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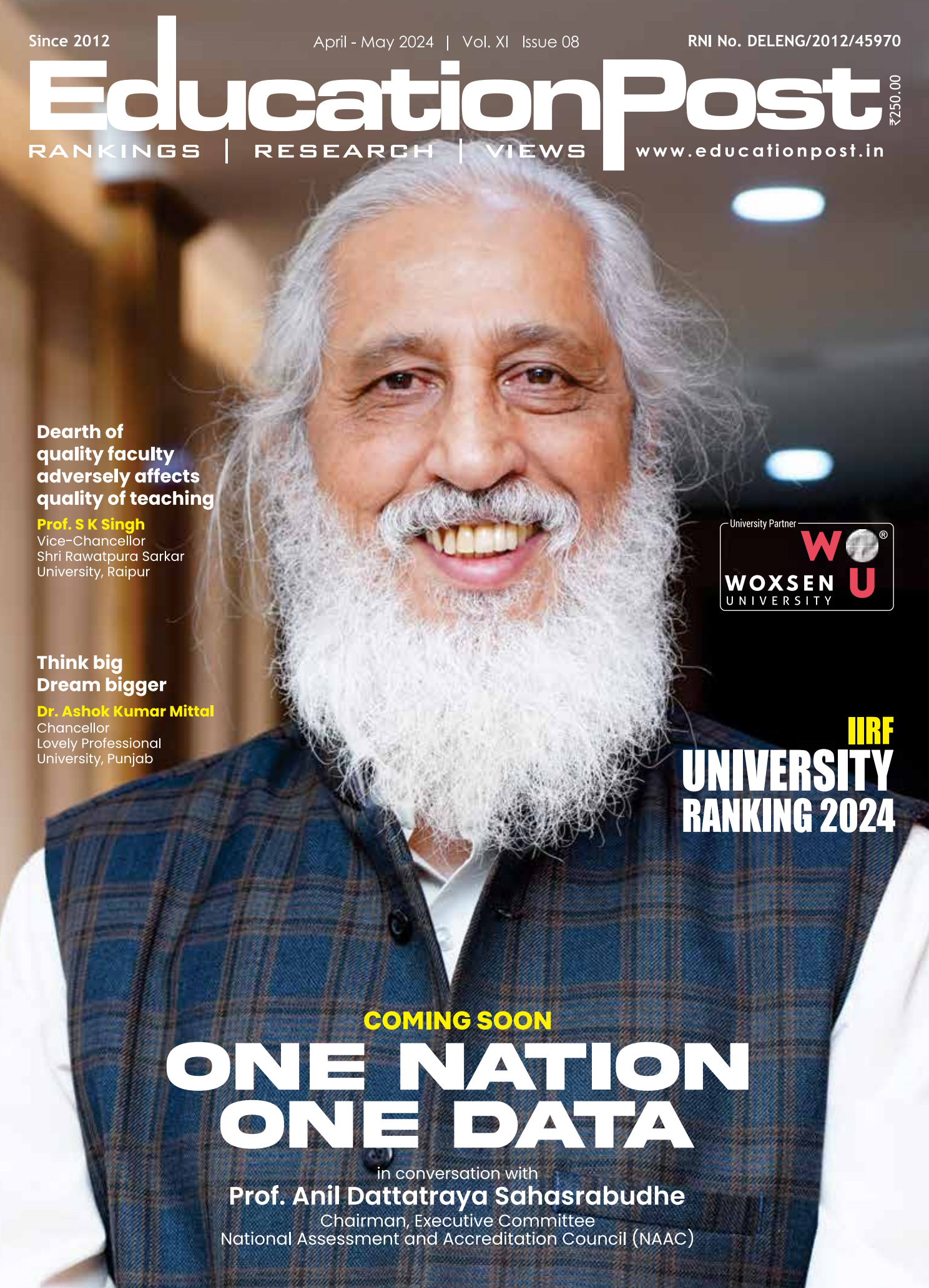
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SMARTPHONES FOR KIDS NOT A SMART IDEA

The emergence of Artificial Intelligence (AI) has given birth to a dangerous trend—deepfakes. And AI tools are so easy to use, even children can create anything out of nothing and make it seem real. That's the scary part. They already are.

Recently, **Education Post News (EPN)** broke a story about two 15-year-old class 9 students of a top Bengaluru school extracting images of their classmates from Instagram pages and using AI tools to create their nudes. The boys went a step further and posted those images online. They probably had no idea they had just committed a crime.

The story was picked up by almost every top publication and TV news channel in the country. Eventually, the culprits, including an 18-year-old who helped the minors create the deepfakes of the minor girls, were traced and arrested. The two 15-year-old boys are cooling their heels in a juvenile home and the 18-year-old is banging his head in a Bengaluru jail, awaiting trial.

The is not an isolated incident. Almost every week similar reports emerge from across the world, where children create AI-generated images and videos of their mates or teachers and post them online.

In India, there have been several instances of minor girls committing suicide after finding their embarrassing deepfakes posted on the internet.

But what exactly are deepfakes?

"Deepfakes are usually created by training a neural network with a large number of images of videos of a specific person. The system learns how to replicate the person's facial movements, expressions, and voice, which can then be superimposed onto another person's performance to create convincingly realistic fabrications," explained Hrishikesh Bhaskaran, Vice President of Engineering at Kochi-based IT firm Entri.

For an artistic person, such AI-tools can prove to be remarkably useful. But give it in the hands of a young teen, and the results can turn out to be disastrously dangerous.

And so, after the **Education Post news** break went viral, Bengaluru city schools held orientation sessions for their students to lecture them on the downside of social media, with some schools giving an ultimatum to parents that their child would be expelled if found active on social media.

It's true, that it is somewhat the fault of the parents, who fail to control what their kids do online. Being a parent myself, I know it's extremely hard to keep a check. But someone has got to step up, not to punish your children but to save them.

One can only imagine what the parents of the three teenagers charged under the POCSO (Protection of Children from Sexual Offences) Act must be feeling at this moment as they anxiously wait for the court's verdict.

But there's a solution, and it's really simple. Just like children below the age of 18 are prohibited from buying alcohol and tobacco products, they should be prohibited from using smartphones too. And only parents can enforce this.

It's a joke… kids using smartphones. We need to disrupt this trend.

Rohit Wadhwaney
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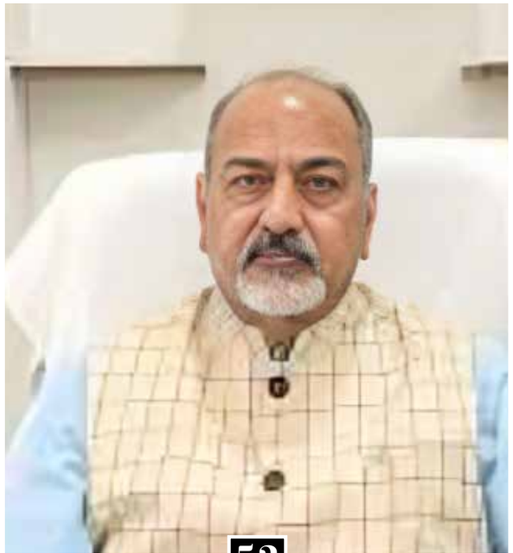
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COMING SOON
ONE NATION, ONE DATA

Prof. Anil Dattatraya Sahasrabudhe
Chairman, Executive Committee
National Assessment and Accreditation Council (NAAC)

With the recently released binary accreditation and maturity level accreditation system coming up for implementation soon, **Prof. Anil D. Sahasrabudhe** – Chairman of the Executive Committee of National Assessment and Accreditation Council (NAAC), the National Board of Accreditation (NBA) and the National Educational Technology Forum (NETF) – talks to **Tanay Kumar** about some major changes that these organizations and the National Institutional Ranking Framework (NIRF) are about to incorporate.

Q Being a top ranker throughout your academic life, your parents must have played a major role in educational journey. Please tell us about them.

I grew up in a lower middle class Indian family. My father, Dattatraya Sahasrabudhe, worked in the Indian Railways and my mother, Sushila, was a homemaker. Although my mother was brilliant in studies, she couldn't take her academic dreams too far and was forced to drop out of school after the 7th standard. That's how things were 60-70 years ago in smaller places in India. So, she always wanted her children to complete their education. My mother has played a very strong role in my educational journey.

Due to a death in the family, the responsibility of joint family fell on my father and my father's financial situation was not great, to say the least became worst. And since I was the oldest among all the siblings, I decided to leave the school after my 10th standard to help my father support the family. I applied for a job in "Avery" weighing machines and the supervising manager, who was interviewing me,



saw my 10th marksheet and was shocked that I was quitting school.

I think he must have spoken about this with someone and two of my father's cousins learnt this and came forward to help me further my education. So, I continued studying, which resulted in me getting the National Merit Scholarship. That helped me greatly – it covered all my fees and also gave me some extra pocket money.

Q You have done your PhD in mechanical engineering. Please tell us about your research.

I completed my postgraduation and PhD from the Indian Institute of Science in Bengaluru. My research project was related to noise reduction from the I.C. engines in the silencers of the automobiles we drive. The technical name of the automobile silencer is 'muffler.'

We all know that noise from engines if not attenuated begets psychosomatic disorders in our brain. We applied a tool called Finite Element Method (FEM) for designing mufflers. FEM was hitherto used in structural engineering for design of buildings, bridges, aircraft etc. I was working on the acoustic elements of the muffler and how we can leverage that technology.

Q What is your opinion about the research field in India? What are researchers doing right and wrong?

Research must be in one's thought process and approach in general, regardless of the subject of study. Inspiration to do research must be inculcated in the minds of children right from their elementary classes, as it motivates one to think critically and analytically. We can

get unconventional and effective ways of teaching and learning only from research. Teachers must encourage children to ask questions because it also enriches their knowledge, as they have to look and find the answers.

Professors must not plagiarize research from other sources. It is unfortunate that Indian professors are caught passing off other people's work as their own. Plagiarism isn't different from theft.

Last, but not the least, students must be encouraged to be good observers and use all five senses gifted by God and to look for challenges and problems on one hand and something new and innovative solution in the available resources.

Q In one of your interviews, you spoke about the great observation power of students living in the hinterlands and rural areas of India. Please elaborate.

