when the force is applied, people start resisting it, as they resist change. So the way of working, cultures, values can change only with the participation of people. Although a number of change models and theories are there. At the end of the entire process, people should again be communicated about what the team has gained and what could have been achieved. Also, it is essential to remember that nothing is static. Everything is bound to change. The human mind is programmed to adopt and accept the change. A lot depends on how the organisation is preparing the climate where change is looked at as being positive, rather than negative.

Looking at the scenarios of merger and acquisitions, some cases are very successful while others have turned bitter. The partners have even parted way, because the process of change has not been managed well. So, the company being acquired looks like the vanquished and the one taking it over appears like the vanquisher. We need to see the success story of Cisco. The organisation evolved with the M&A theory, but through the process, it tried to leverage the strengths of each company. That's how it became a company to have done mergers across the world successfully.

Can industry integration help the higher education sector provide a more holistic learning to students?

The industry integration should have been in place much earlier. If I am not taking the voice of the consumers while making a product, it will not be a very successful one. Educational institutions are nurturing students, who are the finished product for the industry that employs them. As you build linkages, you find that a very necessary co-existing eco system emerges. Your product is like a raw material for the industry. Seeing from this perspective, where industry is the consumer, taking the viewpoints of stakeholders in building the product is extremely important. If the academia and industry work in tandem, it will be beneficial for both.

While doing my Leadership course from Wharton school of management, I realised that most of the professors with whom I was interacting were on the board of directors of the leading companies or were consulting them closely. For instance, one of them was on the board of Google, and he knew where the industry is moving, what the demands are going to be, and what type of products we will need in the future. Such instructors are able to restructure the curriculum in a way that is aligned with the industrial context. It is about analysing what is the organisational fit vs. what I am teaching to students.

In India, it is a sorry state where most of the management or engineering colleges hardly interact with companies. The World Economic Forum report has been stating the future of the jobs across the world. It says that many of the jobs that are present today may not be in existence in the future, or change over the next five years. But the higher academia, despite having knowledge of such reports, continue to follow the same curriculum and teach in same manner.

When a student joins the industry from even the leading management or engineering college, he has to go through almost a year of training. The company invests time and money on making the student industry ready. By shortening this period of getting prepared, the industry, academia and students, everyone is getting benefited.

One experiment that happened in the state of Haryana was the skilled university. It adopted a concept where students are involved in the industry. A new course named Mechatronics has been launched, which combines mechanical, electrical, optics and computer engineering. The students are collaborating with the industry, and working in tandem. The institute's lab acts as a factory. So, while students are learning the technical skills, they are also getting a grasp on the nuances of the industry. Integration between the industry and academia is, hence, the need of the time. If it's not done then both will face struggles.

My observation is that the academia has been traditionally very orthodox and conservative in approach. But when the pandemic stuck, the institutes were the first to adopt the online mode of teaching, and leverage the technology. The industry did that gradually and exponentially. Though the academia struggled to function online initially, they showed the way to the entire industry. They broke the mindset that education cannot be provided at a virtual platform.

What are the key factors that guide your selection of new resources?

These depend on what we are looking for during campus placements and what is the differentiating factor. We have to follow the process of developing a person. When you put a certain input repeatedly, if the process of controlled, then the output will also be similar. There are two factors that are becoming critical. The first is the analytical thought process of a student, and the perspective that he has developed. Is he looking from a myopic perspective or has

broadened his vision to see the larger problem?

The second factor is that whether the student is problem oriented or solution oriented. For being successful, the person has to be solution oriented. When a problem arises, it can be solved innovatively to bring new solutions and show new ways of working. When the pandemic hit, some people reacted with a reptilian brain, which is a primitive way of thinking. It has three options, fight, freeze or flight. The mammalian brain also tells you to analyse and then take the most appropriate decision. So, we need to understand that when faced with a challenge, what is the mindset of a person; whether a student can analyse and then take action, or he follows the flight, fight or freeze mode.

When the disruption happened, some nations decided to fight, some of them went in the freeze mode, while some others took the flight option. But some countries started analysing what can be done as a long-term solution, since the lockdown is only a temporary solution. They looked at a situation going beyond, when the pandemic is going to subside. They thought about how we are going to augment our economy and leverage our technology. Since some vaccination and other such solutions will be needed, they looked at whether the health sector could provide the same. If they are not able to make, then they will have to purchase the vaccines from other countries who will sell at their own terms and conditions, at their prices.

Some of the visionary leaders were not only able to manage the things differently, so some countries were able to recover quickly. So, it all depends on whether you are able to think beyond the problem and look at solutions. Most of the unicorn companies have been born here in recent past, by young entrepreneurs who have been able to look at innovative solutions. They are creating history and have become the growth engine of Indian economy. When we go to a campus, that is the quality that we are looking for.

One change that we are seeing over some time is that more youngsters are looking at becoming entrepreneurs. They want to gain industrial experience for a short time.

Q You have written on a number of topics, including agriculture, economy, coaching, etc. How do you expand your area of interest and gain in-depth knowledge?

When you are done with your formal studies, you have just started gaining knowledge. When you start having experiences and putting the experience in context, then many interesting aspects come up. We may even feel that whatever was taught to us has no meaning. When we can combine the theoretical knowledge with the practical experiences, then we evolve and grow. The great leaders have been able to do so.

My interest lies in observing people, and I learn by doing so. I see people traveling and reading books. Making observations and assumptions, about the behaviour people are showing and thoughts they express, is a great source of learning.

After the protests by farmers started, I read about what real actions have been taken to improve the farm laws, and bring about changes. After the Green movement, there has been a gap of 50 years. Now, the real farmer gets the price of 5 rs, but the market price becomes 50 rs. We need to understand how this gap of 45 rs gets created, and who benefits from this. No one talks about the farm labours. Mostly it is the rich farmers who get benefits, while real farm workers just earn daily wages.

So, it is not always important to see what is being done, but to understand why it is done. This thought process has helped me to gather insights about many domains.

Q Also, you have worked in diverse industries over the years. Do they face distinct challenges or situations related to talent development and employee relations?

I have worked almost across the country and even outside India. I was there in Malaysia

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and Bangladesh. I have also supported the work for Latin American and African countries. There are broadly three segments of the entire industrial relations scenario. One is the countries that were part of the British colony and were ruled by Britishers or French. In these places, the industrial policies and laws were similar and employee relations were developed along the same ideas. In African countries, nothing concrete was being done in terms of policies. So, they were in a nascent stage where people were reacting and not responding. The Latin American countries have a fragile economy. It's akin to the theory of Karl Marx, and with time the policies keep evolving. I have seen violent employee reactions, as well as subordinative ones.

So, the idea that I have developed is influenced by different types of situations. In industrial world, employee relations are segregated as harmonious and collaborative. According to me, employee relations have to be productive and progressive, because every relation needs to yield something. If it doesn't yield positively, good relation does not matter. It must give some result. When things are changing, it needs to be seen whether a person is becoming a partner in the growth process or a negotiator. Suppose I want to change some process, but the union demands to know that how it will benefit them. Then it is not a progressive relation, as they are not collaborating at a time when the management needs them to. But if they are ready to change and adopt the new methods, then it is a collaborative journey. It is not a very stable relationship though, if it is based on some give and take, and providing benefits. In that case, as soon as you withdraw the benefits, the relation will be hampered and collaboration will not work. So, it is somewhat fragile in nature.

With respect to talent development, the goals and targets of the company must be very clear. The entire organisational talent can be arranged into 9 boxes, which determine the Potential Performance Metrics. Arranging in such a way, we have to see what the talent inventory looks like. Each and every person has a different requirement, so the talent program has to be designed in a personalised way. Suppose a person is a 'high potential – high performer', then he will not be having monetary impetus. He will be looking for growth and different challenges in the work space, to show his potential. They must be put in such programs that are satisfying for them, and they find it worth their time and efforts. They will also be creating something of value for the organisation. For a person whose potential is high but the performance is medium, it must be found that what is inhibiting him. He may be motivated to enhance the productivity with job rotation, executive training, or cross functional exposure. I believe that when you hire, keep in mind his future potential. Otherwise, that person will become a liability on the company. Most of the time we fall into that trap because our requirement is for today, so we do not have that long term perspective.

Q How important is it for students to be skilled in more than one area, and also to keep upgrading their skills?

Multi skilling and multitasking is not only important for students but for each and everyone. It's not necessary to be the master of every skill, but at least one can try and start learning the extra skills. When we learn a particular skill, we can understand the mindset of the people who are doing that work. Sometimes, a skill may seem to be trivial, but nevertheless, one must learn it. You never know when it may become useful to you or may even be a life saver.

Even in the organisational context, gone are the days when one could be a specialist. Now generalists are in demand, who are able to come up with innovative solutions, and give inputs in various domains.

This is a time for digital integration, and the academia also needs to benefit from such integration. The best of Indian education system should partner with the global education system, and integrate for benefit of students. EP

|| jai sri gurudev ||

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Satya Narayan Maharana
Associate Director HR, Haier Appliances India Pvt Ltd.
shares his perspective with **Education Post**

Q Can you please elaborate on the parity between average Indian and international compensation scales?

Indian compensation system is one of the most complicated systems in the world and continuously evolving year on year to provide a more positive experience for both employers and employees. Although Indian compensation used to be criticized for many years, recent globalization phenomena added a lot of values to make it more efficient. Indian compensation scale is very much different from the international compensation scale.

Many Indian organizations have shown interest in making the compensation scale more comprehensive by implementing more advanced salary and grading systems. Compared to past practices, Indian employers have started setting priorities towards their pay scales, job evaluations, grading fitments, and so on.

National Pay Scales/ Compensation scales have been improvised due to various transformation projects and focused implementation for new, advanced, and fair systems. Many organizations have taken their Indian pay scales at par with their International pay scales based on their globalization strategies, unique HR operations, and unified culture. Lot many organizations are still exploring such strategies to counter their existing mapping challenges and diversify India operations as well.

Success mantra is just nothing. No special ingredients. My biggest fear is a failure. I wake up every morning keeping just one thing in mind is that "I can't fail." I can't afford to be a failure. I have to succeed. Every journey will give some challenges, but overcoming is a feeling to live for. Every small win and small achievement needs continuous efforts. Take big challenges and deal with them by making them small.

Q What is the role of inclusivity in the increasingly global corporate structures?

Inclusion is one of the key transforming agendas of all corporates for both local and global operations. Inclusivity helps organizations in advocating fair chances and equal opportunities for their workforce. For global corporates, inclusivity is on priority to Buy & Build talent across levels. This expands the Talent Pipeline and also helps to bring in variety in talent acquisition. Global organizations are also focusing on training on inclusions across geographies to address the diversity in Gender, Race/Ethnicity, Nationalities, and LGBTQ communities as well. As a practice, this encourages organizations to showcase their maturity in hiring, people management, and global talent solutions.

Q Our young readers would like to know what aspects they must develop to be able to succeed in workplaces. So, what are the top three aspects that companies value?

The top 3 aspects organizations value are:

Agility

Agile of Learning, Change & Situation Handling

Commitment

Target Orientation, Goal Setting, and Result Orientation

People Management

Conflict Handling, Team Development, and Future Orientation

Q There are various views on employee engagement in the new hybrid mode of working. Can you share some of the best engagement models that are adopted globally?

Employee engagement is now beyond ceremonial function and has become the tool to check the pulse of the organization. Over the last decade, there have been many new engagement models implemented and perceived as the best-fit models across the globe. The models have become the Employee Experience Index based on a certain questionnaire for employees, asked at regular intervals. These questions are the drivers to check the core value of Engagement, Individual Growth Opportunity, Trusted Leadership, Supportive Work Environment, Meaningful contribution, Employer Value proposition, Recognitions & similar practices. Gallup Model – Q12, Schmidt Model, Irresistible - The Deloitte Model are some examples for quick references.

Q You have received multiple awards for continued efforts in the domain of constructive and safe personnel management. What do these signify for you?

Awards are simple recognitions and being recognized fuels the aspiration levels. My continuous efforts are to develop my team talents via Experiential Learning and sharing the case studies which helps them to understand and motivate for future-readiness. The team is a very essential element for achieving success together.

> **Global organizations are also focusing on training on inclusions across geographies to address the diversity in Gender, Race/ Ethnicity, Nationalities, and LGBTQ communities as well. As a practice, this encourages organizations to showcase their maturity in hiring, people management, and global talent solutions.**

Q Share with us your mantra for success that will help our readers navigate the volatile pathways ahead.

Success mantra is just nothing. No special ingredients. My biggest fear is a failure. I wake up every morning keeping just one thing in mind is that "I can't fail." I can't afford to be a failure. I have to succeed. Every journey will give some challenges, but overcoming is a feeling to live for. Every small win and small achievement needs continuous efforts. Take big challenges and deal with them by making them small. EP

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								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	
1	Indian Institute of Science (IISc)	Bangalore		1	Karnataka		Govt.	237.8	217.4	194.8	156.6	75.8	63.9	40.0	**986.28**
2	Indian Agricultural Research Institute, Pusa	New Delhi		1	Delhi		Govt.	236.5	217.7	190.2	159.3	76.2	64.6	41.7	**986.12**
3	Homi Bhabha National Institute	Mumbai		1	Maharashtra		Govt.	237.5	211.4	193.1	156.8	77.6	67.2	42.5	**986.06**
4	Tata Institute of Social Sciences (TISS)	Mumbai		2	Maharashtra		Govt.	239.2	214.9	192.5	156.6	74.8	65.5	42.3	**985.68**
5	Indian Institute of Foreign Trade (IIFT)	New Delhi		2	Delhi		Govt.	231.0	214.6	198.8	164.1	71.8	63.0	42.4	**985.58**
6	Indira Gandhi Institute of Development Research	Mumbai		3	Maharashtra		Govt.	238.5	214.3	193.1	159.0	75.8	62.5	41.6	**984.82**
7	Birla Institute of Technology & Science	Pilani	1	1	Rajasthan		Pvt.	230.7	214.3	198.8	164.1	71.6	62.9	42.3	**984.52**
8	University Institute of Chemical Technology	Mumbai		4	Maharashtra		Govt.	231.0	211.4	198.8	164.1	74.8	63.0	41.2	**984.29**
9	Defence Institute of Advanced Technology	Pune		5	Maharashtra		Govt.	230.7	214.3	193.1	161.7	78.8	63.7	41.9	**984.03**
10	Jamia Hamdard	New Delhi	2	3	Delhi		Pvt.	238.5	211.1	196.5	156.8	75.4	62.4	42.7	**983.44**
11	Jawaharlal Nehru Centre for Advanced Scientific Research	Bangalore		2	Karnataka		Govt.	227.6	217.7	193.1	156.8	78.2	66.8	43.0	**983.12**
12	Indian Institute of Space Science and Technology	Thiruvananthapuram		1	Kerala		Govt.	237.8	217.4	190.8	152.0	74.8	65.5	44.1	**982.32**
13	International Institute for Population Sciences	Mumbai		6	Maharashtra		Govt.	234.1	217.4	189.6	154.4	75.8	66.3	41.8	**979.41**
14	National Brain Research Centre	Gurgaon		1	Haryana		Govt.	239.2	217.4	187.4	154.4	75.8	62.9	42.2	**979.24**
15	Thapar Institute of Engineering & Technology	Patiala	3	1	Punjab		Pvt.	240.9	214.3	186.8	152.0	77.8	62.0	44.6	**978.29**