The National Education Policy (NEP) 2020 has taken this necessity into consideration as now, we are working for an inclusive, accessible, affordable, qualitative, multilingual, multidisciplinary education. Students from rural areas surely have better observation power than many who are living in in concrete cities, as rural students have greater opportunity to observe nature first hand with their own eyes and can create bio-inspired research.

You mentioned about vacancies of positions of teachers and faculty. The Ministry of Education is continuously reminding all authorities, state governments and institutions across the country to fill vacant positions of teachers and professors. Further, state universities must fill their vacancies as they are under the jurisdiction of the respective state governments. Also, when it comes to central universities, authorities are trying to ensure selection of good quality teachers, as their academic and teaching qualities must not be compromised.

Q How do NAAC and NBA encourage technical research for private institutions?

There are instances when some research need high-end, expensive and better technological equipment, but it is not always the same scenario in all cases. There are research areas where the required fund is lower or nominal. Some theoretical research requires good computing power and software which is easily available in almost all universities and colleges. Important thing is to develop research culture, ambience and follow research with utmost sincerity and honesty.

I see some probable solutions to it. Even private colleges can get endowments and grants from government departments when they apply with their innovative and solution-driven projects. Further, private institutions must keep a percentage, for example 10% or 20%, of their budget solely dedicated to research and to buy necessary equipment.

Another way of getting some capital for private colleges can be funds from corporate social responsibilities (CSR) and industries. Private colleges must come up to solve problems of small and medium enterprises which can further bring funds and resources to the private college. And, due to this association, our students would also get more acquainted with the industry sector, which will further encourage them to get more students for our industry-academia bridging purpose.

On that note, I want to stress that teachers and professors must visit the industries that are available in their districts. Collaboration of teachers with the nearby industries will also help them to get aware of industries' problems. Further, alumni network can play a pivotal role in this case. Alumni working in different parts of the industries may bring funds from their employer organizations or industries for the research projects in their alma mater. And, in order to do so, colleges must keep engaging with their alumni.

Q Various small colleges and institutions have raised concerns about the evaluation fee for NAAC accreditation, which stands at around Rs. 5 lakh. What does the council has to say on this issue?

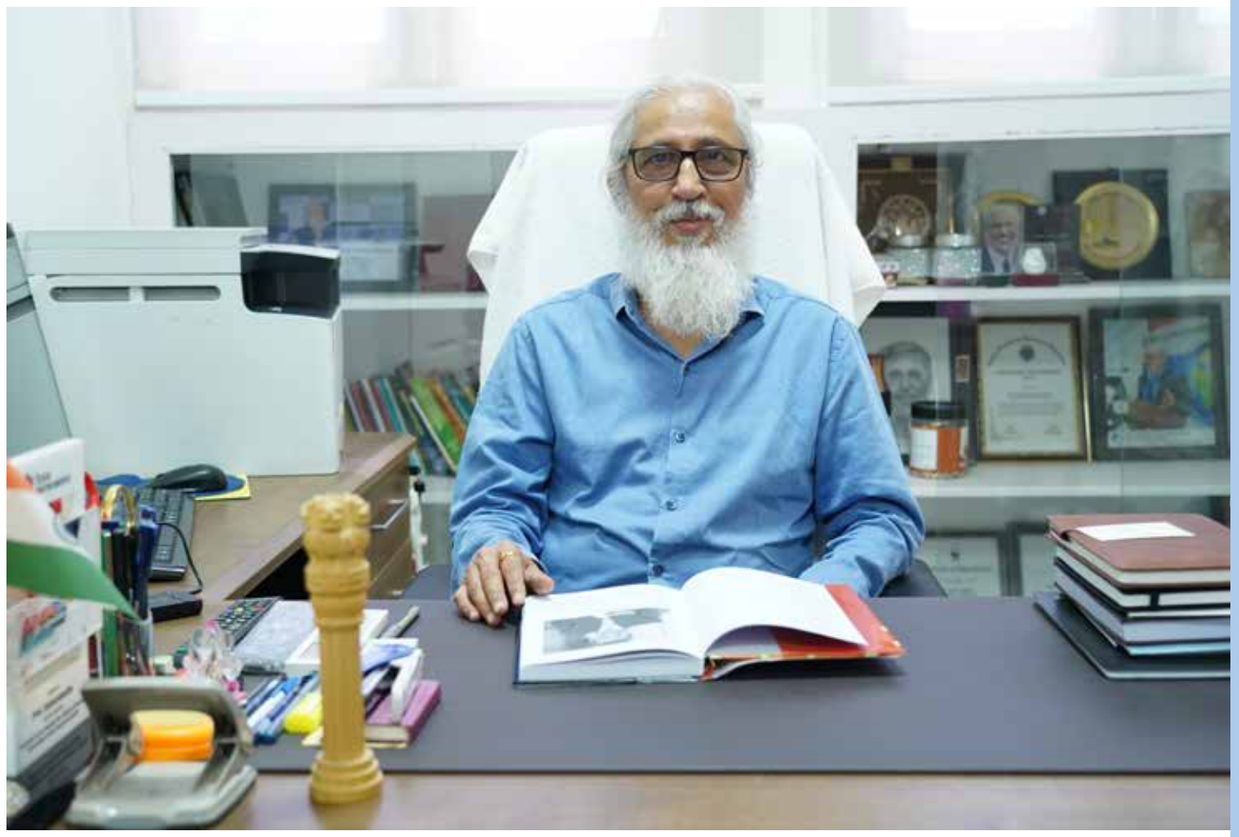
NAAC is an autonomous non-profit organization so there is no possibility of making any profit. And this fee is not rigid, it varies depending on the size of the institution, faculty strength, number of academic programs, students' strengths and many more factors.

The evaluation fee is lower for small institutions with lesser academic programs. The big campuses are required to submit fees in proportion to all factors I just mentioned as number of experts from NAAC identified for visiting the institution varies because the experts are required to evaluate whole institution and all programs.

Q Lots of Higher Education Institutes (HEIs) from tier-2 and tier-3 cities lack exposure and other resources compared to the colleges in tier-1 and metro cities and that's why sometimes they secure a lower NIRF ranking. Does the NIRF have any rationalization for these factors, as all Indian students can't study only in tier-1 or metro cities?

Radhakrishnan committee has suggested several reforms in accreditation and ranking system. We are going to change the accreditation as well as NIRF ranking system. There are different types of universities and institutions in our country. There are fully autonomous universities, so they will have different parameters in the ranking system. Many colleges are affiliated by those autonomous universities and naturally they have lesser controls

> We are going to change the NIRF ranking system. There are different types of universities and institutions in our country. **There are fully autonomous universities, so they will have different parameters in the ranking system.** **In the new ranking system, the parameters for big universities will be different.**



in their hands when it comes to examinations and syllabus as they have to follow that university.

Therefore, parameters will be different for different type of institutions. We will do the segregation of colleges and institutions, in cities and towns and rural or remote areas as well. In the new accreditation system, the parameters for large universities and colleges will be different. Similar methodology is also followed in NIRF. It is surely good when large HEIs do well, but in the new ranking system, good colleges and universities at the state level will also rise as the ranking system will be different for them.

When I was the AICTE chairperson, we said that until all engineering students don't do internships, their employability and necessary skills will not be enhanced.

As you see in the medical stream, a student has to do a year's practice when their four and half year course and examination is completed. It is called as housemanship at some hospitals that run their institutes as well. A student is trained within the premises of the hospital after learning all the theories of human anatomy and medical science.

But, it wasn't the scenario for the engineering students as a majority of them were only bookish without any hands-on practice of those technical theories. Colleges in the larger cities have a default advantage of resources and industries and so their students can easily get internships. To facilitate engineering colleges from tier-2 and tier-3 cities, we introduced the internship portal on AICTE's website.

Today, over 75,000 industries have been associated with AICTE's internship portal and many students are getting benefitted.

Hence while deciding on ranking of institutions, such challenges in tier-2 tier-3 remote areas have to be taken into account. In fact the NIRF may have its own parameters for comparison between institutes and rank them, but a choice based tool, if made available to the stakeholders, they may decide their own weightages and rank the institutions for their interest.

Q In a press release issued in January this year, NAAC announced Binary Accreditation, that the institution will either be accredited or not accredited. Why did the council think of this new system?

The NEP 2020 has already mentioned the reforms in the accreditation system. The Education Ministry had constituted the Dr Radhakrishnan Committee to look into the entire accreditation system holistically and give recommendations to reform the system. The committee proposed a transition from the current eight-point grading system to a binary accreditation system, which says that the institution will be termed as either accredited or non-accredited.

Every institution wants to be in the top grades, hence many institutes were not coming forward for accreditation with the fear of getting lower grades and on the other side fewer adopted the path of fairness and went by the guidelines. Earlier, some institutions were adopting unfair methods to gain higher grades in the previous system. Other HEIs complained of unfair practices, media houses also reported them. So, the new binary system is here to solve all those problems.

Now, there will be a simplified format and evaluation of data is done mostly online and there cannot be a possibility of any unfair practice, if all the institutions are declared as only either accredited or unaccredited.





Q So, wouldn't this process take years to be popular among students? How would you ascertain that students get to know of it within a year?

We received inputs from across the country that students and their guardians chose a particular college or university on the basis of their grading, but they were disappointed with the facilities, laboratories and infrastructure turned out to be of lower quality.

So, the new binary accreditation will surely fix that problem. Students and parents should also check the NIRF's website to see whether a particular college is in the top 100, or in between 150 to 200 or it has received any other rank. Accreditation Grading alone shouldn't be the parameter to judge a particular college.

Around 70% of the colleges in India are still unaccredited. It simply means that the current strength of students, which is over 4 crore, have only 30% accredited institutes to choose from. So, this binary system would encourage the rest of the 70% to apply for accreditation.

It will take some years, around five to six, to get all institutions in India accredited. All institutes may not get accredited the first time. But, every time they go through the process, they will receive inputs and feedbacks about their shortcomings and lacuna, and obviously they will have to work on them and come again. So, with the help of this binary system, we will be able to get all the colleges accredited and ensure the minimum quality benchmark across the country in all colleges.

Also, there will be additional Maturity-Based Graded Accreditation, from Level 1 to Level 5, along with binary accreditation. Each level will be representing the higher level of maturity, quality and excellence in higher education, Level 5 being the highest. And, an institution cannot apply for maturity level accreditation until it acquires the basic minimum binary accreditation, which is the lowest.