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16	Amrita Vishwa Vidyapeetham	Coimbatore	4	1	Tamil Nadu		Pvt.	241.3	217.4	175.4	154.4	78.8	62.0	44.6	**973.78**
17	National Institute of Food Technology Entrepreneurship & Management (NIFTEM)	Sonepat		2	Haryana		Govt.	241.3	214.3	178.8	147.1	77.8	67.2	43.4	**969.78**
18	National University of Educational Planning and Administration	New Delhi		4	Delhi		Govt.	237.5	214.9	183.9	156.8	70.8	60.3	42.3	**966.50**
19	Vellore Institute of Technology	Vellore	5	2	Tamil Nadu		Pvt.	238.2	217.7	181.6	145.2	72.8	66.8	44.1	**966.41**
20	ICAR-National Dairy Research Institute	Karnal		3	Haryana		Govt.	241.3	211.1	181.6	142.7	76.8	63.7	43.4	**960.70**
21	Indian Law Institute	New Delhi		5	Delhi		Govt.	241.3	215.5	181.6	145.2	70.8	60.3	42.3	**956.96**
22	Manipal Academy of Higher Education	Manipal	6	3	Karnataka		Pvt.	224.1	195.4	187.4	159.7	77.6	67.0	44.0	**955.19**
23	Bharath Institute of Higher Education & Research	Chennai	7	3	Tamil Nadu		Pvt.	227.6	201.7	184.5	152.5	75.6	67.2	43.4	**952.36**
24	ICFAI Foundation for Higher Education	Hyderabad	8	1	Telangana		Pvt.	237.8	198.5	181.6	147.6	78.6	57.7	44.0	**945.94**
25	Kalinga Institute of Industrial Technology	Bhubaneshwar	9	1	Odisha		Pvt.	237.5	198.5	175.9	145.2	77.6	63.7	44.0	**942.45**
26	Tata Institute of Fundamental Research	Mumbai		7	Maharashtra		Govt.	230.7	213.6	178.8	142.7	71.6	53.5	44.0	**934.83**
27	Punjab Engineering College	Chandigarh		2	Punjab		Govt.	212.5	214.3	181.6	152.5	70.6	56.0	44.0	**931.43**
28	Forest Research Institute	Dehradun		1	Uttarakhand		Govt.	233.7	199.2	173.1	147.6	70.8	62.0	44.6	**930.94**
29	Indian Veterinary Research Institute	Izatnagar		1	Uttar Pradesh		Govt.	233.7	207.3	172.5	140.3	71.4	60.3	44.0	**929.57**
30	Meenakshi Academy of Higher Education and Research	Chennai	10	4	Tamil Nadu		Pvt.	235.1	198.5	161.1	156.3	69.8	62.0	43.3	**926.17**

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31	Institute of Liver and Biliary Sciences (ILBS)	New Delhi	11	6	Delhi		Pvt.	231.0	211.1	163.9	144.2	70.6	61.2	42.3	**924.26**
32	Sathyabama Institute of Science and Technology	Chennai	12	5	Tamil Nadu		Pvt.	222.8	201.7	166.8	146.6	73.6	60.3	44.0	**915.75**
33	Narsee Monjee Institute of Management Studies	Mumbai	13	8	Maharashtra		Pvt.	230.7	189.1	169.6	149.1	72.8	59.5	42.8	**913.55**
34	S.R.M. Institute of Sciences and Technology	Kancheepuram	14	6	Tamil Nadu		Pvt.	212.5	208.0	163.9	144.2	69.8	61.2	44.6	**904.10**
35	Birla Institute of Technology (BIT)	Mesra	15	1	Jharkhand		Pvt.	227.2	192.3	163.9	144.7	68.8	56.9	44.0	**897.76**
36	SYMBIOSIS International	Pune	16	9	Maharashtra		Pvt.	223.8	198.5	166.8	142.3	62.8	60.3	40.6	**895.04**
37	Banasthali Vidyapith	Banasthali	17	2	Rajasthan		Pvt.	223.8	186.0	173.1	135.0	70.8	62.2	41.7	**892.50**
38	Sri Sathya Sai Institute of Higher Learning	Anantapur	18	1	Andhra Pradesh		Pvt.	222.8	189.1	173.1	135.0	68.8	59.6	43.4	**891.76**
39	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	19	7	Tamil Nadu		Pvt.	222.8	186.0	175.9	147.1	60.8	55.3	41.7	**889.62**
40	Central Institute of Fisheries Education	Mumbai		10	Maharashtra		Govt.	234.1	179.7	161.1	130.1	70.8	62.0	44.0	**881.76**
41	TERI School of Advanced Studies	New Delhi	20	7	Delhi		Pvt.	230.7	192.3	152.5	128.2	70.8	60.3	44.6	**879.25**
42	Dr. M.G.R Educational and Research Institute	Chennai	21	8	Tamil Nadu		Pvt.	227.6	195.4	161.1	135.5	62.8	50.0	44.0	**876.31**
43	Sant Longowal Institute of Engineering and Technology (SLIET)	Sangrur		3	Punjab		Govt.	223.8	192.3	160.5	133.0	65.8	55.0	41.8	**872.19**
44	Sri Ramachandra Institute of Higher Education and Research	Chennai	22	9	Tamil Nadu		Pvt.	220.4	192.3	154.8	133.0	69.8	55.0	44.0	**869.22**

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45	International Institute of Information Technology (BLR)	Bangalore	23	4	Karnataka		Pvt.	220.4	186.0	163.4	137.9	65.8	54.1	36.6	**864.08**
46	Bharati Vidyapeeth	Pune	24	11	Maharashtra		Pvt.	230.3	186.0	161.6	128.2	61.8	51.8	42.3	**861.91**
47	KLE Academy of Higher Education and Research	Belgaum	25	5	Karnataka		Pvt.	220.0	179.7	161.6	133.0	66.8	56.0	40.7	**857.89**
48	Lingaya's Vidyapeeth	Faridabad	26	4	Haryana		Pvt.	216.6	179.1	149.7	135.5	72.8	59.5	39.4	852.43
48	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	Thanjavur	26	10	Tamil Nadu		Pvt.	216.6	179.7	149.7	135.5	72.8	59.5	39.4	**853.06**
49	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	27	11	Tamil Nadu		Pvt.	213.5	186.0	161.1	137.9	60.8	50.0	42.3	**851.54**
50	Graphic Era	Dehradun	28	2	Uttarakhand		Pvt.	209.7	179.7	178.8	126.2	57.8	55.2	44.1	**851.52**
51	Dr. D.Y. Patil Vidyapeeth	Pune	29	12	Maharashtra		Pvt.	216.9	189.1	152.5	123.3	67.8	59.5	40.6	**849.69**
52	Datta Meghe Institute of Medical Sciences	Wardha	30	13	Maharashtra		Pvt.	220.4	186.0	153.7	123.6	63.8	58.6	39.4	**845.36**
53	Christ, Hosur Road	Bangalore	31	6	Karnataka		Pvt.	209.7	189.1	152.5	126.0	68.8	58.6	40.6	**845.30**
54	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur		3	Rajasthan		Public	209.7	176.6	169.6	135.7	60.8	49.2	41.7	**843.31**
55	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	32	2	Uttar Pradesh		Pvt.	205.6	192.3	158.2	133.3	59.8	49.9	42.3	**841.31**
56	Manav Rachna Internationa Institute of Research & Studies	Faridabad	33	5	Haryana		Pvt.	216.9	186.0	146.8	126.0	67.8	55.2	42.3	**840.93**
57	International Institute of Information Technology (HYD)	Hyderabad	34	2	Telangana		Pvt.	210.1	179.7	161.1	135.7	60.8	49.2	44.0	**840.51**

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All India Rank *	Deemed Universities (Govt. & Pvt.)	City	All India Pvt. Rank	State Rank	State		Status	Weighted Score out of 1000 (Distributed across 7 Dimensions)							OVERALL INDEX SCORE 1000
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	
58	Saveetha Institute of Medical and Technical Sciences	Chennai	35	12	Tamil Nadu		Pvt.	210.1	176.6	169.6	135.0	58.8	48.3	41.7	**840.06**
59	Kalasalingam Academy of Research and Higher Education	Virudhunagar	36	13	Tamil Nadu		Pvt.	203.2	186.0	161.1	135.0	60.8	49.2	44.0	**839.21**
60	JSS Academy of Higher Education & Research	Mysore	37	7	Karnataka		Pvt.	217.3	189.1	150.2	123.8	64.8	50.9	42.4	**838.49**
61	Pravara Institute of Medical Sciences	Ahmednagar	38	14	Maharashtra		Pvt.	210.4	189.1	150.2	123.8	63.0	57.7	42.4	**836.69**
62	Avinashilingam Institute for Home Science & Higher Education for Women	Coimbatore		14	Tamil Nadu		Public	203.6	179.7	161.6	135.9	60.0	50.0	42.4	**833.32**
63	D.Y. Patil Educational Society	Kolhapur	39	15	Maharashtra		Pvt.	203.9	180.0	161.6	135.9	60.0	49.3	42.4	**833.15**
64	Jain Global Campus	Ramanagara	40	8	Karnataka		Pvt.	203.9	180.0	161.6	135.9	60.0	48.4	41.9	**831.78**
65	Lakshmibai National Institute of Physical Education	Gwalior		1	Madhya Pradesh		Govt.	210.4	186.0	147.4	135.9	60.0	49.2	42.4	**831.27**
66	National Museum Institute of History of Art, Conservation and Musicology	New Delhi		8	Delhi		Govt.	203.6	186.0	147.4	123.8	75.8	50.9	42.4	**829.78**
67	Deccan College of Post-Graduate & Research Institute	Pune		16	Maharashtra		Govt.	210.1	176.6	147.4	123.6	72.8	55.2	42.3	**827.80**
68	Central Institute of Higher Tibetan Studies	Varanasi		3	Uttar Pradesh		Govt.	203.2	189.1	147.4	123.8	64.8	55.2	42.3	**825.76**
69	Gurukul Kangri Vishwavidayala	Haridwar		3	Uttarakhand		Govt.	203.2	195.4	150.2	123.8	61.8	49.0	42.0	**825.44**
70	Vel's Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	41	15	Tamil Nadu		Pvt.	203.2	192.3	147.4	123.8	57.8	56.7	42.4	**823.56**

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IIRF-2022 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank *	Deemed Universities (Govt. & Pvt.)	City	All India Pvt. Rank	State Rank	State		Status	Weighted Score out of 1000 (Distributed across 7 Dimensions)							OVERALL INDEX SCORE 1000
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	
71	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya	Kancheepuram	42	16	Tamil Nadu		Pvt.	206.7	179.7	147.4	123.8	67.8	55.0	42.4	**822.70**
72	Tilak Maharashtra Vidyapeeth	Pune		17	Maharashtra		Govt.	209.7	176.6	150.2	126.0	62.8	55.2	41.7	**822.17**
73	NITTE University	Mangalore	43	9	Karnataka		Pvt.	203.2	189.1	150.2	123.8	62.8	48.3	44.7	**822.16**
74	Institute of Advanced Studies in Education	Churu		4	Rajasthan		Govt.	210.1	176.6	153.1	126.2	62.5	50.9	42.4	**821.71**
75	Gandhigram Rural Institute	Gandhigram		17	Tamil Nadu		Public	209.1	179.7	153.1	126.2	62.8	48.3	42.4	**821.56**
76	Ramakrishna Mission Vivekananda Educational and Research Institute	Howrah	44	1	West Bengal		Pvt.	209.7	179.7	149.7	127.2	56.8	53.5	44.0	**820.53**
77	Jain Vishva Bharati Institute	Nagaur		5	Rajasthan		Public	210.1	179.7	147.4	123.8	58.5	58.6	42.4	**820.43**
78	Gujarat Vidyapith	Ahmedabad		1	Gujarat		Govt.	209.7	179.7	146.8	126.5	62.8	50.0	44.1	**819.63**
79	Padmashree Dr. D.Y. Patil Vidyapeeth	Mumbai	45	18	Maharashtra		Pvt.	202.9	176.6	159.9	126.2	58.8	50.9	44.1	**819.39**
80	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	46	18	Tamil Nadu		Pvt.	213.5	176.6	147.4	123.8	62.5	50.9	44.7	**819.29**
81	North Eastern Regional Institute of Science & Technology	Itanagar		1	Arunachal Pradesh		Govt.	202.9	179.7	145.7	126.2	64.8	55.2	44.7	**819.10**
82	Vignan's Foundation for Science, Technology and Research,	Guntur	47	2	Andhra Pradesh		Pvt.	206.3	179.7	146.8	126.5	62.8	50.9	44.6	**817.52**
83	Shiksha 'O' Anusandhan	Bhubaneswar	48	2	Odisha		Pvt.	209.7	167.1	149.7	135.7	61.8	49.2	44.0	**817.17**
84	Dayalbagh Educational Institute	Agra	49	4	Uttar Pradesh		Pvt.	204.3	176.6	147.4	123.6	64.8	53.5	44.0	**813.97**
85	Karpagam Academy of Higher Education	Coimbatore	50	19	Tamil Nadu		Pvt.	203.2	176.6	147.4	123.6	62.8	55.2	44.6	**813.23**

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IIRF-2022 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank *	Deemed Universities (Govt. & Pvt.)	City	All India Pvt. Rank	State Rank	State		Status	Weighted Score out of 1000 (Distributed across 7 Dimensions)							OVERALL INDEX SCORE 1000
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	
86	Gandhi Institute of Technology and Management (GITAM)	Visakhapatman	51	3	Andhra Pradesh		Pvt.	213.2	176.6	145.7	127.2	57.0	48.3	44.0	**811.88**
87	The LNM Institute of Information Technology	Jaipur	52	6	Rajasthan		Pvt.	202.9	179.7	146.2	125.3	63.8	49.1	44.6	**811.50**
88	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	53	6	Haryana		Pvt.	216.6	164.0	148.5	122.6	62.0	53.3	44.0	**810.95**
89	Karunya Institute of Technology and Sciences	Coimbatore	54	20	Tamil Nadu		Pvt.	206.3	179.7	146.5	124.8	59.8	49.1	44.6	**810.73**
90	Krishna Institute of Medical Sciences	Karad	55	19	Maharashtra		Pvt.	206.3	179.7	146.8	124.3	57.8	50.9	44.6	**810.33**
91	Jaypee Institute of Information Technology	Nodia	56	5	Uttar Pradesh		Pvt.	208.4	179.7	146.2	122.6	58.0	48.5	43.4	**806.78**
92	Kerala Kalamandalam (Vallathol Nagar)	Thrissur		2	Kerala		Public	213.2	166.5	147.4	120.2	63.0	51.6	44.7	**806.43**
93	B.L.D.E. Bijapur	Bijapur	57	10	Karnataka		Pvt.	213.9	160.8	147.9	124.3	57.8	54.3	44.4	**803.48**
94	St. Peter's Institute of Higher Education and Research	Chennai	58	21	Tamil Nadu		Pvt.	209.7	164.3	150.8	122.6	57.6	50.9	42.8	**798.75**
95	Sri Balaji Vidyapeeth	Pillaiyarkuppam	59	1	Puducherry		Pvt.	206.3	160.8	148.5	125.3	60.8	51.8	43.9	**797.34**
96	Shobhit Institute of Engineering & Technology	Meerut	60	6	Uttar Pradesh		Pvt.	209.7	164.0	148.5	125.3	57.6	48.3	43.3	**796.71**
97	Sri Devraj Urs Academy of Higher Education and Research	Kolar	61	11	Karnataka		Pvt.	202.9	160.8	147.9	122.6	62.8	55.2	44.4	**796.67**
98	Vinayaka Mission's Research Foundation	Ariyanoor	62	22	Tamil Nadu		Pvt.	204.3	164.6	149.1	124.8	57.8	51.8	43.5	**795.80**
99	MGM Institute of Health Sciences	Navi Mumbai	63	20	Maharashtra		Pvt.	206.3	164.0	148.5	122.6	57.2	51.8	43.9	**794.21**
100	IIS, Gurukul Marg	Jaipur	64	7	Rajasthan		Pvt.	203.2	164.6	147.4	127.4	57.8	50.0	43.2	**793.67**