So, the parents will be able to know about the college by the Maturity Level and NIRF ranking. Further, social media plays a very critical role nowadays. Students and other people keep giving their feedbacks about colleges, which further enables parents and students to know about a particular college. If our parents and students see all this carefully, then they will get a fair impression of a college automatically.

Q On that point, isn't it possible that colleges order their students to give false ratings to other institutions?

Definitely not because we take feedbacks from other stakeholders as well. Further, we will be leveraging the power of artificial intelligence to detect these malpractices. We will leverage this technology to detect whether the college has exaggerated its rating over the web or it is for real.

Q The NEP categorically stresses on multidisciplinary education. How is the NAAC incorporating this?

We are working on the parameters to incorporate multidisciplinary education. Along with it, there are other necessary factors as well that we are working on. Further, every college cannot facilitate multidisciplinary education as there are some colleges only for arts education, some only for commerce, some are only for science. Any standalone stream college will have difficulty to provide multidisciplinary education. However, such institutions can collaborate with other institutions, enrol guest faculty, use MOOC platform courses to give the taste and flavour of multidisciplinarity.

But we will give additional marks to those institutions that provide multidisciplinary education to their students. For example, an arts college would have streams like sociology, economics, psychology etc. But if an arts college provides facility to its students to learn computer programing or any other science course by either in-housing separate faculties or MOOC platform courses. We have also initiated a new unique id for all students from school to university level called APAAR ID (Automated Permanent Academic Account Registry) and linked it with Academic Bank of Credits (ABC). Thus all type of learning in life both formal and informal is recorded authentically in ABC.

Similarly, sustainability is a very crucial factor as every one of us is talking about it. We will also give scores to those institutions that are adapting sustainability practices like energy saving, waste management, recycling, cleanliness, plantation etc. depending upon their location as colleges in cities have limited spaces.



Students carry these sustainability practices even after their academic life, whether it is their workplace or even life in general. We have to encourage colleges to not only help a student get a degree, but also help making the student a holistic person.

Q Will NAAC and NBA introduce a parameter of sustainability in the NIRF ranking?

Yes, we have been working on it and all the other details regarding this parameter would be released next year. In fact, by next year, we are going to introduce Sustainability Ranking for all colleges and institutions so as to know which of the institutes are adapting more provisions of sustainability parameters.

Q Recently, the International Labor Organization released its 'India Employment Report 2024: Youth employment, education and skills.' Along with the unemployment rate of 83%, the report showed that youth percentage with graduation and formal training was at 28% (those of age between 15 to 29) in 2005, but it came down to 14% in 2022. It further laments over the crisis of sluggish formal training among technical graduates. Being the chairperson of the NETF and the former AICTE chairperson, how do you see this crisis?

This is not only true for India; every country is discussing this issue of





employability of the graduates. It has two elements: one is absolutely real, which is about curriculum and academic not being applicable to the real world problems; unless we connect them with the real issues, industries, society and make them understand to solve complex problems the scenario is not going to change. The mandatory internship and AICTE internship portal is one of those steps in this regard. Another step we took to build the National Educational Alliance for Technology (NEAT) for enhancing employability and its testing during the study.

We will evaluate students each year as it is worthless to say that a student doesn't have any skill after four years of education. So, with the help of constant evaluation, by the time a student completes graduation, they would have acquired all the necessary real-life skills. Many times, we've seen industries say that a particular student is good in the subject knowledge, can write the paper, but she or he disappoints in interpersonal and professional communication, which clearly means that the student wasn't exposed to different people and business dignitaries.

The industries are also responsible for this plight. The AICTE internship portal has registered around 75000 companies, but the small and medium industries, and start-ups are in lakhs, which are enough to train the current strength of the Indian students.

Q So, shouldn't there be any law for it?

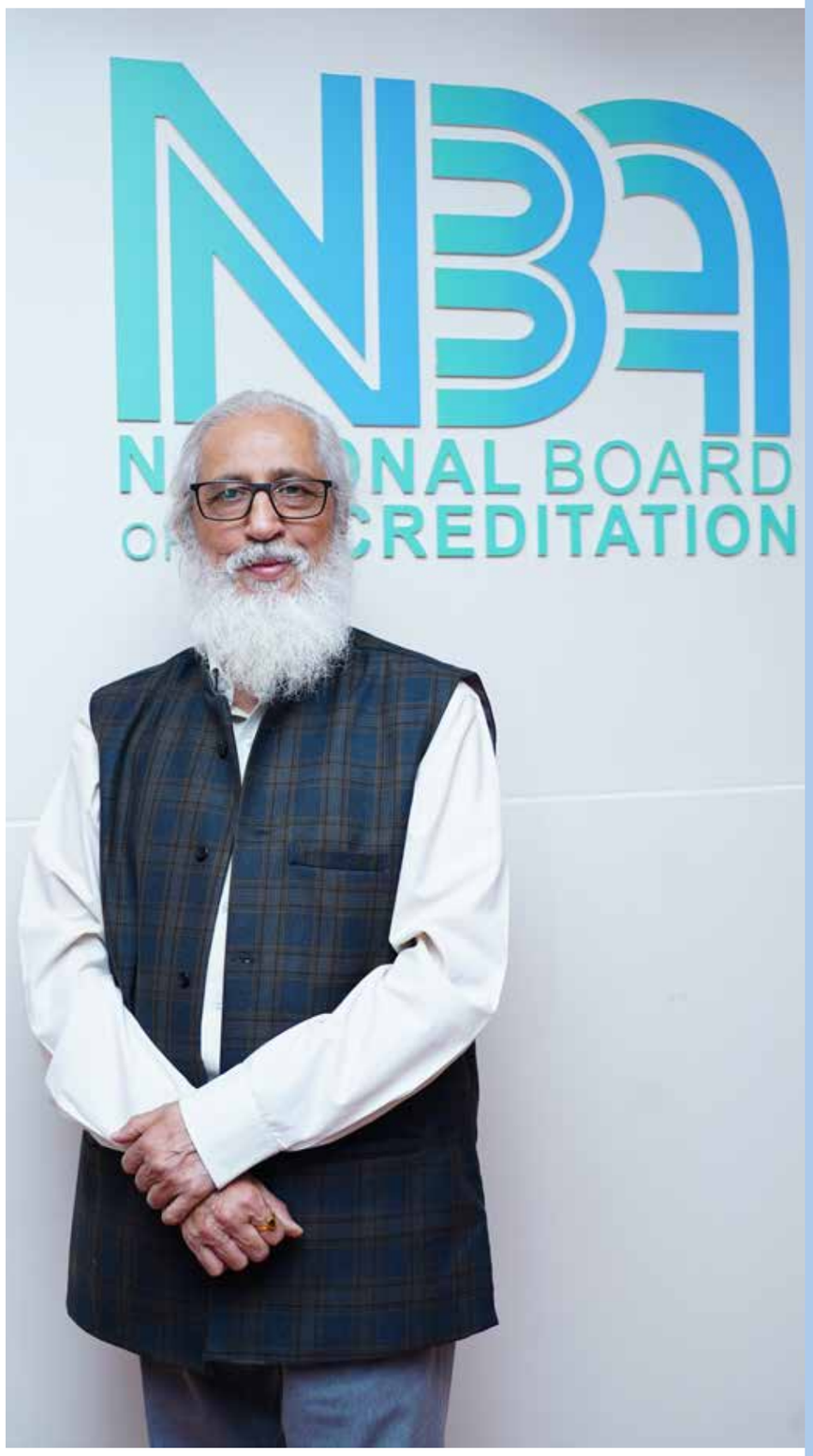
See, sometimes, introducing some laws brings negative results. So, we will do it on motivation and competition basis. Industries should also take this responsibility as they keep complaining about student's employability. Then, why don't they come forward to help students for internship during their coursework and select the best among them?

Further, there is one cautionary point in the placement process. Students are placed by colleges' Placement Cell. If a college has 400 students, then in two days of the placement, companies interview all of them. It raises a question about how much time was given to one student during the entire selection process? While, if industries had taken 10 students out of those 400, they would have assessed those 10 on different parameters. This would have saved their time, even during the placement as well.

Q Then, what's averting the industries to do this?

Some companies and enterprises are doing it and they do take fresh graduates only through internships. Some of them are not ready to visit the college campus during the placements as they want to assess the students within their own environment. Currently, it is not happening with every industry, but a trend has started which needs to be scaled up.

Further, today, jobs in big companies are lesser in comparison to the number of graduates in India. So I am giving a different example to illustarte this point. What's happening at Kota is an example of it. Every year, IITs have around 15000 seats, while more than 3 lakh students take coaching in Kota itself which simply means that even if those students are given the best quality inputs, only 15000 could be admitted into IITs. What about the rest of them? They must be good in some other domains. They should not lose heart but take up engineering in other than IITs or take



up aeducation in some other field of their interest.

So all students may not get employment from the campuses since the number of jobs in formal sector are less. So the other route is to go for entrepreneurship and create jobs. That's why we want to create an ecosystem for start-ups. Students must be encouraged to begin their own start-up.

Another case occurred during the COVID and post COVID-19 pandemic. The computer science stream witnessed massive recruitment due to lockdown etc, as most of the activities were happening online. It created an atmosphere that only computer science branch has great potential to get employed and youth started opting only for computer and IT branches.

Now, it may happen that after some years, we will be facing a huge gap of workforce in the civil, mechanical, electrical, chemical and other non-IT engineering branches. So, each institute must focus on infusing the entrepreneur-ability along with the employability. Start minor degrees in AI, DS, etc for core engineering branch students. If we have start-ups in streams like, food processing, agriculture, healthcare, education through AVGC and other unconventional streams, we can capture the world market. It will take time.

Colleges must focus on the issue of sustainability as well. Before this century, there used to be two to three ponds in each village and many of them have gone dry today. That's the reason we wish to introduce the parameter of sustainability in the NIRF ranking. Have colleges done something to raise the watertable, rejuvenate the lakes and ponds kept them clean !!

Q Education in the liberal arts and social science is equally crucial for us and the NAAC's portal on Accredited Programs has not listed any course in arts and social science. Why so?

See, most of our universities specialize in arts and social science and liberal arts. We have only listed the specialized courses such as medical, law, engineering, management etc, and the general university category already covers liberal arts and humanities and social sciences.

Q To solicit inputs from national and international educational technology researchers and entrepreneurs is one of the functions of the National Educational Technology Forum (NETF). Would you please share some activities in this regard?

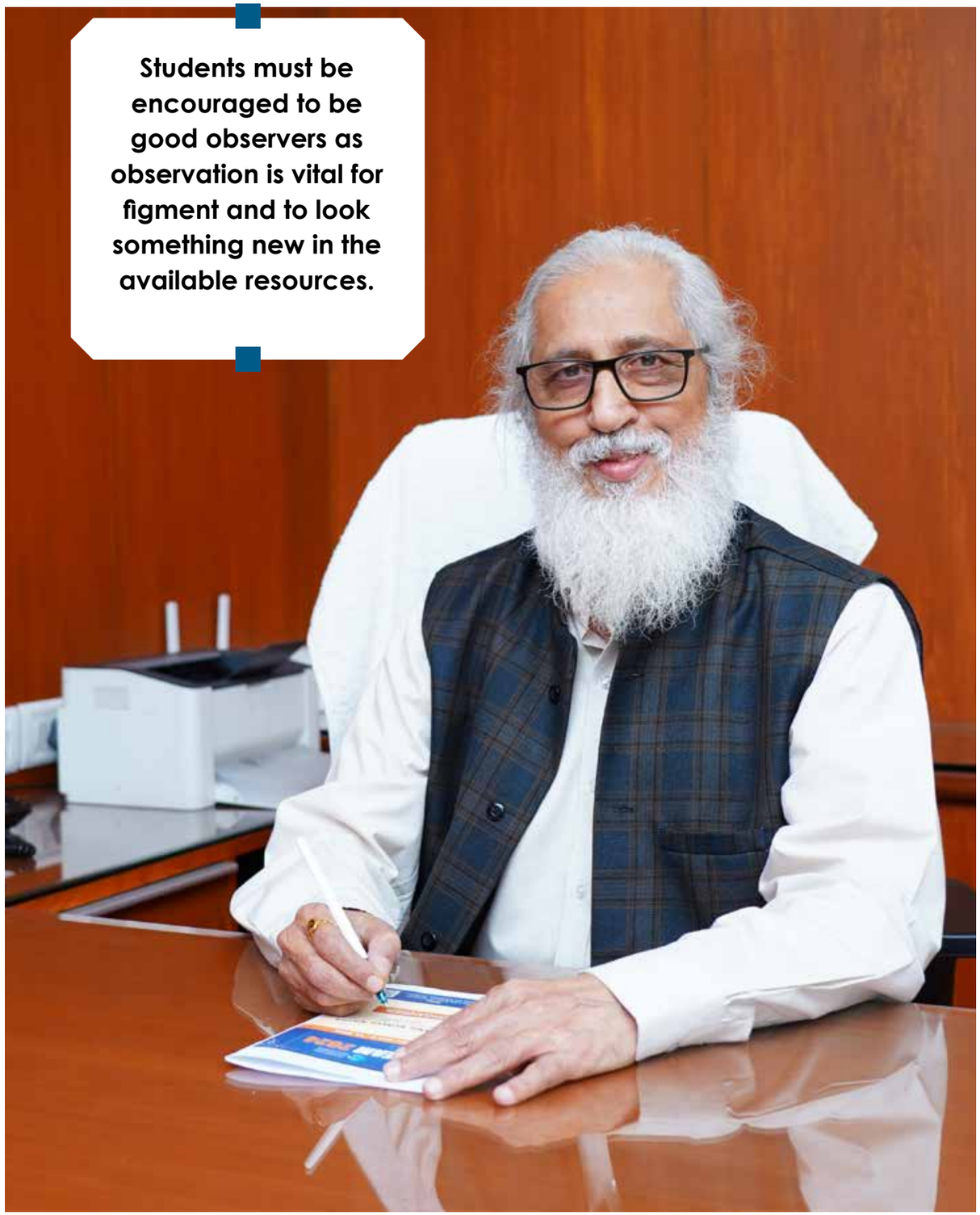
The NETF is not like the other organizations that have a hierarchy structure, and in this forum, we discuss on the futuristic technologies with academicians, technology veterans, and foreign scholars.

One thing we keep discussing among us is the probable dangers of artificial intelligence (AI), its limitations, regulations, and boundaries. We have been also discussing how to leverage the power of AI. Also, we are mulling over to come up with methods as how we can introduce AR/VR/MR and other methods like comics and animation in the school education.

Q One Nation One Data is on the platter of NAAC and NBA for this year and onwards as it aims to bring all data submitted by HEIs on one platform. How did this provision come to light and how would the NAAC and NBA ensure that data of HEIs is not compromised?

No, it won't be compromised at all. And the reason behind its provision is quite simple. Currently, all colleges and HEIs have to furnish and submit their data separately to all the regulatory authorities, from UGC to AICTE, to NAAC, and the others. In

Students must be encouraged to be good observers as observation is vital for figment and to look something new in the available resources.





this situation, colleges often give this work to different people working within their campus. And because of this practice, often the data submitted by the same institute mismatch for two different regulatory authorities and sometimes that leads to suspicion of fake data.

That's why we thought of submitting all the required data for assessment just once in a year. Because of this practice, HEIs will carefully submit all the data. All committees, sub-committees of HEIs will sit and double-check the inputs before submitting them over one portal.

So, the first advantage is that it will rule out the data-confusion. Second advantage is to our assessment process as we will send those data to our stakeholders for verification. It will give us the verifiable information of the institution if the data submitted by our own stakeholders are matching with the one institution submitted.

Q So, when can we expect a proper document on One Nation One Data?

From the next year, it will come into force and you can expect a proper document on it by the end of this year.

Q Please tell us the three top priorities of the council for the coming five years.

First priority is to bring all the colleges and help them in enhancing their quality via the binary accreditation. As I said, currently around 70% of the institutions in India are not accredited and thus we don't even know their status and how they are performing in education delivery. So, the first priority is to accredit all HEIs.

Second is to strengthen our maturity-based accreditation, from Level-1 to 5, for those institutions that are doing well.

Third focus is to mentor and guide the institutions about how they can improve their not just basic infrastructure, functionalities, and other requirements within their campus but the processes, governance, transparency, outputs outcomes and impact etc. by the help of faculty from IITs, IIMs, good universities and industry veterans. EP

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THE BISHKEK NIGHTMARE OVER?

Education Post's Managing Editor **Rohit Wadhwaney** goes deep to understand the sudden violence that swept over tens of thousands of foreign students in Kyrgyzstan, the sparks that triggered the anger, and the fear that continues to loom, even as the exotic Central Asian country's Ambassador to India **Askar Beshimov**, and Bishkek's International Medical University Vice Dean and Head of International Department **Zhumaliev Barsbek** give assurances that the situation, which got aggravated due to misinformation and bad press, is now completely under control.

It was before midnight. The air was crisp and clear. The stars shone bright. Traffic went about its way on the perfectly tarmacked roads. Pubs, cafes and nightclubs were packed with revelling party-goers. May 17, 2024: It seemed like a perfectly normal day in Kyrgyzstan's capital city of Bishkek – known for its stunning untamed landscapes, lush parks, Russian-style buildings and city squares, friendly people, delightful food… and highly affordable medical colleges.

But then, within a matter of minutes, the dreamy Central Asian country, regarded as among the most democratic and liberal of the post-Soviet states, suddenly transformed into a "living hell" for more than 50,000 foreign students pursuing a medical degree there. Hundreds of Kyrgyz locals, "armed with stones and batons," stormed hostels and went on a rampage, breaking dormitory doors, smashing windows and beating up any foreign students they could get a hold of, particularly Indians, Pakistanis and Bangladeshis who make up for almost 80% of the foreign student population in Kyrgyzstan.

Now, what had just happened? To understand this, we need to go back a few days. On May 13, a small group of Kyrgyz locals and foreigners got into a fight over a seemingly trivial issue. As it turned out, the foreigners involved in the fight were all Egyptians. And someone had made a video of the brawl. That video was posted on popular Kyrgyz social media sites and it went viral by the morning of May 17, with some social media posts claiming that some of the foreigners in the fight were Pakistanis. This angered the Kyrgyz, who are anyway against foreigners working in their country illegally. Just a couple of months earlier, in March, Kyrgyz authorities had launched a campaign to find and deport illegal migrant laborers – some 1,500 Pakistanis and 1,000 Bangladeshis were caught.

The rumors on social media were enough ammunition for the Kyrgyz men to get riled up. And so, they gathered in hordes and started attacking anyone who looked South Asian. The Indian students – near about 17,000 – found themselves stuck in the middle of this skin tone-based stereotyping.

The attack

Even before the mass attack, Kyrgyz authorities could sense that something untoward was about to go down. Student residents received messages from their college administrations advising them to switch off all lights, barricade themselves and stay indoors.

"The administration said there appears to be a threat to international students and they must refrain from leaving the premises of their hostels. But then we saw on TikTok that a large group of locals was gathering and marching towards our hostel," Korish Malik, a 24-year-old Pakistani student, recalled. WhatsApp groups were buzzing with messages from terrified students, amplifying the fear and anxiety.

Almost 1,000 locals, he said, had gathered outside the city's VIP Hostel where more than 800 Indian, Pakistani, Bangladeshi and Egyptian students were staying. Police arrived and cordoned off the building's front gate, but the angry mob was too large for the cops – sans riot gear – to control. The crowd barged into the hostel from the emergency exit.

Korish and his three roommates hid in their room – their lights switched off; a sofa, a desk and a couple of chairs stacked against the door – on the fourth floor of the five-storey building. They could hear loud noises of doors banging, glass shattering, and people howling from the other floors. "Those were the most terrifying eight hours of my life," he said.

When it fell silent, Korish and his mates stepped out of their room to find the building vandalized – the doors were broken, windows were smashed, and several of their hostel mates had been brutally attacked. "It was obvious the mob was there to create chaos and spread terror," Korish said.

Foreign students across the country, even miles away from Bishkek where the violence first erupted, faced the wrath of the Kyrgyz locals. One MBBS student, who hails from Indore, told Education Post that he took a taxi from his private accommodation to the university campus hoping to stay safe, but "throughout the taxi ride, the driver kept telling me that he wanted to beat me up."

Locked in

"We have been locked indoors since May 17. We have no food to eat. We've been surviving on cucumbers and tea," Waqar, a sixth-year medical student, was quoted as saying by a leading



Askar Beshimov
Ambassador of Kyrgyzstan to India

NO INDIANS AMONG INJURED

Q Please give us a sense of the violence that occurred in Bishkek recently, particularly targeting foreign students? What exactly triggered it, and how did it get out of hand?