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

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All India Rank	Deemed Universities: (Govt. & Pvt.) Good for B.Tech, M.Tech and other Research Programs	City	State	Status	All India Pvt. Rank
21	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh	Pvt.	13
22	SYMBIOSIS International	Pune	Maharashtra	Pvt.	14
23	Banasthali Vidyapith	Banasthali	Rajasthan	Pvt.	15
24	Bharati Vidyapeeth	Pune	Maharashtra	Pvt.	16
25	Sant Longowal Institute of Engineering and Technology (SLIET)	Sangur	Punjab	Govt.	
26	Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra	Pvt.	17
27	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	Tamil Nadu	Pvt.	18
28	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	Tamil Nadu	Pvt.	19
29	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	Pvt.	20
30	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	Public	
31	Graphic Era	Dehradun	Uttarakhand	Pvt.	21
32	International Institute of Information Technology (BLR)	Bangalore	Karnataka	Pvt.	22
33	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	Thanjavur	Tamil Nadu	Pvt.	23
34	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	Uttar Pradesh	Pvt.	24
35	International Institute of Information Technology (HYD)	Hyderabad	Telangana	Pvt.	25
36	Lingaya's Vidyapeeth	Faridabad	Haryana	Pvt.	26
37	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	Pvt.	27
38	Christ, Hosur Road	Bangalore	Karnataka	Pvt.	28
39	JAIN	Bangalore	Karnataka	Pvt.	29
40	Gandhi Institute of Technology and Management (GITAM)	Visakhapatnam	Andhra Pradesh	Pvt.	30
41	Karpagam Academy of Higher Education	Coimbatore	Tamil Nadu	Pvt.	31

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All India Rank *	Deemed Universities: (Govt. & Pvt.) Good for B.Tech, M.Tech and other Research Programs	City	State	Status	All India Pvt. Rank
42	Kalasalingam Academy of Research and Higher Education	Virudhunagar	Tamil Nadu	Pvt.	32
43	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	Pvt.	33
44	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana	Pvt.	34
45	The LNM Institute of Information Technology	Jaipur	Rajasthan	Pvt.	35
46	Shiksha 'O' Anusandhan	Bhubaneswar	Odisha	Pvt.	36
47	Jaypee Institute of Information Technology	Noida	Uttar Pradesh	Pvt.	37
48	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya	Kancheepuram	Tamil Nadu	Pvt.	38
49	Institute of Advanced Studies in Education	Churu	Rajasthan	Govt.	
50	Vel's Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	Tamil Nadu	Pvt.	39
51	Vignan's Foundation for Science, Technology and Research,	Guntur	Andhra Pradesh	Pvt.	40
52	Karunya Institute of Technology and Sciences	Coimbatore	Tamil Nadu	Pvt.	41
53	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	Pvt.	42
54	North Eastern Regional Institute of Science & Technology	Itanagar	Arunachal Pradesh	Govt.	
55	Gandhigram Rural Institute	Gandhigram	Tamil Nadu	Public	
56	Gurukul Kangri Vishwavidayala	Haridwar	Uttarakhand	Govt.	
57	St. Peter's Institute of Higher Education and Research	Chennai	Tamil Nadu	Pvt.	43
58	Dayalbagh Educational Institute	Agra	Uttar Pradesh	Pvt.	44
59	Shobhit Institute of Engineering & Technology	Meerut	Uttar Pradesh	Pvt.	45
60	Hindustan Institute of Technology and Science (HITS)	Chennai	Tamil Nadu	Pvt.	46

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▸ 1st in Uttarakhand, 17th in North India among the Best B-Schools -IIRF, 2021
▸ 17th in A++ Category in all India & 7th in North Zone -Silicon India B-School Rankings, 2021
▸ 13th among top B Schools of Eminence - CSR-GHRDC, 2021

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▸ 1st in Uttarakhand & 13th among Top Law Colleges (Pvt.) in India- IIRF, 2020-21.
▸ 1st among Top Law Schools in Uttarakhand (Govt. & Pvt.Law Schools)- CSR-GHRDC, 2021
▸ 10th among Top Pvt. Law Colleges of India & Rated AAA+ in Uttarakhand- Career 360, 2022

ICFAI University, Dehradun
▸ 1st among Top Private Universities in Uttarakhand - Education World University Rankings, 2021.
▸ 9th in pursuit of excellence towards 'Best Institute for Campus Life' (A1 Band) - MHW Ranking, 2021.
▸ 13th in the Private University (Premier Category)- IIRF, 2020-21.
▸ 36th among India's Best Universities - General (Private) - India Today, 2021

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1	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	1
2	Institute of Liver and Biliary Sciences (ILBS)	New Delhi	Delhi	1
3	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	2
4	Jamia Hamdard	New Delhi	Delhi	2
5	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	3
6	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	4
7	Datta Meghe Institute of Medical Sciences	Wardha	Maharashtra	1
8	Bharati Vidyapeeth	Pune	Maharashtra	2
9	JSS Academy of Higher Education & Research	Mysore	Karnataka	1
10	Meenakshi Academy of Higher Education and Research	**Chennai**	Tamil Nadu	5
11	Dr. D.Y. Patil Vidyapeeth	Pune	Maharashtra	3
12	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	Haryana	1
13	Shiksha 'O' Anusandhan	Bhubaneswar	Odisha	1
14	Padmashree Dr. D.Y. Patil Vidyapeeth	Mumbai	Maharashtra	4
15	Manipal Academy of Higher Education	Manipal	Karnataka	2
16	Krishna Institute of Medical Sciences	Karad	Maharashtra	5
17	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	6
18	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	7
19	NITTE University	Mangalore	Karnataka	3
20	KLE Academy of Higher Education and Research	Belgaum	Karnataka	4
21	Pravara Institute of Medical Sciences	Ahmednagar	Maharashtra	6
22	D.Y. Patil Educational Society	Kolhapur	Maharashtra	7
23	MGM Institute of Health Sciences	Navi Mumbai	Maharashtra	8
24	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	8
25	Sri Devraj Urs Academy of Higher Education and Research	Kolar	Karnataka	5
26	Sri Balaji Vidyapeeth	Pillaiyarkuppam	Puducherry	1
27	B.L.D.E. Bijapur	Bijapur	Karnataka	6

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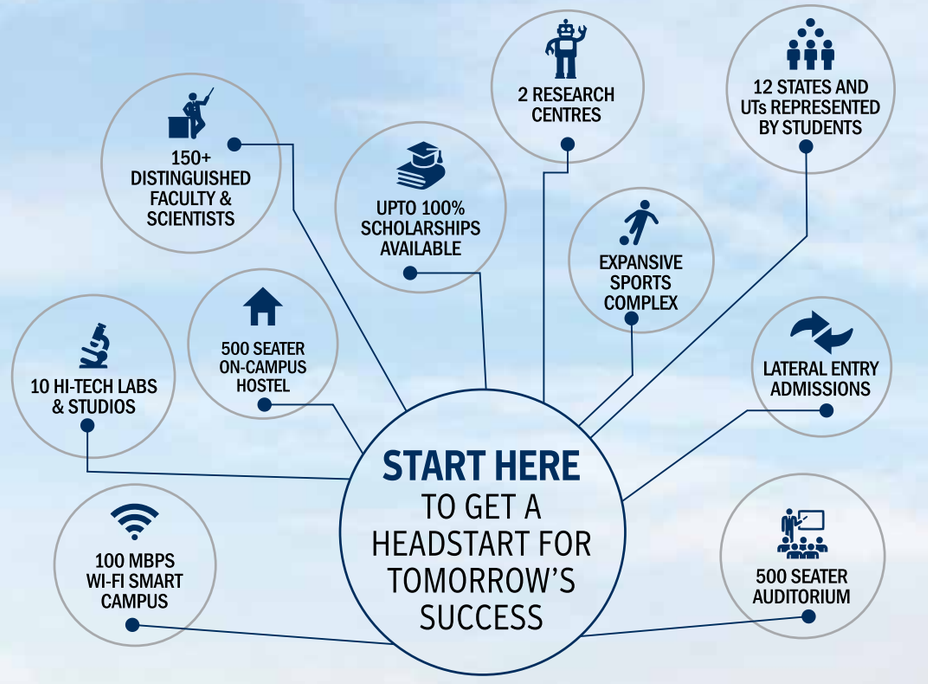

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All India Rank *	Deemed Universities (Govt. & Pvt.) Good for Arts, Science, Research and Humanities	All India Pvt. Rank	City	State	State Rank	Status
1	Tata Institute of Social Sciences (TISS)		Mumbai	Maharashtra	1	Govt.
2	Indira Gandhi Institute of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

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All India Rank	Deemed Universities (Govt. & Pvt.) Good for Arts, Science, Research and Humanities	All India Pvt. Rank	City	State	State Rank	Status
24	Kalinga Institute of Industrial Technology	10	Bhubaneswar	Odisha	1	Pvt.
25	Narsee Monjee Institute of Management Studies	11	Mumbai	Maharashtra	7	Pvt.
26	Sri Sathya Sai Institute of Higher Learning	12	Anantapur	Andhra Pradesh	1	Pvt.
27	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	13	Thanjavur	Tamil Nadu	4	Pvt.
28	SYMBIOSIS International	14	Pune	Maharashtra	8	Pvt.
29	S.R.M. Institute of Sciences and Technology	15	Chennai	Tamil Nadu	5	Pvt.
30	Deccan College of Post-Graduate & Research Institute		Pune	Maharashtra	9	Govt.
31	Dr. M.G.R Educational and Research Institute	16	Chennai	Tamil Nadu	6	Pvt.
32	Sam Higginbottom University of Agriculture, Technology & Sciences	17	Allahabad	Uttar Pradesh	2	Pvt.
33	Christ, Hosur Road	18	Bengaluru	Karnataka	3	Pvt.
34	Saveetha Institute of Medical and Technical Sciences	19	Chennai	Tamil Nadu	7	Pvt.
35	Avinashilingam Institute for Home Science & Higher Education for Women		Coimbatore	Tamil Nadu	8	Public
36	Kalasalingam Academy of Research and Higher Education	20	Virudhunagar	Tamil Nadu	9	Pvt.
37	Ramakrishna Mission Vivekananda Educational and Research Institute	21	Howrah	West Bengal	1	Pvt.
38	Lakshmibai National Institute of Physical Education		Gwalior	Madhya Pradesh	1	Govt.
39	Janardan Rai Nagar Rajasthan Vidyapeeth		Udaipur	Rajasthan	2	Public
40	Graphic Era	22	Dehradun	Uttarakhand	2	Pvt.
41	Central Institute of Higher Tibetan Studies		Varanasi	Uttar Pradesh	3	Govt.
42	Gurukul Kangri Vishwavidyala		Haridwar	Uttarakhand	3	Govt.
43	Institute of Advanced Studies in Education		Churu	Rajasthan	3	Govt.
44	JAIN	23	Bengaluru	Karnataka	4	Pvt.

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All India Rank *	Deemed Universities (Govt. & Pvt.) Good for Arts, Science, Research and Humanities	All India Pvt. Rank	City	State	State Rank	Status
45	Jain Vishva Bharati Institute		Nagaur	Rajasthan	4	Public
46	Vel's Institute of Science, Technology & Advanced Studies (VISTAS)	24	Chennai	Tamil Nadu	10	Pvt.
47	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya	25	Kancheepuram	Tamil Nadu	11	Pvt.
48	Tilak Maharashtra Vidyapeeth		Pune	Maharashtra	10	Govt.
49	Gujarat Vidyapith		Ahmedabad	Gujarat	1	Govt.
50	Gandhigram Rural Institute		Gandhigram	Tamil Nadu	12	Public
51	Jaypee Institute of Information Technology	26	Noida	Uttar Pradesh	4	Pvt.
52	Karpagam Academy of Higher Education	27	Coimbatore	Tamil Nadu	13	Pvt.
53	Manav Rachna International Institute of Research & Studies	28	Faridabad	Haryana	3	Pvt.
54	Vignan's Foundation for Science, Technology and Research,	29	Guntur	Andhra Pradesh	2	Pvt.
55	The LNM Institute of Information Technology	30	Jaipur	Rajasthan	5	Pvt.
56	Gandhi Institute of Technology and Management (GITAM)	31	Visakhapatnam	Andhra Pradesh	3	Pvt.
57	B.S. Abdur Rahman Crescent Institute of Science and Technology	32	Chennai	Tamil Nadu	14	Pvt.
58	Dayalbagh Educational Institute	33	Agra	Uttar Pradesh	5	Pvt.
59	IIS, Gurukul Marg	34	Jaipur	Rajasthan	6	Pvt.
60	Shiksha 'O' Anusandhan	35	Bhebaneswar	Odisha	2	Pvt.
61	Kerala Kalamandalam, Vallathol Nagar		Thrissur	Kerala	1	Public
62	St. Peter's Institute of Higher Education and Research	36	Chennai	Tamil Nadu	15	Pvt.
63	North Eastern Regional Institute of Science & Technology		Itanagar	Arunachal Pradesh	1	Govt.
64	Vinayaka Mission's Research Foundation	37	Ariyanoor	Tamil Nadu	16	Pvt.

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IIRF-2022 | TOP 10 DEEMED GOVT UNIVERSITY (RESEARCH)

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

IIRF-2022 | TOP 10 DEEMED PVT UNIVERSITY (RESEARCH)

All India Rank*	Deemed Universities (Pvt.)	City	State
1	Birla Institute of Technology & Science	Pilani	Rajasthan
2	Thapar Institute of Engineering & Technology	Patiala	Punjab
3	TERI School of Advanced Studies	New Delhi	Delhi
4	Jamia Hamdard	New Delhi	Delhi
5	Vellore Institute of Technology	Vellore	Tamil Nadu
6	ICFAI Foundation for Higher Education	Hyderabad	Telangana
7	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu
8	Institute of Liver and Biliary Sciences (ILBS)	New Delhi	Delhi
9	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu
10	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu

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SCHOOL OF LIBRARY SCIENCE
SCHOOL OF MANAGEMENT STUDIES
SCHOOL OF LEGAL STUDIES
SCHOOL OF BASIC AND APPLIED SCIENCE
SCHOOL OF EDUCATION
SCHOOL OF VOCATIONAL STUDIES
SCHOOL OF RESEARCH PROGRAMME
SCHOOL OF AGRICULTURE SCIENCE & TECHNOLOGY
SCHOOL OF MASS COMMUNICATION & JOURNALISM

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
1	Dhirubhai Ambani Institute of Information and Communication Technology	Gandhinagar	Gujarat	1	West	1		239.2	211.7	197.1	154.4	76.4	65.6	41.9	986.35
2	Nirma University	Ahmedabad	Gujarat	2	West	2		238.5	216.5	195.4	157.3	74.4	62.5	40.7	985.29
3	Shiv Nadar University	Dadri	Uttar Pradesh	1	North	1		236.8	218.3	190.5	154.4	76.6	65.1	42.0	983.78
4	REVA University	Bangalore	Karnataka	1	South	1		239.9	215.5	191.4	161.7	70.8	61.7	41.7	982.61
5	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	2	South	2		237.8	217.7	194.2	155.4	74.0	62.5	39.8	981.41
6	O.P. Jindal Global University	Sonipat	Haryana	1	North	2		242.0	215.8	181.9	157.3	75.0	64.9	43.4	980.35
6	Chitkara University	Patiala	Punjab	1	North	2		231.7	212.1	195.6	158.8	77.0	63.2	41.8	980.15
7	Azim Premji University	Bangalore	Karnataka	3	South	3		236.5	216.8	188.5	156.8	75.2	64.3	40.6	978.55
8	Sri Sri University	Bhubaneswar	Odisha	1	East	1		239.9	213.6	194.2	154.2	72.0	62.5	40.6	976.97
9	AMITY University (Noida)	Noida	Uttar Pradesh	2	North	3		233.0	214.9	198.8	160.7	68.2	59.1	41.1	975.84
10	Dayanand Sagar University	Bangalore	Karnataka	4	South	4		230.7	214.6	196.2	157.8	72.0	62.4	41.1	974.70
11	Shoolini University of Biotechnology and Management Sciences	Solan	Himachal Pradesh	1	North	4		239.9	214.9	191.9	153.9	70.0	61.9	41.1	973.58
11	JSS Science and Technology University	Mysuru	Karnataka	5	South	5		233.0	210.5	197.1	160.2	72.0	60.1	40.6	973.50
12	Centre for Environmental Planning and Technology University	Ahemdabad	Gujarat	3	West	3		239.9	214.9	187.4	152.0	76.0	60.3	42.0	972.44
13	Apeejay Stya University	Sohna	Haryana	2	North	5		228.3	218.3	192.8	153.4	76.8	60.7	41.1	971.35
14	Ahmedabad University	Ahmedabad	Gujarat	4	West	4		236.1	218.0	186.8	150.5	73.7	63.4	41.7	970.23