The conflict itself occurred on May 13, 2024, late in the evening in a pizzeria near the hostel where foreign students lived. The conflict arose on domestic grounds between students (Egyptian citizens) and local residents. However, on the evening of May 17, not far from the scene of the fight, a crowd of people gathered demanding that foreign citizens be brought to justice, as well as solve the migration problem.

Law enforcement agencies localized the site of the spontaneous protest, which ended only in the morning of May 18 and later dispersed. Law enforcement agencies are currently carrying out appropriate work and identifying all the instigators, carrying out preventive work to prevent such incidents.

It has been reported that local students were particularly targeting Egyptians, Pakistanis, Bangladeshi and Indian foreign students. Is there any truth to this?

Citizens of Egypt, Pakistan and Bangladesh were injured during the unrest. The instigators of the riots are being identified by law enforcement agencies and some have already been detained. This work is ongoing. The government of the Kyrgyz Republic guarantees that all participants in the riots will be punished.

Q How many people were injured in the violence?

As a result of the mass brawl, 41 victims sought medical help. 11 people are receiving inpatient treatment.

Currently, there are two patients in the city emergency hospital. One has a closed head injury, the other has a fractured femur. The patients' condition is assessed as stable.

One victim continues to be treated in the Department of Maxillofacial Surgery at the National Hospital. His condition is assessed as relatively satisfactory.

In total, on May 19, eight more foreigners sought medical help and were hospitalized at the clinic of the International Medical University. All of them are under medical supervision, and their condition is relatively satisfactory. The day before, the Minister of Health A. Beishenaliev visited them. The Minister emphasized that the provision of qualified medical care to the victims is under his personal control.

On behalf of the President of the Kyrgyz Republic Sadyr Zhaparov, all expenses for treatment and provision of necessary medications for victims will be free of charge.

We especially note that there are no Indian citizens among those injured or injured.

Q What did the government of Kyrgyzstan do to bring the situation under control? Were there any arrests?

On May 17, the entire personnel of the internal affairs department of the city of Bishkek was involved in localizing the spontaneous protest. The rally, which began on the evening of May 17 in Bishkek, ended only in the morning of May 18. The police managed to come to an agreement with the protesters, and they opened all adjacent roads, and a little later dispersed.

President of the Kyrgyz Republic Sadyr Zhaparov made an appeal in which he assessed the current events and instructed the Government to take comprehensive measures to resolve the situation.

In this regard, Deputy Chairman of the Cabinet of Ministers of Kyrgyzstan E. Baisalov held a meeting with rectors of 18 higher educational institutions. At the meeting, they discussed the incident of an attack on a dormitory with foreign students in Bishkek and the necessary measures to restore the educational process and maintain the attractiveness of the republic's educational institutions for foreign students.

On behalf of the country's leadership, the Cabinet of Ministers is considering the issue of paying for damages to injured foreign students. The form and timing of compensation will be announced later.

Also, the meeting participants discussed issues of ensuring the safety and well-being of students, strengthening their integration into the life of local communities and conducting explanatory work within the republic.

The deputy head of the Cabinet of Ministers said that the next meeting of the Cabinet of Ministers will be devoted to issues of educational and pedagogical work with young people, stopping the mass import of illegal labor migrants into the country and ensuring public order.

Following a fight on May 13 in a hostel, which was one of the reasons for the protests, the police detained four Egyptian citizens; they were later released under house arrest.

At this time, the conflict has been resolved and the situation is completely under control.

Q What kind of charges do the people who indulged in the violence face?

A criminal case has been initiated under the article "Hooliganism" of the Criminal Code of the Kyrgyz Republic. Suspects of robbery against foreign citizens in Bishkek were detained. The Sverdlovsk District Internal Affairs Department opened a criminal case under Article 207 (robbery) of the Criminal Code of the Kyrgyz Republic. During

newspaper on May 20. He said that when he stepped out to get some food on May 19, he was chased and hit by locals.

Fayzan Ahmed, a Telangana-based medical student in Bishkek, said that students had been told to not step out of their accommodation, and in case they had to, they must carry their visas and passports. "But the locals weren't asking for passports. They were targeting any and every South Asian they could spot," he told Education Post, adding that at least three of his friends had been injured in the attacks.

And even though the violence was curbed in most parts of the Kyrgyz capital by the morning of May 19, the threat of violence was very much in play. Several international students from India and Pakistan claimed to have received WhatsApp messages from unknown numbers that said: "I wish you leave this country faster, it will not seem enough to you now, in the evenings we will punish you harshly."

Hundreds of foreign students fled Kyrgyzstan after the violence broke out, and universities were forced to shift all classes to online mode.

People changed

Ujjain's Ravi Sarathe, a medical student who returned to his home in Madhya Pradesh after the wave of violence swept over foreign students, said: "It was a nightmare. We never thought something so extreme could happen. Overnight, the behavior of locals changed and they refused to offer any help. It was frightening."

Sarathe's college mate Rohit Panchal, also from Ujjain, told a leading Indian national daily that he, along with 17 other students from Madhya Pradesh, boarded

the investigation, the identities of those who committed the robbery in the hostel were established. All of them were placed in a temporary detention center. The investigation into the criminal case continues.

The internal affairs bodies of the Kyrgyz Republic continue to work to identify all participants in attacks on foreign citizens. Work in this direction is being carried out very carefully and we will inform about the results later.

Q What is the current situation? Does a tense atmosphere still loom in the universities? It is believed your government told foreign students to attend online classes for the time being.

Currently, the situation in the country is calm, there is no tension, and naturally everyone is worried about what happened. The country's leadership, all interested departments, and the leadership of universities are taking all measures to stabilize the situation.

Foreign students in Kyrgyzstan have been temporarily transferred to online learning. The Ministry of Education and Science of the Kyrgyz Republic issued an order on distance learning for a week. Such measures have been taken to ensure that students have the opportunity to stay in dormitories and other places of residence.

Together with university rectors, work is underway to ensure the safety of students, including those living in rented apartments, hostels and other places.

Q What steps is your government taking to ensure such an incident, which invariably instils fear among foreign students, is not repeated in future?

As I noted above, the President of the Kyrgyz Republic made an appeal on this incident and gave corresponding instructions to the Government and the competent authorities of the Kyrgyz Republic. Currently, the Government is working to eliminate the consequences of the events that occurred and prevent such incidents from happening again. Work in this direction is being carried out by all competent departments of the Kyrgyz Republic.

Also, the Minister of Health of the Kyrgyz Republic A. Beishenaliev met with the rectors of medical higher educational institutions of Kyrgyzstan. At the meeting, issues of safety, health and education of foreign students were discussed.

The Minister emphasized the importance of attracting foreign students for education in Kyrgyzstan. He asked university leaders to hold explanatory conversations with their students and assured that the situation was under the control of all relevant authorities. He also called on them to provide full assistance in treatment to those foreign citizens who are in university clinics of universities.

The rectors expressed their readiness to hold explanatory conversations with students to ensure they have access to quality medical care and guarantee full coverage of treatment costs.

Q Please tell us about the people of Kyrgyzstan... their culture, their nature. It doesn't seem that violence or anger is routine.

You are right, violence or anger is not common among our people. The criminal acts of individuals have nothing to do with the culture and traditions of hospitality. Since ancient times, our people have had a particularly respectful attitude and care towards their guests who have arrived from afar. In our country, foreign students are treated with great sympathy; they are bridges for strengthening friendship between peoples. Law enforcement agencies are conducting a thorough investigation into all the circumstances of the incident and will definitely bring all those responsible to justice.

We say that foreign students are also someone's children, only from Pakistan, India, Bangladesh, China and so on. Maybe there are mistakes on the part of foreign students, but you need to understand that they are coming to another country for the first time, are not familiar with local traditions and customs, and do not yet understand everything. But they learn quickly. Already in the first year they all speak Kyrgyz, and in the third year they speak Kyrgyz, Russian and English. We would really hate for students from other countries to leave. The Kyrgyz have never been evil, but have always been kind and sympathetic.

Q Could it be that the local people feel threatened by so many foreign students studying in your universities?

I think that they do not feel threatened as such. It's just that the appearance of a large number of foreigners in a country always causes some kind of tension in society, and Kyrgyzstan is no exception in this regard. Maybe there hasn't been enough outreach work in Kyrgyz society. In any case, the events that occurred were a difficult lesson for us, and we are drawing conclusions and working to ensure that such things do not happen again in the future.

Q What makes Kyrgyzstan such an attractive destination for foreign students?

The arrival of foreign students in the Kyrgyz Republic is prestige for the country. Now educational tourism speaks of the high level of domestic teachers. They can teach medicine to representatives of other states. Students came here to study, they have no politics, they only have knowledge. It should also be noted that foreign students bring a lot of dividends; they are investors. At the same time, our tuition fees are lower than in other countries, and the level of teaching is high.

Q Does Kyrgyzstan offer employment opportunities to foreign students after they've completed their studies there?

Yes, there is such an opportunity; specialists from different countries are currently working in Kyrgyzstan. Almost all of them are graduates of Kyrgyz universities. Since many students have graduated from medical universities, they work in medical institutions in the country and also teach in higher educational institutions.

They can also work in the CIS countries, since there are Agreements on the recognition of higher education diplomas between the CIS countries.

Q What kind of lifestyle can they expect living and working in Kyrgyzstan?

I can say that at the beginning of their career they can expect to perform at the level of the average worker in the industry in which they work. In the future, everything will depend on his professionalism and perseverance. In other respects, this is the case everywhere, both in Kyrgyzstan and in other countries. EP

a bus from Bishkek on May 21 and crossed over the border to Kazakhstan to escape the violence. "We were lucky to escape," Panchal said, recalling how local children jeered at them while they were boarding the bus.

"There was no sign of the violence stopping and we felt a section of local people had developed a sense of hatred for us. Those who were once friendly turned violent. The videos circulating on social media were frightening and we were extremely worried for our safety," Vivek Sharma, who returned to Madhya Pradesh with the group, was quoted as saying.

And as instigating messages on social media apps spread like wild fire, the violence wasn't just limited to places that were housing foreign students. A group of about 70 Kyrgyz men broke into a sewing factory in Bishkek early on May 18 and attacked foreign workers, mostly from India, Pakistan and Bangladesh.

But Kyrgyz authorities maintain that no Indians were injured in the attacks.

More fuel?

Comments from the country's President Sadyr Japarov and head of security forces Kamchybek Tashivev, as reported in the media, weren't of much help in subduing the anger amongst locals.

President Japarov, according to some media, vaguely blamed "forces interested in aggravating the situation," saying: "The demands of our patriotic youth to stop the illegal migration of foreign citizens and take tough measures against those who allow such activities are certainly correct."

Meanwhile, security chief Tashiyev said that the main demands



Zhumaliev Barsbek
Vice Dean and Head of International Department,
International Medical University

FALSE INFORMATION CAUSED PANIC

Q The recent incident of violence in Kyrgyzstan, particularly against foreign students, has somewhat instilled a sense of fear among Indian students there. Please give us a sense of exactly what transpired and how the violence went out of hand.

The recent violence in Kyrgyzstan erupted due to misinformation in the media, which led to the escalation of the conflict. This false information caused panic and provoked heightened ethnic tensions and socio-political unrest, which unfortunately escalated into attacks targeting foreign nationals, including Indian students. Foreign students were caught in the chaos, leading some Indian students to call for evacuation due to the fear of being attacked.

Q The violence occurred quite close to the International Medical University. Were students of your university affected at all?

The violence occurred near the International Medical University (IMU), which heightened concerns among students and staff. Although the campus itself wasn't directly attacked, the proximity of the violence created a palpable sense of fear among the student body. Despite this, every student remained calm because all university staff were present with them, providing reassurance and support. Additionally, a full regiment of the Ministry of Internal Affairs was deployed to patrol the campus day and night, ensuring their safety. No student within the IMU campus was subjected to violence or injured.

Q What steps did your university take to ensure students were safe?

IMU promptly took several measures to ensure the safety of its students. These included:

- Immediate lockdown of the campus.
- Increased security personnel on campus.
- Collaboration with local law enforcement to monitor and secure the university premises.
- Communication channels were established for regular updates and safety instructions.

Q After the violence began, about how many foreign students studying in your university returned to their home countries for fear of being attacked?

Following the outbreak of violence, a significant number of foreign students chose to return to their home countries. Estimates suggest that about 20-30% of the foreign student population at IMU opted to leave, driven by safety concerns and advice from their respective embassies.

of the hundreds of Kyrgyz men who were on the streets on May 17-18 "concerned an increase in the number of foreigners working in our country, an increase in the number of students and workers from Bangladesh, Pakistan, India, Egypt and other countries."

"I believe that the demands of the guys who gathered (on May 17-18) are, to some extent, correct," he was quoted as having said.

Misinformation

Zhumaliev Barsbek, Vice Dean and Head of International Department of Bishkek's International Medical University, squarely blamed the violence on "misinformation in the media, which led to the escalation of the conflict."

"This false information caused panic and provoked heightened ethnic tensions and socio-political unrest, which unfortunately escalated into attacks targeting foreign nationals, including Indian students," Barsbek told Education Post in an email.

The government of Kyrgyzstan put the blame on a small group of criminal elements for the violence, and said that the chief, along with nine officers, of the Internal Affairs Directorate of Bishkek's Sverdlovsk district were removed from their positions after the riots.

"Do not let an isolated event put you off from visiting Kyrgyzstan. The incident does not reflect the overall safety of the country or the warm hospitality of the Kyrgyz people," Ulanbek Totuiaev, the Ambassador of Kyrgyzstan in Islamabad, said at a press conference.

"The embassy urges representatives of the mass media not to disseminate unreliable and unverified information," he said, adding that "destructive forces in foreign mass media, social networks, especially in the territory of Islamic Republic of Pakistan deliberately spread totally wrong information" about the situation in Kyrgyzstan that did not correspond to reality.

Learning curve

In an email interview to Education Post, Kyrgyzstan's Ambassador to India Askar Beshimov confirmed that the situation was completely under control and the safety of citizens, foreign students and public order was assured.

"Violence or anger is not common among our people. The criminal acts of individuals have nothing to do with the culture and traditions of hospitality," Beshimov said, while admitting that the "appearance of a large number of foreigners in a country always causes some kind of tension in society, and Kyrgyzstan is no exception in this regard."

"Maybe there hasn't been enough outreach work in Kyrgyz society. In any case, the events that occurred (on May 17-18) were a difficult lesson for us, and we are drawing conclusions and working to ensure that such things do not happen again in the future," the Kyrgyz Ambassador said. EP

Q Have some of them returned to the university since?

Since the initial exodus, some students have returned to IMU as the situation stabilized and additional security measures were implemented. The university, in coordination with foreign embassies, worked to assure returning students of their safety.

Q What steps is IMU taking to ensure students are safe in case of another incident of violence?

IMU is enhancing its safety protocols to prepare for any potential future incidents. These measures include:

- Continuous coordination with local police and international embassies.
- Regular safety drills and briefings for students and staff.
- Establishment of emergency response teams within the campus.

Q On average, what is the percentage of foreign students studying at your university? How many are from India?

On average, about 60% of IMU's student population consists of foreign nationals. Indian students make up a significant portion, comprising approximately 25% of the total student body.

Q What makes Kyrgyzstan an attractive destination for foreign medical students?

Kyrgyzstan is attractive to foreign medical students due to several factors:

- Affordable tuition fees compared to Western countries.
- Quality medical education with English-medium courses.
- Recognized degrees by global medical councils.
- Cultural diversity and relatively lower cost of living.

Q How much does it cost for an international student to study at IMU?

The price is USD 5,600 per year with all additional fees, including accommodation, insurance, and visa fee.

Q Have there been any incidents of discrimination or bias against foreign students at IMU Kyrgyzstan before this recent violence?

Before this recent incident, there were no major reports of discrimination or bias against foreign students at IMU Kyrgyzstan. The university prides itself on maintaining a welcoming and inclusive environment for all students.

Q How does the university plan to rebuild trust and confidence among its international student community after such incidents?

To rebuild trust, IMU is:

- Enhancing campus security measures.
- Hosting town hall meetings with students and staff to address concerns.
- Establishing open communication lines with parents and guardians.
- Organizing intercultural events to strengthen community bonds.

Q What counseling or mental health support services are available to students who may have been traumatized by the violence?

IMU provides comprehensive counseling and mental health support services. These include:

- On-campus counselors available for personal and group sessions.
- Partnerships with mental health organizations for additional resources.
- Support groups and stress management workshops.

Q Are there any ongoing efforts to foster better understanding and cultural exchange between local Kyrgyz students and their international peers?

To foster better understanding and cultural exchange, IMU is:

- Organizing cultural exchange programs and events.
- Encouraging collaboration and interaction between local and international students through clubs and societies.
- Integrating cultural competency training into the curriculum.

Q How does IMU collaborate with other educational institutions and embassies to address security concerns for foreign students?

IMU collaborates actively with other educational institutions and embassies to address security concerns by:

- Regular meetings with embassy representatives to discuss student safety.
- Joint security protocols and information sharing.
- Participation in international educational forums to stay updated on best practices for student safety. EP

|| jai sri gurudev ||



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Dr. Ashok Kumar Mittal
Chancellor
Lovely Professional University (LPU), Punjab

THINK BIG DREAM BIGGER

Dr. Ashok Kumar Mittal, Chancellor, Lovely Professional University (LPU), Punjab, dives into the philosophy and vision behind one of India's largest and most dynamic higher education institutions in an interview with Education Post's **Prabhav Anand**. He emphasizes the university's guiding principle, "Think Big," which fosters an environment where students are encouraged to dream big and achieve even bigger goals. Dr. Mittal discusses LPU's commitment to integrating technology with traditional teaching methods, promoting interdisciplinary studies, and ensuring students are industry-ready.

Q As the visionary founder of Lovely Professional University, could you share the guiding principles or philosophy that have driven your remarkable journey in shaping one of India's most dynamic higher education institutions?

Our philosophy is simple: "Think Big." We always foster an environment where students are encouraged to dream big and work hard to achieve even bigger goals. Since we entered the education sector, we have aimed to provide an educational experience that goes beyond the confines of the traditional curriculum. As we interact with industry leaders, we have developed a dynamic, outcome-focused, industry-based academic model. With our high-class academia, we nurture creativity, innovation, and ethical values in our students. This has been the key to our transformation into one of the largest and top-ranked universities in the world.

Q With the rapid evolution of technology and its integration into higher education, how do you see traditional teaching methodologies adapting to ensure students are adequately prepared for the challenges of the modern workforce?

As I said, we believe in transforming education through academic rigour, practical orientation, and outcome-based teaching, so we have seamlessly integrated technology-enabled teaching and learning methods. We ensure that our students develop not only subject expertise but also critical thinking, problem-solving, and adaptability skills for success in this rapid evolution of technology. Every student not only makes notes in the class, but it is also compulsory for them to make a project or app related to their study. For this, they meet industry experts and seniors and do research work that helps them understand the new technology and changes. I think in this way with the adaptation of traditional technology.

Q In light of the global emphasis on interdisciplinary studies, how does Lovely Professional University foster an environment that encourages cross-disciplinary collaboration and innovation among its students and faculty?

We understand the importance of interdisciplinary studies in this complex real-world challenge, so LPU has an Innovation Hub Centre, and the Department of Research and Development is the place where students and faculty from diverse academic backgrounds work together on different projects and research. Through different projects, competitions, and hackathons, we encourage innovation, creativity, and the exchange of ideas among the different area students. For example, the solar bus project involves the collective efforts of students from different programmes like engineering, design, and computer science for ideas and expertise.

Q Addressing the issue of employability, what steps has Lovely Professional University taken to bridge the gap between academia and industry, ensuring that graduates are equipped with the skills and knowledge required by employers in today's competitive job market?

A significant gap that demands attention is the mismatch between graduates' skills and the requirements of the job market. Many graduates struggle to find suitable employment due to this disparity. To this end, we have established strong collaborative links with leading organisations across sectors. We started the industry-aligned curriculum, training, industry expert lecturer seminars, etc., which prepare students to be adaptable and lifelong learners.

Like in the era of AI technology, the rate of placement of engineers, data, and computers is rapidly decreasing, but I think when we make our students experts in AI, they can easily get jobs. We also have a dedicated placement cell, which provides guidance to the student in their career placement and preparation.

Q The issue of affordability often arises concerning higher education. How does Lovely Professional University address this challenge, particularly for students from economically disadvantaged backgrounds, to ensure accessibility without compromising on the quality of education?