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions) Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
15	CMR University	Bangalore	Karnataka	6	South	6		229.6	213.6	197.1	156.6	72.0	60.0	40.0	968.83
16	ICFAI University	Dehradun	Uttarakhand	1	North	6		236.5	214.9	187.4	151.5	76.4	59.6	41.1	967.33
17	PES University	Bangalore	Karnataka	7	South	7		234.8	218.0	190.2	151.0	72.0	60.3	40.0	966.27
18	Ganpat University	Mehsana	Gujarat	5	West	5		242.0	218.0	175.9	151.0	75.8	59.6	42.8	965.16
19	AMITY University (Jaipur)	Jaipur	Rajasthan	1	North	7		231.3	214.3	185.4	159.3	74.0	60.0	40.0	964.13
20	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	8	South	8		239.2	208.0	194.2	154.4	69.0	58.3	40.0	963.01
21	SRM University	Sonipat	Haryana	3	North	8		238.2	212.1	191.4	152.9	69.4	59.1	38.8	961.87
22	AMITY University (Gurgaon)	Gurgaon	Haryana	4	North	9		228.3	216.1	192.2	148.6	72.4	61.5	41.7	960.76
23	ADAMAS University	Kolkata	West Bengal	1	East	2		238.9	218.3	182.8	143.2	71.4	63.1	41.7	959.36
24	BML Mumjal University	Gurgaon	Haryana	5	North	10		238.2	215.5	184.5	143.2	70.2	63.6	43.1	958.30
25	Chandigarh University	Mohali	Punjab	2	North	11		234.8	210.5	188.5	156.8	68.2	59.1	39.4	957.27
25	MIT Art Design & Technology University	Pune	Maharashtra	1	West	6		239.9	214.9	181.1	153.4	68.2	59.7	40.0	957.16
26	Presidency University	Bangalore	Karnataka	9	South	9		241.6	208.0	182.8	153.4	70.4	58.9	40.5	955.62
27	NIIT University (NU)	Neemrana	Rajasthan	2	North	12		234.1	210.5	188.5	153.9	70.0	58.3	39.4	954.62
28	ICFAI University (Jaipur)	Jaipur	Rajasthan	3	North	13		229.6	210.5	191.4	150.5	70.0	60.8	40.6	953.33
29	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	Jabalpur	Madhya Pradesh	1	Central	1		240.6	211.7	182.8	139.3	75.4	61.3	41.1	952.30
30	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	14		231.3	197.9	187.6	157.8	72.0	63.4	41.1	951.19

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
30	Lovely Professional University	Phagwara	Punjab	3	North	14		242.0	213.6	180.5	145.2	70.2	60.0	39.6	951.05
31	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2	North	15		229.6	207.3	185.6	160.2	69.2	59.1	38.8	949.96
32	The Institute of Chartered Financial Analysts of India University	Gangtok	sikkim	1	North	16		231.7	210.5	182.8	152.9	71.0	60.0	40.0	948.82
33	Pandit Deendayal Petroleum University	Gandhinagar	Gujarat	6	West	7		233.0	204.2	184.8	150.5	70.5	63.4	41.1	947.55
34	William Carey University	Shillong	Meghalaya	1	East	3		229.6	207.3	187.1	155.4	68.5	58.3	40.0	946.12
34	LNCT University	Bhopal	Madhya Pradesh	2	Central	2		239.9	215.5	179.9	142.0	70.0	59.1	39.4	945.86
35	Martin Luther Christian University	Shillong	Meghalaya	2	East	4		238.5	201.1	181.9	145.7	75.8	61.7	40.0	944.62
36	Dev Sanskriti Vishwavidyalaya	Haridwar	Uttarakhand	3	North	17		239.9	201.1	182.8	145.7	77.2	56.6	40.1	943.31
37	Himgiri Zee University	Dehradun	Uttarakhand	4	North	18		236.1	209.9	182.2	145.7	70.0	58.4	40.0	942.25
38	Integral University	Lucknow	Uttar Pradesh	3	North	19		231.0	211.1	180.8	150.5	68.0	60.0	39.4	940.77
39	MATS University	Raipur	Chhattisgarh	1	Central	3		232.4	206.7	182.8	153.9	68.0	57.4	38.3	939.42
40	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	4	North	20		234.4	208.9	177.1	149.5	68.4	60.0	40.0	938.28
41	Sir Padampat Singhania University	Udaipur	Rajasthan	5	North	21		234.8	212.1	175.6	165.1	68.0	48.0	33.7	937.20
42	Chitkara University (Solan)	Solan	Himachal Pradesh	3	North	22		238.2	207.3	172.8	145.7	71.0	61.0	40.0	935.94
42	Ashoka University	Sonepat	Haryana	6	North	22		235.8	212.4	179.9	145.9	68.0	54.3	39.5	935.81
43	Navrachna University	Vadodara	Gujarat	7	West	8		228.3	204.2	184.8	148.1	70.0	59.1	40.0	934.40
44	Sharda University	Greater Noida	Uttar Pradesh	3	North	23		231.3	213.6	177.1	145.7	68.0	58.3	39.4	933.34

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
45	Sangam University	Bhilwara	Rajasthan	6	North	24		233.0	215.2	181.4	140.8	68.0	54.0	40.0	932.34
46	The NorthCap University	Gurgaon	Haryana	7	North	25		233.7	214.3	179.9	140.8	68.0	54.8	38.8	930.37
46	Arni University	Tanda	Himachal Pradesh	4	North	25		231.0	208.6	179.9	151.0	68.0	52.3	39.4	930.17
47	Manav Bharti University	Solan	Himachal Pradesh	5	North	26		226.2	211.7	180.5	145.7	69.8	54.9	40.0	928.77
48	Assam Don Bosco University	Guwahati	Assam	1	East	5		233.0	207.3	171.9	148.1	69.6	58.3	39.4	927.66
49	Centurion University of Technology and Management	Paralakhemundi	Odisha	2	East	6		229.6	213.6	171.4	143.2	69.0	59.1	40.0	925.92
49	Oriental University	Indore	Madhya Pradesh	3	Central	4		231.7	213.6	171.4	144.7	67.0	58.5	39.0	925.80
50	GLA University	Mathura	Uttar Pradesh	5	North	27		229.6	204.2	166.2	159.3	68.0	59.1	38.3	924.66
50	Uttaranchal University	Dehradun	Uttarakhand	5	North	27		231.3	204.2	166.8	155.9	68.4	59.1	38.8	924.52
51	Alliance University	Bangalore	Karnataka	10	South	10		235.1	201.1	182.8	140.8	69.0	55.0	39.4	923.14
52	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	6	North	28		231.3	205.5	171.4	147.1	69.0	58.3	39.4	922.00
53	Techno Global University	Shillong	Meghalaya	3	East	7		233.0	199.5	177.1	143.7	69.0	59.1	39.2	920.60
54	Mewar University	Chittorgarh	Rajasthan	7	North	29		226.2	201.1	178.5	144.7	69.0	59.6	40.6	919.60
55	University of Science & Technology	Ri-Bhoi	Meghalaya	4	East	8		223.1	204.8	176.5	146.9	69.0	58.3	40.0	918.53
55	ICFAI University (Ranchi)	Ranchi	Jharkhand	1	East	8		231.3	196.7	175.9	147.6	69.8	58.3	38.8	918.40
56	Suresh Gyan Vihar University	Jaipur	Rajasthan	8	North	30		231.3	199.5	177.6	142.3	68.4	59.1	38.8	917.06
57	Babu Banarasi Das University	Lucknow	Uttar Pradesh	7	North	31		226.2	204.2	179.9	138.4	68.0	59.1	40.1	915.89

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
58	Assam Down Town University	Guwahati	Assam	2	East	9		226.9	204.8	174.2	145.7	67.4	56.9	38.8	914.69
58	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	4	Central	5		226.2	210.5	177.1	133.5	69.2	58.3	38.8	913.55
59	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	9	North	32		227.6	208.0	174.8	132.5	69.6	59.8	39.9	912.12
60	Invertis University	Bareilly	Uttar Pradesh	8	North	33		222.8	206.7	177.6	145.7	60.0	59.1	39.1	911.01
61	Kalinga University	Raipur	Chhattisgarh	2	Central	6		225.5	201.7	182.8	140.8	63.6	58.3	37.1	909.75
61	Galgotias University	Greater Noida	Uttar Pradesh	9	North	34		224.1	201.1	179.6	136.9	69.8	58.6	39.4	909.55
62	ITM University	Gwalior	Madhya Pradesh	5	Central	7		222.8	201.1	179.9	136.9	69.4	59.1	38.8	908.01
63	J. K. Lakshmipat University	Jaipur	Rajasthan	10	North	35		224.1	202.6	184.2	132.1	66.0	58.3	39.4	906.69
63	Shree Guru Gobind Singh Tricentenary University	Gurgaon	Haryana	8	North	35		220.7	197.9	181.1	143.7	67.0	58.3	37.8	906.47
64	G.D. Goenka University	Gurgaon	Haryana	9	North	36		231.3	202.6	170.8	134.0	69.4	58.3	38.8	905.24
65	Mody University of Science and Technology, Lakshmangarh	Sikar	Rajasthan	11	North	37		212.8	197.9	177.1	150.8	68.4	58.9	38.3	904.17
65	Jagran Lakecity University	Bhopal	Madhya Pradesh	6	Central	8		226.9	193.5	179.9	146.1	61.2	59.1	37.3	904.07
66	Manav Rachna University	Faridabad	Haryana	10	North	38		226.2	209.9	175.4	131.6	65.4	55.9	38.4	902.61
67	AMITY University	Mumbai	Maharashtra	2	West	9		235.4	193.5	183.9	131.1	65.4	53.3	38.8	901.50
68	Poornima University	Jaipur	Rajasthan	12	North	39		234.4	195.4	177.1	136.9	64.0	53.1	39.4	900.33
69	Rayat Bahra University	Mohali	Punjab	4	North	40		235.8	194.8	170.8	138.4	62.0	58.3	38.8	898.81

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
70	The Indira Gandhi Technological & Medical Sciences University	Ziro	Arunachal Pradesh	1	East	10		223.5	202.9	171.4	139.3	69.3	53.1	38.3	897.77
71	ICFAI University (Baddi)	Baddi	Himachal Pradesh	6	North	41		212.5	212.4	175.4	145.7	62.3	53.1	35.4	896.68
72	People's University	Bhopal	Madhya Pradesh	7	Central	9		222.8	191.6	175.6	138.4	69.4	58.6	39.1	895.47
73	ICFAI University (Raipur)	Raipur	Chhattisgarh	3	Central	10		220.0	197.9	171.4	144.2	64.4	57.7	38.8	894.47
74	Guru Kashi University	Talwandi Sabo	Punjab	5	North	42		224.1	188.5	177.1	144.7	68.2	51.8	39.1	893.47
75	Manipal University	Jaipur	Rajasthan	13	North	43		232.4	196.0	177.1	138.4	61.4	48.9	38.3	892.41
76	A.K.S. University	Satna	Madhya Pradesh	8	Central	11		228.9	199.2	174.8	140.8	58.6	50.0	39.0	891.27
77	AURO University of Hospitality and Management	Surat	Gujarat	8	West	10		231.0	201.1	174.2	133.5	60.4	50.6	39.4	890.22
78	Geetanjali University	Udaipur	Rajasthan	14	North	44		222.1	201.1	173.1	136.4	65.0	53.1	38.4	889.19
79	University of Patanjali	Haridwar	Uttarakhand	6	North	45		218.7	197.9	175.9	137.4	62.0	57.9	38.4	888.19
80	Mohammad Ali Jauhar University	Rampur	Uttar Pradesh	10	North	46		219.3	197.3	168.5	150.5	60.2	52.3	38.8	886.93
81	Bhagwant University	Ajmer	Rajasthan	15	North	47		215.9	193.2	170.8	143.2	64.6	58.3	39.6	885.62
82	Raffles University	Neemrana	Rajasthan	16	North	48		206.3	196.0	179.4	138.9	66.6	57.4	40.0	884.53
83	Indus International University	Una	Himachal Pradesh	7	North	49		219.3	194.8	182.2	134.0	63.6	50.9	38.4	883.19
84	Rabindranath Tagore University (Formerly AISECT University)	Raisen	Madhya Pradesh	9	Central	12		217.3	201.7	182.2	134.0	59.5	48.2	39.3	882.12
85	MVN University	Palwal	Haryana	11	North	50		220.7	194.8	175.4	126.7	66.3	58.3	39.0	881.06

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
86	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	10	Central	13		217.3	201.1	177.1	133.5	59.6	54.0	37.5	879.96
86	Adesh University	Bhatinda	Punjab	6	North	51		219.3	199.2	165.6	141.3	60.0	54.8	39.4	879.68
87	Techno India University	Kolkata	West Bengal	2	East	11		226.9	201.1	169.6	132.3	58.0	51.6	39.0	878.41
88	Flame University	Pune	Maharashtra	3	West	11		219.3	199.2	173.1	138.4	60.0	48.2	39.1	877.16
88	Graphic Era Hills University	Dehradun	Uttarakhand	7	North	52		217.3	199.8	171.9	140.8	59.0	48.8	39.4	877.05
89	Bahra University	Solan	Himachal Pradesh	8	North	53		222.8	199.8	172.5	134.0	58.6	49.7	38.3	875.62
90	Mahatma Gandhi University	Ri-Bhoi	Meghalaya	5	East	12		220.0	194.2	170.8	131.1	69.0	50.6	38.8	874.42
91	Institute of Advance Research	Gandhinagar	Gujarat	9	West	12		221.4	193.2	161.1	136.9	67.2	54.0	39.4	873.16
92	Swami Vivekananda University	Sagar	Madhya Pradesh	11	Central	14		220.0	200.4	159.9	133.5	63.0	54.1	41.1	872.17
93	Sushant University	Gurgaon	Haryana	12	North	54		220.7	194.8	166.8	137.2	60.2	51.1	40.0	870.67
94	The Assam Kaziranga University	Jorhat	Assam	3	East	13		215.9	201.1	168.5	135.5	60.0	49.9	38.8	869.62
94	K.R. Mangalam University	Sohna Road	Haryana	13	North	55		226.2	186.6	165.6	141.3	60.0	50.1	39.6	869.48
95	J.E.C.R.C University	Jaipur	Rajasthan	17	North	56		222.8	191.6	158.2	138.9	62.0	55.7	38.8	868.00
96	Sri Guru Granth Sahib World University	Chandigarh	Punjab	7	North	57		211.8	185.4	162.8	140.8	71.5	54.1	40.4	866.81
97	Swami Vivekananda Subharti University	Meerut	Uttar Pradesh	11	North	58		212.5	194.8	159.9	138.4	66.5	54.0	39.6	865.67
98	Monad University	Pilkhua	Uttar Pradesh	12	North	59		207.7	203.6	162.2	140.8	61.2	49.9	39.3	864.63
99	I.E.C University	Baddi	Himachal Pradesh	9	North	60		211.5	194.8	163.4	143.2	60.4	51.4	38.8	863.45