LPU is committed to making quality education accessible to all. We offer a range of scholarships, a financial aid programme for sports, academic and physical disabilities for students. We organise the



LPUNEST entrance test for admission. According to the mark percentage, we give scholarships to students.

Q With the emergence of online education platforms and MOOCs (Massive Open Online Courses), how does Lovely Professional University strike a balance between traditional classroom-based learning and incorporating digital learning tools to enhance the educational experience of its students?

The digitization of education has been a big changer for the learners as well as for the educational institutions. We leverage online education platforms and MOOCs to supplement traditional teaching methods, providing students with access to a diverse range of learning resources. This has opened up tremendous opportunities for learning beyond the traditional classroom setting through personalised learning experiences. Online programmes closely mirror their offline counterparts, allowing seamless integration of updates and changes. Like LPU Online, it focuses on delivering comprehensive degree programmes. That ensures the highest standards of academic quality and content currency. This blended approach empowers our students to leverage the best of both traditional and digital learning.

Q In light of the recent debates surrounding academic freedom and autonomy, how does Lovely Professional University safeguard academic integrity and encourage intellectual diversity and critical thinking among its students and faculty members?

LPU believes in academic freedom, integrity, and intellectual diversity. We have created a counselling and support cell for the students, with the help of which the students can discuss with them if they face any kind of problem. The Academia Cell ensures the integrity of the research and patents conducted by the students and faculty. An innovation department has been formed to promote critical thinking among the students and staff, in which they discuss their ideas with the team and then work on them. EP

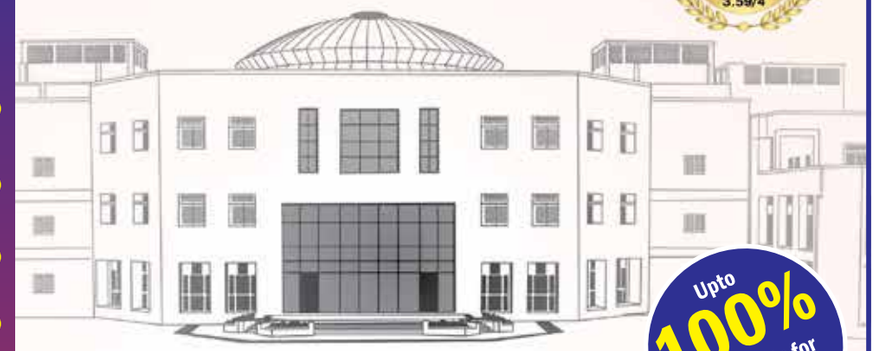
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QUALITY EDUCATION A MILESTONE AND AN OPPORTUNITY

Prof. (Dr.) Manas Ranjan Panigrahi, the Pro-Vice Chancellor, Sangam University, Rajasthan, talks about the importance of quality education for all, and shares insights on fostering innovation, enhancing online learning, and maintaining academic standards in an interview with Education Post's **Prabhav Anand.**

As the Pro Vice-Chancellor and Dean Academics at Sangam University, you've had an extensive career in the education sector, spanning various institutions and countries. Could you share with us some of the key insights you've gained through your experiences that you believe are crucial for shaping higher education in India today?

The emphasis on higher education in India can help bridge the gap between different social strata, offering a more equitable chance for success to all. As per the Association of Indian Universities (AIU), India has over 1000 universities, with a break up of 54 central universities, 416 state universities, 125 deemed universities, 361 state private universities and 159 Institutes of National Importance which include AIIMS, IIMs, IIITs, IISERs, IITs and NITs among others. Looking into the rapid growth of higher education institutions in our country to provide access, I believe the quality of higher education is a struggling point for us and I always consider this as a milestone and an opportunity for achievement. Particularly addressing the pressing concerns of teacher-student ratios, gross enrolment ratio, gender equality, curricular diversity, and instilling a research-oriented mindset at the undergraduate level, we can ensure the evolution of an inclusive, quality-centric, and innovation and skill-driven higher education ecosystem in India.

As Pro Vice-Chancellor and Dean Academics at Sangam University, I have witnessed the opportunities to cater to the students at the grassroots level. Sangam University is situated in a rural area and this experience has shown, how educational institutions have to build innovative approaches in translating the policy initiatives to students with limited exposure. However, the zeal and learning potential at semi-urban and rural centers of India is tremendous and it assures me towards realizing the vision of quality institution.

With your background in educational leadership and management, what strategies do you believe are essential for fostering innovation and excellence within higher education institutions, especially amidst the rapidly evolving educational landscape?

In my last two decades of teaching and learning experiences on leadership and management with PG-level students and engaged in various leadership capacities, I learned and believe that fostering innovation in education is more important now than before because the world is changing rapidly. To prevent students' growth and society from becoming stagnant, educators and teachers must bring creativity and restructure to existing systems, including exploring online support. This approach has several advantages, the least of which is enabling students to become lifelong learners, problem solvers, active contributors, and advocates for promoting positive change. The roles and responsibilities of teachers, educational leaders, administrators, parents, and educators are highly significant in fostering innovation in education. In my opinion, strategies like creating a place where all the learners can fit in; developing problem-finding and problem-solving skills in students; teaching them to take risks and learn from failures; more focus on practical learning rather than rote learning; ensuring sound use of technology in learning; develop a team-based learning environment; etc. need to be practiced and implemented successfully can contribute towards quality higher education.

Your expertise in pedagogical analysis in online and blended learning is noteworthy. How do you approach designing effective online learning experiences that ensure both engagement and learning outcomes for students?

Now a days alternative and complementary developments in education and training provisions have emerged. The most popular so far has been open and distance learning (ODL). More recently, during the COVID-19 crisis, when educational institutions faced lockdown, the advantages of ODL for providing access to educational opportunities with a focus on equity came to the forefront. Further India came up with its National Education Policy in 2020(NEP-2020) after 34 years with more focus towards access to education through online and blended learning. As a result, many higher education institutions started using online courses from SWYAM and NPTEL. Many universities also offer online programs through their own Learning Management System after all compliance with UGC Online Regulation 2023. Still, learners' engagement and achievement of learning outcomes become a big challenge and it is asking questions on designing and delivery of online courses.

When I consider the elements that create an effective learning experience in a synchronous



course, I consider the connection. How are the people in the course able to connect with and learn from each other? This element is critical as a means to build community in a remote workforce and also enable peer-to-peer sharing after the learning event. We know from the research that most learning happens informally, and preferably in a social context. We strive to hire the best and the brightest, and I want to bring that out in our online classroom experience design. Further, we should know learners and participants which is a key to have in mind when designing online courses. For me, a basic approach is to start a small prototype of the course (maybe a first module) with an initial small cohort that can validate the learning strategy and get valuable feedback.

Incorporating this initial feedback into the course design process will significantly help in succeeding with the learner-centered design approach. Encouraging students to evaluate their progress and set goals enhances their metacognitive skills. Providing meaningful feedback and involving students in self-assessment empower them to reflect on their achievements and plan their next steps, fostering a sense of responsibility for their learning.

Critics often argue that online education lacks the depth and quality of traditional face-to-face learning. What measures have you implemented or advocated for to address these concerns and uphold academic standards in online and blended learning environments?

It is true! Not only critics, we as practitioners also sometimes argue the same stating how the teaching and learning through online learning is at par with face-to-face learning. As we understand blended learning is a term applied to the practice of providing learning experiences through some combination of both face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online communities. For example, one blended learning course could involve students attending a class taught by a teacher in a traditional classroom setting while also completing online components of the course independently, outside of the classroom, on an online learning platform.

This is all about the learning styles of the learners and the learner's engagement in learning. Many researches show that the 21st Century learners have now become multi-tasking and they enjoy micro-learning and concept-based learning which need to make them skilled for their specific skill requirements. Yes! We need to provide wider training support to the teachers, and stakeholders to prepare quality online courses and a strong learning delivery system that attracts and sustains the learners in their learning for development. Though we have good internet access, still we need to build infrastructure for the last aspirant learner of the remote.

In your opinion, what role should government policies play in fostering innovation and quality assurance in higher education, particularly in the context of emerging technologies and global trends?

Built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability, the NEP-2020 policy is aligned with the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower. The new education policy has a creditable vision, but its strength will depend on whether it can effectively integrate with the other policy initiatives of the government like Digital India, Skill India, and the New Industrial Policy to name a few, to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum to make it a success. There is also a necessity for more evidence-based decision-making, to adapt, to rapidly evolving transmutations and disruptions. NEP-2020 has encouragingly provisioned real-time evaluation systems and a consultative monitoring and review framework. This shall empower higher education to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum.

With the proliferation of Massive Open Online Courses (MOOCs), what do you see as the future of these platforms in democratizing access to education, particularly in remote or underserved areas of India?

MOOC has enormous opportunities veiled in India. The students' enrolment has increased drastically in the recent past in India. India is ascertained to be one of the leading countries in terms of enrolments in courses offered by many popular MOOC providers including edX, Coursera, and Udacity. I developed several MOOCs out of which "Life Skills for Engineers"; "Academic Counselling for ODL Learners"; "Essentials of Life Skills"; and "Introductions to Statistical Techniques" have reached more than 70,000 learners from 47 countries including India. All these MOOCs are offered through mooKIT and MOOCs for development platform. Govt of India has taken many initiatives to support online education, which eventually used to continue education for many people and help to increase the enrolment ratio of the nation. NPTEL, mooKIT, edX, Coursera, and SWAYAM are the prominent online platforms in India. Apart from the abovementioned platforms, others also provide online education in various fields but are highly unknown. It shows that MOOCs are helping to cater learning needs of learners, particularly in remote and underserved areas of India.

The introduction of the PhD Program in Education during your tenure in Africa demonstrates a commitment to fostering advanced research in the field. What strategies do you

employ to support and mentor PhD scholars, particularly in diverse educational contexts?

Sangam University so far produced a good number of PhD, more than 750 research articles published and around 90 patents by our esteemed teachers. Many high-level research projects are awarded by the government which is completed and ongoing as well. All these are possible due to well-designed research policies and curricula is research responsive and motivational including incentive systems for the teachers and students.