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
100	Rai University	Ahmedabad	Gujarat	10	West	13		216.6	189.8	165.1	131.1	66.2	55.9	37.7	862.25
101	Indus University	Ahmedabad	Gujarat	11	West	14		213.9	197.3	163.6	134.0	57.2	55.7	39.4	861.08
102	Shri Ramswaroop Memorial University	Barabanki	Uttar Pradesh	13	North	61		217.3	192.3	171.9	134.7	58.6	46.8	38.3	859.84
103	Noida International University	Noida	Uttar Pradesh	14	North	62		213.2	189.1	171.4	135.9	60.2	48.2	40.0	857.91
104	Garden City University	Bangalore	Karnataka	11	South	11		207.0	199.2	170.8	134.0	58.6	47.3	40.0	856.83
105	VIT Bhopal	Bhopal	Madhya Pradesh	12	Central	15		215.9	189.8	169.9	133.5	55.0	54.0	37.7	855.77
106	Techno Global University	Vidisha	Madhya Pradesh	13	Central	16		212.5	186.6	170.2	121.9	74.0	49.9	39.4	854.43
107	Maharaja Agrasen University	Solan	Himachal Pradesh	10	North	63		213.9	188.5	171.4	123.8	61.5	54.1	39.4	852.56
108	Xavier University	Bhubaneswar	Odisha	3	East	14		207.0	192.3	171.4	134.0	58.6	48.2	40.0	851.43
109	Apex professional University	East Siang	Arunachal Pradesh	2	East	15		209.7	184.7	170.2	121.6	71.4	53.1	39.4	850.22
110	Team Lease Skills University	Vadodara	Gujarat	12	West	15		215.9	191.6	170.2	121.9	59.6	49.9	40.0	849.06
111	North East Frotier Technical University	West Siang	Arunachal Pradesh	3	East	16		213.2	188.5	169.6	121.4	62.5	55.0	37.7	847.88
112	Himalayan University	Itanagar	Arunachal Pradesh	4	East	17		212.5	188.5	165.6	133.5	60.0	48.2	38.3	846.55
113	O.P. Jindal University	Raigarh	Chhattisgarh	4	Central	17		212.5	188.5	165.6	121.9	68.2	49.9	38.8	845.38
114	Parul University	Vadodara	Gujarat	13	West	16		213.2	188.5	168.5	133.5	58.0	46.8	35.6	844.09
115	Maharishi University of Information Technology	Lucknow	Uttar Pradesh	15	North	64		211.1	187.9	165.6	131.6	59.5	47.6	39.4	842.73

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							
								Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
116	Desh Bhagat University	Mandi Gobindgarh	Punjab	8	North	65		209.1	187.9	166.2	124.3	60.0	54.1	39.6	841.15
116	Ajeenkya D Y Patil University	Pune	Maharashtra	4	West	17		207.0	189.8	166.2	133.3	57.6	47.5	39.6	840.93
117	JIS University	Agarpara	West Bengal	4	East	18		207.0	191.6	168.5	126.7	56.6	51.4	37.7	839.55
118	Shobhit University	Saharanpur	Uttar Pradesh	16	North	66		211.8	187.2	161.1	128.7	60.0	53.1	37.1	839.01
118	A P Goyal Shimla University	Shimla	Himachal Pradesh	11	North	66		207.0	189.8	165.6	134.0	58.8	47.1	36.6	838.86
119	Usha Martin University	Ranchi	Jharkhand	2	East	19		209.1	187.9	162.8	123.8	60.0	54.1	39.4	837.07
120	IMS Unison University	Dehradun	Uttarakhand	8	North	67		207.0	187.9	168.5	131.6	57.6	45.1	38.3	835.87
121	IIHMR University	Jaipur	Rajasthan	18	North	68		207.0	191.6	164.2	125.7	61.0	47.3	38.0	834.87
121	Arunachal University of Studies	Namsai	Arunachal Pradesh	5	East	20		209.7	189.1	162.8	126.2	59.0	49.9	38.0	834.78
122	Medi-Caps University	Indore	Madhya Pradesh	14	Central	18		205.6	188.5	165.6	131.1	58.0	46.3	38.3	833.38
122	Sri Sai University	Palampur	Himachal Pradesh	12	North	69		205.6	187.9	165.6	124.8	61.5	49.0	38.8	833.25
123	University of Engineering and Management	Jaipur	Rajasthan	19	North	70		205.6	187.9	167.4	125.5	55.4	51.4	39.0	832.11
124	Mangalayatan University	Aligarh	Uttar Pradesh	17	North	71		209.1	188.5	157.1	121.9	57.2	57.6	39.4	830.67
125	Charotar University of Science & Technology	Anand	Gujarat	14	West	18		209.1	179.1	155.7	131.1	61.0	54.1	39.4	829.41
126	Baddi University of Emerging Sciences and Technology	Baddi	Himachal Pradesh	13	North	72		207.0	182.2	165.6	123.8	62.0	48.2	39.5	828.33

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank	Weighted Score out of 1000 (Distributed across 7 Dimensions)							
							Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
127	Eternal University	Sirmour	Himachal Pradesh	14	North	73	207.0	191.6	155.9	121.9	61.2	49.9	39.5	827.01
128	Sunrise University	Alwar	Rajasthan	20	North	74	210.8	182.2	160.8	124.8	55.5	52.4	39.5	826.00
129	DIT University	Dehradun	Uttarakhand	9	North	75	209.1	187.9	155.4	124.8	59.0	49.9	38.8	824.76
130	The Assam Royal Global University	Guwahati	Assam	4	East	21	209.7	182.2	154.2	131.3	58.5	48.8	38.8	823.67
131	Jaypee University	Bulandshahar	Uttar Pradesh	18	North	76	209.1	191.6	154.2	122.4	60.0	47.0	38.4	822.59
132	DAV University	Jalandhar	Punjab	9	North	77	209.1	186.6	154.2	124.3	61.0	48.0	38.4	821.53
133	C.U. Shah University	Surendranagar	Gujarat	15	West	19	210.8	182.2	155.1	126.2	60.5	48.0	37.7	820.46
134	Arunodaya University	Itanagar	Arunachal Pradesh	6	East	22	214.5	184.7	155.9	121.9	62.0	47.3	32.6	818.90
135	Seacom Skills University	Birbhum	West Bengal	3	East	23	207.0	189.1	151.4	126.2	56.5	55.7	31.8	817.66
136	ITM University	Raipur	Chhattisgarh	5	Central	19	202.2	177.2	160.8	131.1	55.5	49.7	40.1	816.54
137	Vivekananda Global University	Jaipur	Rajasthan	21	North	78	206.3	189.1	150.8	130.1	54.2	47.6	37.2	815.42
138	University of Engineering and Management	Kolkata	West Bengal	5	East	24	211.8	184.7	151.4	119.0	56.0	56.5	34.5	813.87
139	CT University	Patiala	Punjab	10	North	79	191.9	185.4	155.9	135.9	58.2	46.8	38.3	812.39
140	Spicer Adventist University	Pune	Maharashtra	5	West	20	211.8	178.4	152.2	128.7	56.5	49.9	33.7	811.18
141	Sri Satya Sai University of Technology & Medical Sciences	Sehore	Madhya Pradesh	15	Central	20	209.1	172.2	158.2	126.2	60.2	50.6	33.1	809.53
142	AMITY University	Raipur	Chhattisgarh	6	Central	21	212.5	178.4	149.7	126.2	56.0	47.1	38.3	808.19
143	GNA University	Hargobindgarh	Punjab	11	North	80	209.1	184.7	143.9	125.7	56.5	49.0	38.2	807.18

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IIRF-2022 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank *	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions) Placement Performance (PP)	Teaching Learning Resources & Pedagogy (TLRP)	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EP& IO)	OVERALL INDEX SCORE 1000
144	GSFC University	Vadodara	Gujarat	16	West	21		198.1	189.1	143.4	131.1	59.0	49.9	35.4	805.93
145	Sanskriti University	Mathura	Uttar Pradesh	19	North	81		213.2	184.7	142.8	126.2	55.0	49.9	33.1	804.91
146	P.K. University	Shivpuri	Madhya Pradesh	16	Central	22		198.1	184.7	149.9	121.6	62.0	49.7	37.7	803.75
147	ISBM University	Gariyaband	Chhattisgarh	7	Central	22		196.7	179.1	159.9	120.9	58.0	49.7	37.7	801.99
148	Mandsaur University	Mandsaur	Madhya Pradesh	17	Central	23		199.5	186.9	149.9	119.0	59.0	49.9	36.7	800.79
149	Sarvepalli Radhakrishnan University	Bhopal	Madhya Pradesh	18	Central	24		196.7	186.0	155.9	121.4	54.0	48.0	37.7	799.68
150	RIMT University	Mandi Gobindgarh	Punjab	12	North	82		198.1	176.6	155.9	124.3	59.4	46.3	37.8	798.34
151	Birla Global University	Bulandshahar	Odisha	4	East	25		193.3	175.9	157.9	131.3	54.0	48.0	36.7	797.12
152	The Neotia University	Sarisa	West Bengal	6	East	26		198.8	173.4	155.9	125.5	55.6	47.3	39.4	795.92
153	Motherhood University	Haridwar	Uttarakhand	10	North	83		195.4	174.0	157.1	123.8	59.5	50.7	34.3	794.75
154	Sant Baba Bhag Singh University	Khiala	Punjab	13	North	84		196.7	175.9	155.9	120.9	56.3	49.9	37.7	793.33
155	G.L.S. University	Ahmedabad	Gujarat	17	West	22		191.9	173.4	157.1	126.2	56.0	49.1	38.3	792.00
156	Abhilashi University	Chachyot	Himachal Pradesh	15	North	85		194.7	174.7	154.2	118.5	61.0	50.6	37.1	790.68
157	Akal University	Bhatinda	Punjab	14	North	86		191.9	173.4	155.4	124.5	56.4	51.2	36.6	789.41
158	Brainware University	Kolkata	West Bengal	7	East	27		191.9	172.8	156.5	126.2	56.5	50.6	33.7	788.18
159	Shri Ramasamy Memorial University	Gangtok	Sikkim	2	East	28		191.9	175.3	155.9	123.1	58.5	48.1	34.3	787.06
160	Shri Vaishnav Vidyapeeth Vishwavidyalaya	Indore	Madhya Pradesh	19	Central	25		195.4	172.8	154.2	119.4	55.9	50.7	37.4	785.81
161	Himalayan Garhwal University	Pauri Garhwal	Uttarakhand	11	North	87		191.9	179.1	156.5	120.9	55.0	46.3	34.8	784.49

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All India Rank*	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	ZONE	Zone Rank
1	Dhirubhai Ambani Institute of Information and Communication Technology	Gandhinagar	Gujarat	1	West	1
1	Mahindra University	Hyderabad	Telangana	1	South	1
2	Shiv Nadar University	Dadri	Uttar Pradesh	1	North	1
3	Nirma University	Ahmedabad	Gujarat	2	West	2
4	REVA University	Bangalore	Karnataka	1	South	2
5	JSS Science and Technology University	Mysuru	Karnataka	2	South	3
6	Shoolini University of Biotechnology and Management Sciences	Solan	Himachal Pradesh	1	North	2
7	AMITY University	Noida	Uttar Pradesh	2	North	3
8	Dayananda Sagar University	Bangalore	Karnataka	3	South	4
9	Chitkara University	Patiala	Punjab	1	North	4
10	PES University	Bangalore	Karnataka	4	South	5
11	Ahmedabad University	Ahmedabad	Gujarat	3	West	3
12	Centre for Environmental Planning and Technology University	Ahemdabad	Gujarat	4	West	4
13	Sri Sri University	Bhubaneswar	Odisha	1	East	1
14	CMR University	Bangalore	Karnataka	5	South	6
15	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	6	South	7
16	Ganpat University	Mehsana	Gujarat	5	West	5

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All India Rank*	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	ZONE	Zone Rank
17	ADAMAS University	Kolkata	West Bengal	1	East	2
18	Chandigarh University	Mohali	Punjab	2	North	5
19	NIIT University (NU)	Neemrana	Rajasthan	2	North	6
20	ICFAI University	Dehradun	Uttarakhand	1	North	7
21	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	8
22	AMITY University	Jaipur	Rajasthan	1	North	9
23	SRM University	Sonipat	Haryana	1	North	10
24	Presidency University	Bangalore	Karnataka	7	South	8
25	Pandit Deendayal Petroleum University	Gandhinagar	Gujarat	6	West	6
26	Lovely Professional University	Phagwara	Punjab	3	North	11
27	Integral University	Lucknow	Uttar Pradesh	3	North	12
28	AMITY University	Gurgaon	Haryana	2	North	13
29	ICFAI University	Jaipur	Rajasthan	3	North	14
30	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2	North	15
31	MIT Art Design & Technology University	Pune	Maharashtra	1	West	7
32	GLA University	Mathura	Uttar Pradesh	6	North	16
33	G.D. Goenka University	Gurgaon	Haryana	5	North	17
34	BML Mumjal University	Gurgaon	Haryana	3	North	18

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All India Rank*	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	ZONE	Zone Rank
35	LNCT University	Bhopal	Madhya Pradesh	1	Central	1
36	MATS University	Raipur	Chhattisgarh	1	Central	2
37	Navrachna University	Vadodara	Gujarat	7	West	8
38	Sir Padampat Singhania University	Udaipur	Rajasthan	4	North	19
39	William Carey University	Shillong	Meghalaya	1	East	3
40	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	5	North	20
41	The NorthCap University	Gurgaon	Haryana	4	North	21
42	Himgiri Zee University	Dehradun	Uttarakhand	3	North	22
43	Oriental University	Indore	Madhya Pradesh	2	Central	3
44	Sangam University	Bhilwara	Rajasthan	6	Central	4
45	Galgotias University	Greater Noida	Uttar Pradesh	4	North	23
46	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	3	Central	5
47	Mody University of Science and Technology, Lakshmangarh	Lakshmangarh	Rajasthan	7	North	24
48	Babu Banarasi Das University	Lucknow	Uttar Pradesh	5	North	25
49	Techno Global University	Shillong	Meghalaya	2	East	4
50	Invertis University	Bareilly	Uttar Pradesh	7	North	26

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Rank*	Private Universities Good for Medicines & Allied Courses	City	State	State Rank	Zone	Zone Rank
1	Adichunchanagiri University	Mandya	Karnataka	1	South	1
2	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	2	South	2
3	Maharishi Markandeshwar University	Ambala	Haryana	1	North	1
4	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	1	North	2
5	NIMS University	Jaipur	Rajasthan	2	North	3
6	Sharda University	Greater Noida	Uttar Pradesh	1	North	4
7	Maharishi Markandeshwar University	Solan	Himachal Pradesh	1	North	5
8	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	2	North	6
9	Swami Vivekananda Subharti University	Meerut	Uttar Pradesh	2	North	7
10	Jaipur National University	Jaipur	Rajasthan	3	North	8
11	Shri Venkateshwara University	Gajraula	Uttar Pradesh	3	North	9
12	Dayananda Sagar Institute of Medical Education and Research	Bengaluru	Karnataka	3	South	3
13	People's University	Bhopal	Madhya Pradesh	1	Central	1
14	Geetanjali University	Udaipur	Rajasthan	4	North	10
15	Indira Gandhi Technological and Medical Science University	Ziro	Arunachal Pradesh	1	East	1
16	Adesh University	Bathinda	Punjab	1	North	11

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Rank*	Private Universities Good for Medicines & Allied Courses	City	State	State Rank	Zone	Zone Rank
17	Tantia University	Sri Ganganagar	Rajasthan	5	North	12
18	Integral University	Lucknow	Uttar Pradesh	4	North	13
19	Teerthanker Mahaveer University	Muradabad	Uttar Pradesh	5	North	14
20	Desh Bhagat University	Mandi Gobindgarh	Punjab	2	North	15
21	Pacific Medical University	Udaipur	Rajasthan	6	North	16
22	Sri Guru Ram Das University of Health Sciences	Sri Amritsar	Punjab	3	North	17
23	Malwanchal University	Indore	Madhya Pradesh	2	Central	2
24	Sai Tirupati University	Udaipur	Rajasthan	7	North	18
25	Bareilly International University	Bareilly	Uttar Pradesh	6	North	19
26	Madhav University	Sirohi	Rajasthan	8	North	20
27	Saveetha Amaravati University	Vijayawada	Andhra Pradesh	1	East	2
28	Ras Bihari Bose Subharti University	Dehradun	Uttarakhand	1	North	21
29	D Y Patil University	Navi Mumbai	Maharashtra	1	West	1
30	Sri Aurobindo University	Indore	Madhya Pradesh	3	Central	3

* Page 6 (Disclaimer)

Rank*	Private Universities Good for Arts, Science, Research and Humanities	City	State	State Rank	Zone	Zone Rank
1	Ashoka University	Sonepat	Haryana	1	North	1
2	Azim Premji University	Bangalore	Karnataka	1	South	1
3	O.P. Jindal Global University	Sonipat	Haryana	2	North	2
4	AMITY University	Noida	Uttar Pradesh	1	North	3
5	Chitkara University	Patiala	Punjab	1	North	4
6	Sri Sri University	Bhubaneswar	Odisha	1	East	1
7	REVA University	Bangalore	Karnataka	2	South	2
8	Nirma University	Ahmedabad	Gujarat	1	West	1
9	Shoolini University of Biotechnology and Management Sciences	Solan	Himachal Pradesh	1	North	5
10	Dayanand Sagar University	Bangalore	Karnataka	3	South	3
11	JSS Science and Technology University	Mysuru	Karnataka	4	South	4
12	Apeejay Stya University	Sohna	Haryana	3	North	6
13	Shiv Nadar University	Dadri	Uttar Pradesh	2	North	7
14	Ahmedabad University	Ahmedabad	Gujarat	2	West	2
15	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	5	South	5
16	PES University	Bangalore	Karnataka	6	South	6
17	CMR University	Bangalore	Karnataka	7	South	7
18	Ganpat University	Mehsana	Gujarat	3	West	3
19	SRM University	Sonipat	Haryana	4	North	8
20	Chandigarh University	Mohali	Punjab	2	North	9
21	ADAMAS University	Kolkata	West Bengal	1	East	2
22	BML Mumjal University	Gurgaon	Haryana	5	North	10

* Page 6 (Disclaimer)

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

* Page 6 (Disclaimer)

IIRF-2022 | TOP PRIVATE UNIVERSITY (ARTS, SCIENCE & HUMANITIES)

Rank*	Private Universities Good for Arts, Science, Research and Humanities	City	State	State Rank	Zone	Zone Rank
44	Oriental University	Indore	Madhya Pradesh	3	Central	4
45	Galgotias University	Greater Noida	Uttar Pradesh	6	North	25
46	Babu Banarasi Das University	Lucknow	Uttar Pradesh	7	North	26
47	Manav Rachna University	Faridabad	Haryana	6	North	27
48	AMITY University	Mumbai	Maharashtra	2	West	6
49	G.D. Goenka University	Gurgaon	Haryana	7	North	28
50	AURO University of Hospitality and Management	Surat	Gujarat	5	West	7

IIRF-2022 | TOP 10 PRIVATE UNIVERSITY (RESEARCH)

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

* Page 6 (Disclaimer)

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Cloud Computing | Cybersecurity & Forensics | Information Technology
IT - Data Analytics (in asso. with TCS iON) | Big Data & Cloud Engineering
Software & Mobile Application Development- in asso. with Authorised Training Centre Education

Aerospace & Mechanical Engineering (Specializations Offered)
Aerospace Engineering | Mechanical Engineering | Robotics and Automation
Electric Vehicles | Smart Manufacturing-Industry 4.0
Advanced Manufacturing Technology

Electronics & Communication Engineering (Specializations Offered)
Electronics & Computer Engineering | Electrical & Electronics Engineering
Electronics & Communication Engineering

Civil Engineering (Specializations Offered)
Civil Engineering | Transportation Engineering | Construction Engg. & Mgmt.

Marine Engineering
B.Tech. Marine Engineering | B.Sc. Nautical Science

Bioengineering Sciences
B.Tech. Bioengineering Sciences (B.Tech. + M.Tech. Integrated)
M.Tech. Environmental Bioengineering

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B.Tech. Food Technology | B.Sc. (Hons.) Food Science

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

* Page 6 (Disclaimer)

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

* Page 6 (Disclaimer)

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

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

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

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

* Page 6 (Disclaimer)

Rank*	Private Universities	CITY	State	State Rank	Zone	Zone Rank
1	St. Joseph University	Dimapur	Nagaland	1	East	1
2	Karnavati University	Gandhinagar	Gujarat	1	West	1
3	Centurion University of Technology and Management	Vizianagaram	Andhra Pradesh	1	South	1
4	Adichunchanagiri University	Mandya	Karnataka	1	South	2
5	Dr. Vishwanath Karad MIT World Peace University	Pune	Maharashtra	1	West	2
6	KREA University	Sri City	Andhra Pradesh	2	South	3
7	Mahindra University	Hyderabad	Telangana	1	South	4
8	D Y Patil International University	Pune	Maharashtra	2	West	3
9	Symbiosis Skills and Professional University	Pune	Maharashtra	3	West	4
10	University of Engineering and Technology Roorkee	Haridwar	Uttarakhand	1	North	1
11	Anant National University	Ahmedabad	Gujarat	2	West	5
12	VIT-AP University	Vijayawada	Andhra Pradesh	3	South	5
13	GH Raisoni University	Chhindwara	M.P	1	Central	1
14	Marwadi University	Rajkot	Gujarat	3	West	6
15	Starex University	Gurugram	Haryana	1	North	2
16	SRM University	Guntur	Andhra Pradesh	4	South	6
17	Dr. A.P.J Abdul Kalam University	Indore	M.P	2	Central	2
18	Plastindia International University	Vapi	Gujarat	4	West	7
19	Amity University	Ranchi	Jharkhand	1	East	2
20	IIMT University	Meerut	U.P	1	North	3
21	Sanskriti University	Mathura	U.P	2	North	4
22	Sri Guru Ram Das University of Health Sciences	Amritsar	Punjab	1	North	5
23	Gujarat Maritime University	Gandhinagar	Gujarat	5	West	8
24	Bhartiya Skill Development University	Jaipur	Rajasthan	1	North	6
25	Renaissance University	Indore	M.P	3	Central	3

* Page 6 (Disclaimer)

Rank*	Private Universities	CITY	State	State Rank	Zone	Zone Rank
26	The Global University	Itanagar	Arunachal Pradesh	1	East	3
27	Bhagwant Global University	Kotdwar	Uttarakhand	2	North	7
28	Malwanchal University	Indore	M.P	4	Central	4
29	K K University	Nalanda	Bihar	1	East	4
30	Avantika University	Ujjain	M.P	5	Central	5
31	Shri Guru Ram Rai University	Dehradun	Uttarakhand	3	North	8
32	World University Of Design	Sonepat	Haryana	2	North	9
33	Sage University	Indore	M.P	6	Central	6
34	Dr C V Raman University	Khandwa	M.P	7	Central	7
35	Gandhi Institute of Engineering & Technology University	Rayagada	Odisha	1	East	5
36	Sister Nivedita University	Kolkata	W.B	1	East	6
37	D. Y. Patil University	Mumbai	Maharashtra	4	West	9
38	Nirwan University	Jaipur	Rajasthan	2	North	10
39	Somaiya Vidyavihar University	Mumbai	Maharashtra	5	West	10
40	IILM University	Gurugram	Haryana	3	North	11
41	Saveetha Amaravati University	Vijaywada	Andhra Pradesh	5	South	7
42	St. Xavier's University	Kolkata	W.B	2	East	7
43	Vishwakarma University	Pune	Maharashtra	6	West	11
44	Sarla Birla University	Ranchi	Jharkhand	2	East	8
45	Arka Jain University	Jamshedpur	Jharkhand	3	East	9
46	Sai Tirupati University	Udaipur	Rajasthan	3	North	12
47	Sankalchand Patel University	Mehsana	Gujarat	6	West	12
48	PDM University	Bahadurgarh	Haryana	4	North	13
49	Pragyan International University	Ranchi	Jharkhand	4	East	10
50	Ras Bihari Bose Subharti University	Dehradun	Uttarakhand	4	North	14

* Page 6 (Disclaimer)

Dr. Rajendra Prasad Sharma
Professor
Indian Institute of Foreign Trade
Delhi & Kolkata

FACILITATING EXECUTIVE MBA EDUCATION:

DO NOT TEACH, LET THEM LEARN

Teaching vs. learning

Teaching or lecturing down on the participants is akin to vomiting. The working executives do not join a B-school for being taught by someone but for learning. While being taught is a passive activity, the learning process requires an active engagement of the participants. While curriculum packs quality content, pedagogy ensures learning. When delivery improves continually, education improves. It involves meaningful interactions between the educator and the learners.

The B-schools admitting participants from diverse backgrounds should help build on their prior knowledge through a synergistic pedagogy. The mind is like a parachute. It only works when it is open. It is no exaggeration that every student can teach, and every teacher can learn. So, the B-school professors should walk into the class with a learner's mindset.

Professional Prerequisites

Alvin Toffler succinctly stated that 'the illiterates of the 21st century are not those who cannot read and write but those who cannot learn, unlearn and relearn.' The B-schools must prepare the participants' to face any future challenges in their personal and professional lives. The volatile, uncertain, complex, and ambiguous (VUCA) world requires decisive leadership to respond to crises effectively. They must equip the executives to analyze complex situations and develop innovative solutions.

According to Confucius, "I hear, I forget; I see, I remember; and I do, I understand." Even after becoming the US president, Abraham Lincoln told a journalist that if he had an opportunity to go back to school, he would like to master speaking and writing. In his path-breaking book, 'Managers, not MBAs,' Henry Mintzberg articulated that the industry hires for competencies and not the academic MBA degree. The right mental attitude, skills, and knowledge are the essential prerequisites of professional managers, and, in that order. Being is more important than doing or knowing a job.

Participant Centered Pedagogy

Executive participants engage better with cases and simulations. Case analyses and discussions develop critical thinking for brainstorming and evaluating the options against specific criteria for decision-making. A situational vignette such as pricing a new product will ensure participants walk in prepared with their pricing decision to defend in the class. Similarly, in the service marketing course, the facilitator may ask executives to maintain a diary of their service encounters classified as moments of misery or magic depending on their experiences during the term. In a sales management course, a case of an outstanding salesperson aspiring for promotion without possessing sales leadership skills can create an exciting learning experience. The participants discuss and realize that exceptional salespeople and sales managers need different prerequisites. In another case, a salesperson losing business to a competitor will help the sales leaders analyze and identify the reasons for lost business.

The professors should ask the participants to put themselves into the protagonists' shoes and take a stand. There is nothing like a right or wrong decision, but only consequences. Live and pre-recorded roleplays are suitable for the skill development needs of the participants for practicing interpersonal, selling, negotiating, listening, coaching, and counseling skills. However, the educators must develop roleplay briefs and record the same for analysis and future use. Experiential exercises ensure participant-centered, discovery learning.

Power of questions

Questions are more powerful than the answers. B School professors who raise questions to the participants are more competent than their peers. Good questions make participants think. The facilitators can gather information about participants' conceptual understanding, build rapport with them and create a culture of trust for learning from each other. Deep probing can eliminate confusion if any. A sequential questioning approach fosters effective learning. Eliciting detailed responses requires asking open-ended questions followed by a pause. Services marketing course may involve the following questions: How are services different from products? What will be the marketing implication because they are intangible? How to productize the intangibles? Closed probes come in handy to verify some information. A few yes/no type questions will help gauge participant engagement. Professors can ask leading questions to obtain desired responses to help them modify the participant's attitudes. The facilitator can use reverse probes, e.g., Is there any evidence? Would somebody like to answer?

Conclusion

Post years of industry experience, working executives do not bring themselves to be taught but to learn. The mother of all languages, Sanskrit, is so rich that it has different words to distinguish the teachers' unique abilities. The teacher who only shares the information is an 'adhyapak.' The one who converts information into knowledge is 'Upadhyaya.' An 'acharya' imparts skills, and a 'pundit' offers insights. Those who teach to think are 'dhrishtas,' and the one awakening the wisdom is a 'guru.' Great facilitators are not born; they are trained into facilitation skills. EP

Dr. Ajay Kumar

TO SUCCEED IN THE EVERYDAY TASKS OF INSTITUTES, THERE IS AN EMERGING DEMAND TO MODERNIZE THE PROFESSIONAL EDUCATION SYSTEM WITH MOBILE, DIGITAL TECHNOLOGIES, TO IMPROVE OPERATIONAL EFFICIENCY, AND MANAGE THE INSTITUTION EFFECTIVELY

Dr. Ajay Kumar, Director, IMS Ghaziabad UC Campus in a conversation with Devika Bhattacharya of ***Education Post***

Having spent some years in the corporate field, with considerable success, how was the transition to the academic world?

Making a major career transition can be intimidating. But, though transitions are tough, they're not impossible, you just need to take a strategic approach to the move. The greatest satisfaction is the freedom to choose what I want to do when I moved to academia. It's the lure of freedom, a way of giving back to society and working with young people.

The transition for corporate professionals to academic life has also been helped by the fact that institutes are actively looking out for teachers with industry experience.

Management education is not just about lectures, but pedagogy that requires you to be in direct contact with the industry. Those with a corporate background are in demand because they help the students to give a real insight into the corporate world which help them to grow in their career.

Apart from these, there were many compelling reasons, that made this transition to academia smooth. Like Teaching and mentoring the young generation, collaboration opportunities are much more with cross-disciplinary thinking and research, long-term impact in the academic field, and so on.

Overall, it's been a wonderful experience. "You get to interact with like-minded people, be in constant touch with your subject, and being with the students, you keep going back to your own student life."

You have been awarded both for your contribution to the field of management as well as academia. How do you think the academic progress makes students industry ready for the marketing profession?

India, a growing economy, is said to be young and restless. Young because a major part of its population is educated enough to join the workforce and restless because these young guns want to prove their worth in the world. However, it has often been pointed out that the youth are educated, but when it comes to their employability, they don't cut the mark. They often lag behind in the basic cognitive and soft skills that can help transition from student life to corporate life. To fill this gap, premier institutes are gearing up fast before it turns into a gorge. Every ambitious mind treasures a preconceived dream of becoming a distinct person in life with success shadowing its march along the path of career growth.

Students, whether undergraduate or graduate, are super focused on grades- with good reason perhaps, after all, grades are the most ostensible indicator of quality, ensuring entry to the coveted shortlists of aspirants to fill any position. What gets lost in the wild race to concentrate on grades alone is that we live in a world where being "good enough" is actually "not enough." Anyone who passes out from college wants to get on the job as soon as possible. However, most employers look for experience in a prospective employee, something which is missing in a fresh new graduate. One can increase the probability of getting employed if one learns some traits that institutes help make the person industry ready and fit to be hired for the job instantly. Some of those traits can be

- Practical Knowledge of Doing Things
- Inculcate the Habit of Innovation
- Pursue Online Courses to Hone Your Skills
- Connect & Network with People around You
- International Exposure

The books authored by you have received huge appreciation in the academic world. Tell us about the thought behind being an author and the journey of writing the books.

If we ask a dictionary, we'll get a pretty simple definition: "Someone or something that gives your ideas for doing something." Inspiration may also be defined as a good idea that suddenly comes to your mind.

But what is the true meaning of inspiration when we relate it to writing? It's that moment when you can express and write valuable content and share it with the world.

Everyone has a story inside her, and everyone has the tools to tell it. The real challenge is taking those first daunting steps, and beginning the journey toward writing in a way that feels authentic to you. I think of it as an adventure at sea: All the packing and planning and preparation in the world won't give you the courage to step aboard. And, more importantly, once you DO step aboard, everything that follows will feel easy and natural and exciting. Pinning down the ideas and expression created through experiences and apprehensions has always been a guiding and motivating factor.

You are and have been at the helm of reputed educational institutions. What are the significant challenges in leading such institutes effectively?

In today's era of burgeoning competition in the education sector, managing educational institutions and synchronizing the departments are challenging tasks. Even though the education sector is growing, institutions are facing a number of challenges in various categories.

Transforming institutes systems with high technology-enabled automation tools to support the academic and administrative processes will make it easy to achieve their goals. To succeed in the everyday tasks of institutes, there is an emerging demand to modernize the professional education system with mobile, and digital technologies to improve operational efficiency and manage the institution effectively. But some of the major challenges in the education sector faced by institutes are:

Campus management productivity

This is one of the biggest struggles for educators. To maintain endless records of students and other administrative activities manually is not just exhausting it's also time-consuming. It impacts student performances if teachers engage in admin work. For higher education, with hostels and other facilities to look at, it becomes even more difficult.

GUEST INTERVIEW

Student Retention & Student Success

With plentiful educational institutions out there and cutting-edge competition, it is crucial to meet the expectation of students and maintain the institute's reputation. This generation of millennials does not compromise on performance and only chooses the best for them. To make an institute technologically advanced, educators usually end up having multiple software systems to manage administrative operations to ensure student retention; which is not feasible in the long run. Training, skill development, and focus on employability have been the thrust area for the success of the institute.

Institute & Student data security

In this age of digital revolution, there are multiple threats revolving around data. They are

- Malware
- Phishing
- Obsolete/outdated technology
- Unawareness of the vulnerability of data loss
- Higher education is more prone to these threats owing to important research papers, patents, etc. It is crucial for institutes to ensure the security and safety of all data.

Parent-Teachers-Student Communication

Even though today's parents are full-time working professionals, they want to be involved in their child's academic activities. It is also a common fact that students perform better if there is proper parent-teachers-student engagement and collaboration. But most parents don't have time to visit college every now and then for updates.

Cost-saving Management

Providing excellent education and delivering quality in academic management have become major goals in the education sector. This doesn't hide the fact that the quality and credibility of an institute do not only depend upon its staff but also on finance/revenue. ROI (Return On Investment) remains an important factor to run any organization.

Teachers & Staff time management

The main objective of educators is to ensure institutional development and make teaching effective, productive, and result-oriented. But due to the tiring day-to-day tasks that are done manually, it takes away the enthusiasm and hardly leaves any time for creative thinking and innovation for teachers & staff.

Share with us your plans for the development of the institute, specially after the changes in educational methods during the pandemic.

The COVID-19 pandemic disrupted the world in ways unimaginable. As we look back on the past two years and the harsh repercussions of the pandemic that continue until today, it is apparent that one of the most impacted sectors was education. Neither the world nor educational institutions were prepared to embrace the shift to online platforms brought on at lightning speed.

COVID-19 has revealed vulnerabilities; it has also surfaced extraordinary human resourcefulness and potential. This is a time for pragmatism and quick action, but it is also a moment when more than ever we cannot abandon scientific evidence. Nor can we operate without principles. Choices must be based on a humanistic vision of education and development and human rights frameworks. COVID-19 presents us with a real challenge and a real responsibility. But a few ideas that concrete actions today will advance education tomorrow can be

- Commit to strengthening education as a common good
- Expand the definition of the right to education so that it addresses the importance of connectivity and access to knowledge and information.
- Value the teaching profession and teacher collaboration. There has been remarkable innovation in the responses of educators to the COVID-19 crisis. We must encourage conditions that give frontline educators autonomy and flexibility to act collaboratively.
- Promote student, youth, and children's participation and rights. Intergenerational justice and democratic principles should compel us to prioritize the participation of students and young people broadly in the co-construction of desirable change.
- Make free and open source technologies available to teachers and students. Open educational resources and open access to digital tools must be supported.
- Ensure scientific literacy within the curriculum. This is the right time for deep reflection on curriculum, particularly as we struggle against the denial of scientific knowledge and actively fight misinformation.

If there is one big thing that COVID-19 has taught us, it is that it is a mistake to outsource core educational capabilities. Teaching and learning are core capabilities of every single institution of higher education. Institutes that invested in their learning design resources, by both hiring instructional designers and by reorganizing campus learning organizations into integrated units, were able to manage relatively efficiently the transition from COVID-19.

How is the traditional marketing changing in view of the new platforms like social media and shift in customer relation norms?

Change is the dominant fact of life in every business today. And the ability to master and exploit change has become one of the most sought-after management skills. This is particularly true in marketing, where the very tempo of change is constantly quickening. Today's chief executive faces a baffling dilemma. Change gets costlier every day, yet not changing can be costlier still. And even while adapting to change, a company's marketing effort must reflect an internal constancy of purpose and an external consistency of image. Not all changes in marketing, of course, are equally significant. Some are confined to particular industries. Others are broader and more functional in nature.

Effective Communication for marketing is a vital field in business organizations, which is used to convey the details about their products and services to the market segments and subsequently to build long-lasting customer relationships. In the 21st century, the marketing communication platforms show a tendency to shift towards innovative technology bound people networking which is becoming an acceptable domain of interaction. Though the traditional channels like TV, print media, etc. are still active and prominent in marketing communication, the presence of the Internet and more specifically Social Media Networking, has started influencing the way individuals and business enterprises communicate. It has become evident that more individuals and business enterprises are engaging the social media networking sites either to accelerate the sales of their products and services or to provide post-purchase feedback.

The use of the internet and social media has changed consumer behavior and the ways in which companies conduct their business. Social and digital marketing offers significant opportunities to organizations through lower costs, improved brand awareness, and increased sales. However, significant challenges exist from negative electronic word-of-mouth as well as intrusive and irritating online brand presence. Social media allows people to freely interact with others and offers multiple ways for marketers to reach and engage with consumers.

Social media is used by billions of people around the world and has fast become one of the defining technologies of our time. Facebook, for example, reported having 2.38 billion monthly active users and 1.56 billion daily active users. Given the massive potential audience available who are spending many hours a day using social media across various platforms, it is not surprising that marketers have embraced social media as a marketing channel. Social media enables companies to connect with their customers, improve awareness of their brands, influence consumers' attitudes, receive feedback, help to improve current products and services, and increase sales. The decline of traditional communication channels and societal reliance on brick-and-mortar operations has necessitated that businesses seek best practices and use digital and social media marketing strategies to retain and increase market share.

With over 3 decades of association with the teaching-learning domain, what do you think are the main skills that students must develop to be successful in their career?

Being successful looks different to everyone. It comes in all shapes and sizes, but one thing that most people can agree on is that it includes feeling content and secure. One of the ways to offer this security is by opening as many doors to opportunity as possible by learning valuable life skills.

So, how will the next generation be able to do that? While trends come and go, and the economy and culture can change, there are some skills that every person will need to have to get ahead.

Times change needs change. In this era of cut-throat competition in the professional world, the rules of the games are simple. Companies do not hire mark sheets, they hire professionals with great people skills. It is quintessential for a college student to work on speaking skills, creativity, thinking skills, and developing emotional quotient to rise on the corporate ladder at a lightning-fast speed. While in the early 1900s reading, writing, and arithmetic rendered one literate, today, in the modern digital age, it takes information and media literacy – critical, problem-based thinking, teamwork, and technological savvy – in order for a person to be considered literate. To be educated and successful, and to thrive in the digital economy, a student needs to possess the skills of the digital age. But the most essential skills that students need to have are

1. Critical thinking

Being able to think for yourself is a key skill at a time when the concept of career and the workplace is changing. Critical thinking is clearly self-directed and self-disciplined, so you need to be able to think for yourself in a realistic and meaningful way. Developing this ability early on will only stand to benefit today's students and tomorrow's leaders.

2. Adaptability

Navigating emerging technologies is something most students and professionals need to do in their daily lives. While this can ultimately make life easier, it often comes with new circumstances. A fine example of this is how several companies use modern technology to further their global presence. This results in top-tier companies encouraging their employees to work remotely and take full advantage of the Digital Age. The next generations will need to be able to adapt or they could be left behind.

3. Excellent communication skills

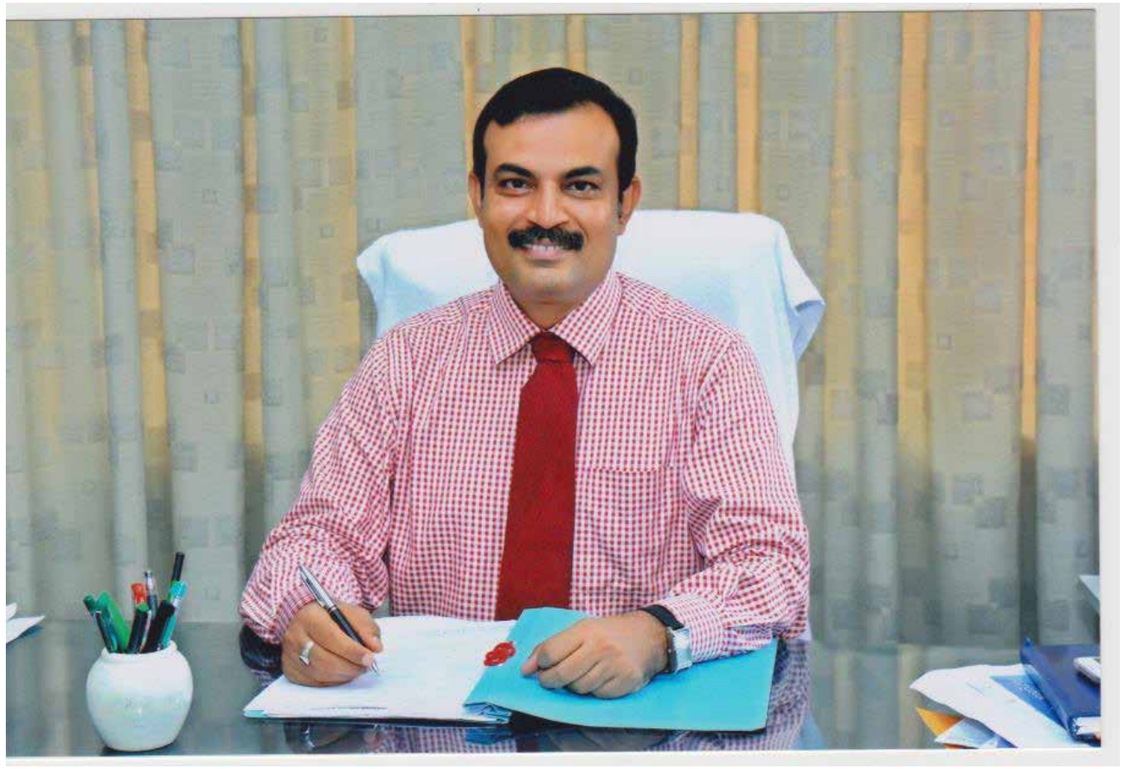
Good communication skills are important, both in-person and online. The next generation is going to need to excel in these and every now and again this will include having to lead the conversation. As mentioned above, there might be special circumstances to navigate, such as key members of a team who live in different locations. Reading comprehension and writing skills have become crucial skills for the modern student and employee.

4. Cultural understanding

A deeper cultural understanding can lead to more positive interactions, better collaboration, and truly diverse conversations. Cultural understanding has been a key part of progress in most cultures. With international business, an important aspect of modern life, large companies in top industries are embracing and teaching this to their employees. Companies like Google, Novartis, and Coca-Cola are well-known for their diversity initiatives.

5. Initiative and drive

While competition is a normal part of achieving success in life, the world is more connected now than ever so many will be competing on a much more global stage than previous generations might have. You have to consider the fact that this will mean that students will need to strive to compete with students from their own country along with several others. Having the initiative and drive to compete will be an important element in navigating certain aspects of life, especially when it comes to career and education opportunities. EP



Dr Tharanatha
Principal/Chairman
SDM Law College Centre for Post Graduate Studies and Research in Law
Mangaluru, DK Karnataka State

LEGAL EDUCATION AND LIFE AT SDMLC

Education is the tool that can bring transformation not just in people and communities but in an entire nation and humanity's fate. The prevalence of a high standard of education fixes the intellectual standards and is a matter of national pride and prestige. In this parlance, the law is the mechanism to achieve an egalitarian social society where no one is deprived of their inherent rights, the importance of legal education cannot be denied. The standard of legal education should be determined with the utmost diligence, as it paves the way for bright lawyers, magnificent judges, ambitious jurists, and radiant academicians.

Legal education is considered to be an edifice for any person who wishes to take up a profession in the legal field. Traditionally universities concentrated on the broad categorization of civil and criminal laws. However, the law is a dynamic and ever-changing concept. Therefore, it is the need of the hour that the syllabus is altered at regular intervals.

Legal education must aim at preparing legal professionals who will play decisive leadership roles, not only as advocates practicing in courts but also as academicians, legislators, judges, policymakers, public officials, civil society activists, defence officials, arbitrators, documentation lawyers, space lawyers, NGO advocacy, as well as legal counsel in the private sector, maintaining highest standards of professional ethics and a spirit of public service.

The syllabus of legal education should be as such to prepare professionals equipped to meet the new challenges and dimensions of internationalization, where the nature and organization of law and legal practice are undergoing a paradigm shift.

At SDM Law College, alongside the academics, the clinical course is also prioritized. The students are provided with internship facilities from the first year of graduation and final year students in specific are beneficiaries of mock trials, court, chamber, industrial and prison visits. Apart from this college also extends a number of guest lectures by distinguished alumni and professionals in the legal field. Certificate courses on law and medicine, forensic psychology, criminology, POSH framework, cyber laws provide for multi-disciplinary study. The IPR innovation centre facilitates the study of IPR and different perspectives of Intellectual property and functional ADR centre enables them to learn alternative systems of dispute resolution mechanisms .

The students are taught and equipped with such tools and techniques which render them to face the new globalized world effectively, to which they are exposed. They are trained in newer disciplines that hitherto remained at the periphery or outside the framework of curriculum. EP

Legal education is considered to be an edifice for any person who wishes to take up a profession in the legal field. Traditionally universities concentrated on the broad categorization of civil and criminal laws. However, the law is a dynamic and ever-changing concept.

Poojya Shri D. Veerendra Heggade
Hon'ble Chancellor, SDM University

SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY

6th Floor, Manjushree Building, Manjushree Nagar, Sattur, Dharwad - 580 009

Shri Dharmasthala Manjunatheshwara University (SDM University) was established on 19th December 2018 as a State Private University at Sattur, Dharwad. SDM University was established under the Shri Dharmasthala Manjunatheshwara University Act 2018 and this University has been sponsored by Shri Dharmasthala Manjunatheshwara Educational Society (SDM Educational Society), Ujire, Dakshina Kannada District, Karnataka. The Chancellor of this University is Poojya Shri D. Veerendra Heggade who is also the President of SDM Educational Society and Dharmadhikari of Shree Kshetra Dharmasthala.

SDM Educational Society which is a non-profit making Society which has been in the field of Education and Healthcare since 1903 by starting of Siddhavana Gurukula by the Heggade's of Dharmasthala. This legacy continued and brought to its present glory by Shri D. Veerendra Heggade spearheading the activities of more than 55 premier Academic and Professional institutions spread across the Karnataka State. The professional higher education streams are Medicine, Dentistry, Physiotherapy, Nursing, Biomedical Sciences, Engineering, Management, Law, Ayurveda, Naturopathy and Social Sciences adds glory to SDM University and SDM Educational Society

Shri Dharmasthala Manjunatheswara University is strives to be a place filled with joy and inspirations. Following a complete scientific approach to every lesson taught at the University, academic imbibed here is a combination of both traditional and modern values of an efficient learning environment. Having 5 constituent institutions, SDM University strives in the pursuit of being a heaven for excellent teaching and learning in turn creating a trained future leaders and professionals

Building a better World:

Situated in Dharwad, Karnataka, SDM University holds flagship programs across its 5 constituent institutions namely Medical, Dental, Physiotherapy, Nursing and Biomedical Sciences. Emphasizing on a global growth perspective, every student highly skilled and proficient professionals come out of the University. SDM University graduates will have the high sense of ethical and moral values after being nurtured extensively and ignited the creativity among every individual student in SDM University Campus. The entire course, curriculum and very conducive teaching – learning environment is curated towards being completely dynamic yet have the right amount of knowledge gain. Poojya Shri D. Veerendra Heggade, the Chancellor of Shri Dharmasthala Manjunatheshwara University is a visionary Leader with a dream to start a Centre of Excellence in Medical Education and Healthcare for the people of North Karnataka Region at an affordable cost who has the strong philanthropic goals. He is the Dharmadhikari (Head) of Shree Kshetra Dharmasthala for more than 5 decades which controls several Temples including the famous Shree Manjunatheshwara Temple at Dharmasthala. Poojya Shri Heggade is the multidimensional individual, reformer, educationist, philosopher and philanthropist. He has contributed over 5 decades in the field of Religion, Education, Social Service, Economic and Cultural development. SDM University has built a Centre of Excellence in Medical Education and Healthcare for the people of the North Karnataka Region at an affordable cost.

Awards and Recognition to the Chancellor:

Poojya Shri Veerendra Heggade has been bestowed with many awards and titles including the Padma Vibhushan (the 2nd highest civilian award of the Country) for his extensive work towards social reformation and communal harmony.

Dr. Niranjan Kumar, Vice-Chancellor, SDM University:
A renowned Plastic Surgeon is leading Shri Dharmasthala Manjunatheshwara University, Dharwad as its founding Vice Chancellor. Under his able leadership, SDM University and its constituent institutions are in growing pace. The four years old University has already made remarkable progress by acquiring No.1 Rank in All India for the two consecutive years by Outlook-I.Care Survey in the year 2020 and 2021 in the Emerging Private Universities. IIRF Survey has Ranked SDM University No.2 in All India in the same category. Under his able leadership all the constituent institutions of SDM University has also secured top Ranks not only in South India but also in All India. SDM College of Dental Sciences & Hospital which celebrating 35th year of its existence has Ranked 5 in the All India Dental Colleges. During the Corona Pandemic, SDM University has done remarkable service to the Society through SDM Hospital and its Corona warriors with the able leadership of Hon'ble Chancellor and Vice Chancellor.

UNIVERSITY AND CONSTITUENT INSTITUTIONS RANKING

		2021	2020	
SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY, DHARWAD				
1 Private Universities (Emerging)	All India	1st Rank	1st Rank	Outlook-I Care Survey
2 Private Universities (Emerging)	All India	2nd Rank	12th Rank	IIRF Ranking
3 Best Emerging University for Medical Research 2021				FWA Industry Academia Conclave
4 Global Impact Ranking 2021	PAN India	1st Rank	-	Ranked No. 1 in Gender Equality
SDM COLLEGE OF MEDICAL SCIENCES & HOSPITAL , DHARWAD				
1 Private Medical Colleges	South India	8th Rank	9th Rank	The Week Survey
2 Private Medical Colleges	All India	13th Rank	14th Rank	The Week Survey
3 Medical Colleges	All India		31st Rank	The Week Survey
4 Medical Colleges	All India	36th Rank		IIRF 2021 - Education Post
5 Best Regional Hospitals, India				Europe Business Assembly, Oxford, UK
SDM COLLEGE OF DENTAL SCIENCES & HOSPITAL, DHARWAD				
1 Private Dental Colleges	All India	4th Rank	5th Rank	The Week Survey
2 Dental Colleges	All India		10th Rank	The Week Survey
3 Dental Colleges (Out of Top 18)	All India	5th Rank	8th Rank	Outlook Survey
4 Dental Colleges (Out of Top 10)	All India	One among the top ten Dental Colleges		Knowledge Review Magazine
5 Dental Colleges	All India	11th Rank		IIRF 2021 - Education Post
6 Dental Colleges	All India	14th Rank		India Today Survey
7 Dental Colleges	All India	9th Rank		NIRF Ranking
SDM INSTITUTE OF NURSING SCIENCES, DHARWAD				
1 Nursing College	All India	69th Rank		IIRF Ranking - Education Post
1 Nursing College	South Zone	40th Rank		IIRF Ranking - Education Post

Constituent Institutes of Shri Dharmasthala Manjunatheshwara University, Dharwad

COURSES

SDM College of Medical Sciences & Hospital
(Recognized by NMC, New Delhi)

1 MBBS

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

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

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

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

6 Medical Allied Sciences
- B.Sc. Renal Dialysis Technology
- B.Sc. Medical Lab Technology
- B.Sc. Medical Imaging Technology
- B.Sc. Optometry
- B.Sc. OT Technology
- B.Sc. Anaesthesia Technology
- B.Sc. Emergency and Trauma Care Technology
- B.Sc. Medical Records Technology

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

SDM College of Dental Sciences & Hospital
(Recognized by DCI, New Delhi)

1 BDS

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

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

4 Certificate Courses in Dental Faculty (Post BDS)
- Forensic Odontology (Offline)
- Forensic Odontology (Online)
- CAD CAM Dentistry

SDM College of Physiotherapy
(Recognized by Govt. of Karnataka)

1 BPT

2 MPT
- MPT in Musculoskeletal Disorders
- MPT in Neurological and Psychosomatic Disorders
- MPT in Cardio-Respiratory Disorders
- MPT in Community Physiotherapy
- MPT in Paediatrics
- MPT in Sports
- MPT in Obstetrics & Gynecology (OBG)

SDM Institute of Nursing Sciences
(Recognized by Indian Nursing Council, New Delhi)

1 B.Sc. Nursing

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

3. Diploma in Nursing (GNM)

4 General Duty Healthcare Assistant (GDHA)

SDM Research Institute for Biomedical Sciences

1 M.Sc. in Biomedical Science

P.hD. Programs
- Medical
- Dental
- Physiotherapy
- Biomedical Sciences

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- 3RD In North India — THE TIMES OF INDIA — Times B-School Survey, February 2021
- Best Management Institute in All India for Placements — CEGR
- Best BCA Institute in North India — ASSOCHAM
- ARIIA — Recognised as 'PROMISING' by Atal Ranking of Institutions on Innovation Achievement (ARIIA)

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ADICHUNCHANAGIRI UNIVERSITY

Adichunchanagiri University (ACU) came into existence in 2018 under Karnataka Act No. 18 of 2013. The University is situated in a lush green and environment-friendly unitary campus at BG Nagara NH- 75, Nagamangala Taluk, Mandya District, Karnataka, India. A multidisciplinary University is offering quality education employing a broad range of strategies to concentrate on emerging areas in various disciplines such as Health Sciences, Engineering and Technology, Commerce and Management, Education technology, Humanities & Social Sciences and Natural Sciences. The University has highly experienced and competent teaching faculty, adequate infrastructure and physical facilities for academics and research. The University offers faculty development programmes periodically to enhance and ensure proficiency among the faculty. The University has a teaching hospital with a service motto attached to the medical college. Currently as many as 5000 students are pursuing their studies and 400 faculty members and 1800 supporting staff are working in the university.

COURSES

Medical:

MBBS, MD, MS, MPH, M.Sc. (Medical) - Biochemistry, Microbiology, Ph.D.

Engineering & Management:

BE, M.Tech, MBA, Ph.D.

Pharmacy:

B.Pharm, M.Pharm, Pharm.D, D.Pharm, Ph.D.

Nursing:

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

Allied Health Sciences:

B.Sc. -Medical Laboratory Technology, Medical Imaging Technology, Renal Dialysis Technology, Anaesthesia and

Operation Theatre Technology, Optometry

Humanities & Social Sciences:

B. Com, BBA, B.Ed., Ph.D.

Natural Sciences:

B.Sc., (Physics, Chemistry, Mathematics)

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

VISION

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

MISSION

- Education to all for Self Reliance, Socio-Economic Change to develop an Inclusive Society with Shared Opportunities & Responsibilities
- Empathy towards the Less Fortunate, the Sick, the Suffering & the Disabled
- Enrichment to acquire Abundant Knowledge, Requisite Skills & Appropriate Attitude Excellence for Quality Assurance, Enhancement & Sustenance in Academics & Research to produce Graduates of Global Standards
- Equity for Fairness & Social Justice by providing Equal Opportunities
- Empowerment of Graduates to become Intuitive, Innovative & Inventive
- Entrepreneurship is a concept involving the product or service to be delivered or a new technology to be developed
- Enlightenment to attain Wisdom & Virtues in Life to think beyond self.

OBJECTIVES

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

Other emerging areas of study across the globe-

- Designing and delivering high quality training, capacity building and development systems for teacher educators, teachers in higher and professional education, leadership training including political leaders, administrators and development professionals working in education and other systems.
- Instituting degrees, diplomas including PG diplomas, dual degree Programs, integrated courses, certificates and other academic distinctions like awards, award of credits on the basis of successful completion of academic work evaluated through multiple modern methods of assessment and outstanding contributions like writing original

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books, research publications, sports and cultural events.

- Disseminating knowledge and developing a public debate on issues of education and allied development fields.
- Undertaking collaborative research and advocacy with other organizations
- Undertaking any objectives as may be approved by the Government for the enhancement of the education and other development sectors.

INFRASTRUCTURE AND LEARNING RESOURCES

Adequate and appropriate infrastructure, Equipment, laboratory facilities and IPR Cell are provided at the Constituent Colleges, ACU-Centre for Research and Innovation (ACU-CRI), Adichunchanagiri Institute of Molecular Medicine (AIMM), Centre of Research Management & Industrial Linkage (CORMIL) and Centre for Molecular Pharmaceutics & Advanced Therapeutics (CMPAT) for advanced interdisciplinary research, high quality publications and for filing Patents.

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

RESEARCH AND INNOVATION

Ph.D. Programs are conducted in the faculties of Engineering, Management and Technology, Pharmacy, Medicine, Nursing, Humanities and Social Sciences and Natural Sciences. 123 scholars are pursuing Ph.D. programs in various disciplines and 23 patents were filed by faculty of Engineering and Faculty of Pharmacy.

The University has invested around 10 crores for Research and Innovation in the last three years. The university had signed 08 International and 56 National MoUs with Institutions of repute for Academics and Research. The University has received external funding of 3.2 Crores for Research Projects.

It is a matter of pride that the Adichunchanagiri Institute for Molecular Medicine (AIMM) has been funded by National Institute of Health, USA towards developing the Turmeric peptide as a possible cancer preventive biomolecule under RAPID program.

The University has a separate Intellectual Property Rights (IPR) cell to facilitate filing and commercialization of patents. The University provides seed funds for the young faculties to inculcate the research culture and also sponsors Ph.D. programmes by offering fellowships including Postdoctoral fellowships. The University aspires to get recognised by the University Grants Commission (UGC), NAAC, NIRF, NBA and other Accreditation agencies and aims to excel in setting the benchmark in offering the best multi-disciplinary courses. Besides, the University hopes to attain an International recognition and attract scholars and researchers from across the globe on to the campus.

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To emerge as a global university and train next generation technologists with world class academics and a research culture who can drive economic and social change through responsible citizenship and entrepreneurship

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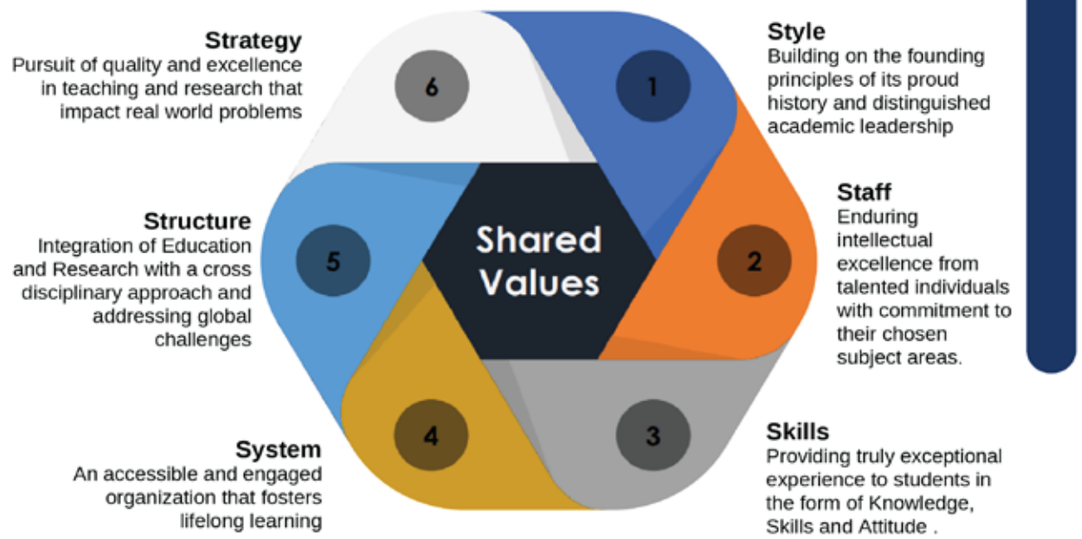

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MATHEMATICS CHALLENGE

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

- composed by -
Teachers' Teacher , Maths Wizard

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

CMT-2020/ 27 :

$$If\ m = \left\{ \left(\frac{x\sqrt{x}}{1-\sqrt{\frac{y}{x+y}}} \right) + \left(\frac{y\sqrt{y}}{1+\sqrt{\frac{x}{x+y}}} \right) \right\};$$

$$n = x^3 \div \left(1 - y \div \sqrt{x^2+y^2}\right) + y^3 \div \left(1 + x \div \sqrt{x^2+y^2}\right);$$

$$and, \frac{n}{m} = p\left(x\sqrt{x} - x\sqrt{y} + y\sqrt{x} - y\sqrt{y}\right) + Q$$

$$= p\left(y\sqrt{y} - y\sqrt{x} + x\sqrt{y} - x\sqrt{x}\right) + R;$$

$$(where\ x \neq 0,\ y \neq 0)$$

$$then,\ \{m(Q+R)\} \div (2np) = ?$$

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...a part of Ganitanand-Facts

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CMT-2020/ 28:

$$If\ \left(a^3x^3 - 3a^2bx^2y + 3ab^2xy^2 - b^3y^3\right)^m$$

$$= \left(b^2x^2 - 2abxy + a^2y^2\right)^n$$

$$= \left\{41ab - 20\left(a^2+b^2\right)\right\}^{\frac{1}{8}},\ then,\ \frac{2}{m} + \frac{3}{n} = ?$$

ANSWERS : CMT-2020/25: 11.8 ; **CMT-2020/26:** $\frac{1}{51}$

Answers will be published in the next issue . You can ask any queries and send your solution to
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- Ranked #16 in Multi Disciplinary Emerging Universities (All India)
- Ranked #37 in Private Multi Disciplinary Universities (All India)
- Ranked among Top 50 Universities in India (EW)

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