Facilitating peer relationships among adult students can help them access a powerful source of support. Peers can offer practical and social support in negotiating the stages of doctoral education, motivation, and cheerleading, and may form professional relationships that extend into future roles. Continuous training for the PhD supervisor to support the researcher in multi-disciplinary research. Encourage more and more collaborative research. The university has proposed multi-lingual options in facilitating doctoral research since for most indigenous researchers, the English language is a barrier.

Looking ahead, what are your aspirations for Sangam University in terms of its academic growth, research contributions, and impact on society, and how do you plan to realize these aspirations in collaboration with stakeholders?

Our main objective is to make access to higher education more democratic, thus providing fair opportunities to all aspirant learners wishing to pursue higher education. To achieve this, we are committed to implementing flexible educational programs that meet the individual needs of students, allowing them to progress at their own pace with multiple entries and multiple exits. Also, encouraged to choose multi-disciplinary courses with micro-credentials tailored to their professional goals. We also strive to diversify teaching methods to better meet different learning preferences.

We encourage the integration of educational technologies to enhance student learning and promote interaction in both face-to-face and virtual classrooms.

The university is working with a progressive and open mindset to have industry-academia collaboration for curriculum development, teaching-learning, internships, etc. I am also in the process of having international collaboration to have cross-cultural learning to promote the internationalization of education through joint research and projects, student and teacher exchange programmes, etc. Community engagement learning and skill development for the global economy are planned to make our students more employable and entrepreneurs.

The University is actively engaged in the social sector and working closely with youth for their upliftment and conducted workshops with Indian Council of Social Science Research (ICSSR), the National Commission for Women (NCW), National Institute of Social Defence (NISD), the National Institute of Disaster Management (NIDM) and National Assessment and Accreditation Council (NAAC). Recently projects related to skilling, entrepreneurship and innovation have been secured by the university from the Department of Science and Technology and MSME. Hence the university is also envisioning to further proliferate the vision at the national and state level for holistic development of students.

I also invest in teacher training and capacity building to help them take effective advantage of technological tools and optimally integrate them into their teaching practices. This is to make a continuous process and also encourage them for research projects, publications, patents, and more collaborations through incentivizing their efforts. Continuously advocates the integration of educational technology for student learning and promoting interaction in both physical and virtual classrooms. Encouraging teachers to develop e-contents in our studio and promoting to use of Moodle LMS to develop online courses and the use of free educational resources for student learning.

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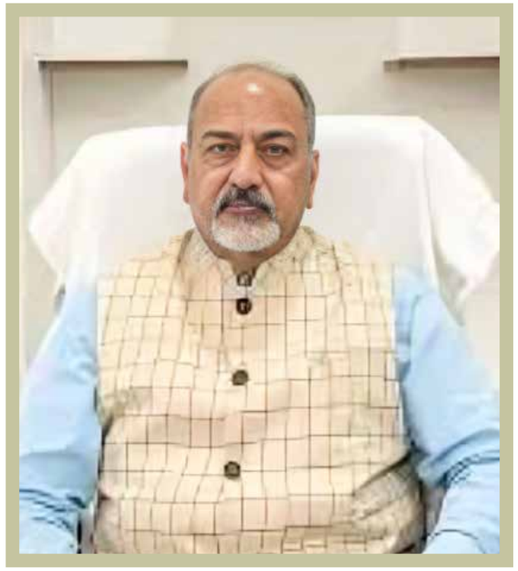
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DEARTH OF QUALITY FACULTY ADVERSELY AFFECTS QUALITY OF TEACHING

Prof. S K Singh, Vice-Chancellor of Shri Rawatpura Sarkar University in Raipur, offers profound insights into the challenges and opportunities within India's higher education sector, with Education Post's **Prabhav Anand**. With expertise in Human Resource Management and Organizational Behavior, Prof. Singh highlights the crucial link between personality variables and organizational performance, emphasizing the need for holistic student development.

Your expertise spans across Human Resource Management and Organizational Behavior, focusing on the intricate link between personality variables and organizational performance. Can you elaborate on the most important findings from your research in this domain and how these insights can inform broader policies within the higher education sector in India?

Generally, people are developed with distinctive characteristics that afterwards determine their personality and the way they behave and respond to their circumstances. The personality variables in the organisational setting are vital to meet corporate goals and increasing overall organizational performance, not only in terms of profit but also in terms of productivity, efficiency, effectiveness and overall employees' well-being.

A scientific and systematic investigation into the intricate relationship between personality variables and organisational performance revealed that the employees are the most important asset and they contribute most to the overall performance of an organisation.

It is therefore imperative for any organization to work consistently and continuously on the development of its human resources. In most institutions of higher education, the focus is more on the development of the left brain of the students, ignoring the development of the right hemisphere of the brain.

The teaching-learning process should be designed in such a way that it not only aims at enriching the domain knowledge but also on the overall personality development of the students. An individual's contributions are the outcomes of his/her hard skills and soft skills. As such our pedagogy should be directed towards the development of hard skills as well as soft skills of the students with the same solitude.

As a former Vice Chancellor of LN Mithila University and with a distinguished academic career, what do you see as the most pressing challenges facing the higher education sector in India today, and what innovative strategies would you propose to address them effectively?

Lack of adequate infrastructure is an important constraint impacting the quality of teaching-learning in institutions of higher education. We need to make heavy investments in upgrading the physical as well as digital infrastructure of these institutions without which our institutions would stand nowhere in the world ranking.

The poorly designed and obsolete course curriculum leads to a disconnect between what is taught in the university and what is really required in the real world. Our education system has to be aligned with the needs of the industry and society.

Non-availability of quality faculty is also



adversely affecting the quality of teaching. There is a need to develop a robust mechanism to train and upgrade the learning skills of the faculty on a continuous basis so that day can remain abreast of the latest teaching gadgets and pedagogies. The institutions located in remote rural areas are the most sufferers because of very poor infrastructure and teacher quality.

They need to be accorded special priority and the government and corporate world should come forward to upgrade them to the level of their urban counterparts.

Q Critics argue that the traditional pedagogical approaches prevalent in Indian universities hinder critical thinking and creativity among students. How do you propose transforming the curriculum and teaching techniques to promote a culture of innovation and independent thinking in higher education institutions?

Traditional learning methods are often outdated and do not align with the needs of modern-day students. Now it is crucial to adopt innovative learning methods that are engaging interactive and designed to cater to the diverse learning styles of students. The use of technology gamification project-based learning and other innovative teaching methods can help to enhance the learning experience and improve learning outcomes.

In future, universities must prepare their graduates for a world where cyber-physical systems are prevalent across all industries. It means, teaching the students about this technology as part of the curriculum, changing the approach to learning altogether and utilizing this technology to improve the university experiences and better career options.

Q Your involvement in esteemed academic societies like the National Assessment and Accreditation Council (NAAC) offers unique insights into the quality assurance mechanisms within Indian universities. What systemic changes do you believe are necessary to ensure rigorous and impartial accreditation processes that genuinely reflect the educational standards and outcomes of institutions?

The existing NAAC process does not consider the heterogeneity of the higher education institutions and follows one-size-fits-all model. There is a need to categorize these institutions based on their orientation/vision, heritage/legacy and seek information that is appropriate for their category. There is a special need to focus on rural and remote location institutions through mentoring and hand-holding.

Recently the Radhakrishnan Committee submitted its report recommending transformative changes in the existing NAAC process. It has recommended the metrics for binary and maturity-based graded accreditation focusing on process, outcomes and impact across different attributes of HEIs instead of mere input-centric. Additionally, to enhance the validity and reliability of data, it should also be validated by the stakeholders making the stakeholder an integral part of the accreditation and ranking process.

Q In recent years, there has been a growing discourse on the commercialization of education in India, leading to concerns about the commodification of knowledge and the prioritization of profit over academic integrity. How do you propose striking a balance between the financial sustainability of universities and their primary mission of knowledge dissemination and societal advancement?

The commodification of education has led to a customer-centric model that pushes universities to compete for students, often based on employability rates rather than the quality of intellectual engagement or knowledge production. The universities have become a place to produce job-ready graduates rather than nurturing intellectual growth and critical thinking.

The commodification and commercialisation of education will have profound implications for society and individuals.

It will perpetuate economic inequality by reinforcing the idea that those who can afford to invest in education will reap the most significant economic benefits.

There is a need to strike a balance between the economic model and the holistic model of education which integrates economic consideration with the pursuit of knowledge for its own sake. It requires a revaluation of humanities and social sciences, acknowledging their crucial role in cultivating critical thinking, cultural understanding and civic engagement.

The teaching-learning process should be designed in such a way that it not only aims at enriching the domain knowledge but also on the overall personality development of the students. An individual's contributions are the outcomes of his/her hard skills and soft skills. As such our pedagogy should be directed towards the development of hard skills as well as soft skills of the students with the same solitude.

Q With the rapid advancement of technology and the emergence of online learning platforms, there's a debate on the future of traditional brick-and-mortar universities. How do you

foresee the role of physical campuses evolving in the digital age, and what strategies would you implement to harness the potential of digital technologies while preserving the essence of face-to-face interaction and immersive learning experiences?

Digitalization is going to take a new incarnation in the education system of India. It is undoubtedly an important phase as educational institutions have started to adhere to the new concept of digital learning which is likely to change the overall framework of education. It will ease the way of teaching and learning through responsive resources, user-friendly learning modules, and self-learning methodologies.

However, replacing the classroom-learning model with e-learning completely is not advisable. Certain professional courses have their core values that need practical demonstration and real-time learning. However, the digital platform can be used as a backup or as an add-on facility to be used to improve the learning capability of the students.

Q India's higher education landscape is marked by disparities in access and quality, particularly between urban and rural areas and among marginalized communities. How do you propose addressing these inequities to ensure that every student, regardless of their socio-economic background or geographical location, has equitable opportunities for educational advancement?

The urban-rural divide in education has multi-faceted issues encompassing various factors such as infrastructure, teacher quality, digital literacy and curriculum availability. The disparities in access and quality cannot be removed unless we ensure that rural institutions are providing students with the same level of learning experiences as their urban counterparts.

To ensure it, the government and the private players must come forward to provide adequate physical as well as digital infrastructure in these rural institutions. The availability of quality education at the doorstep of the rural youths will make it cheaper as they need not migrate to urban locations. The low-cost quality education will reduce the disparities in access and quality of education between rural and urban areas.

Q As someone deeply engaged in research and academia, what concrete steps would you take to promote a culture of research and innovation within Indian universities, thereby contributing to the country's knowledge economy and global competitiveness?

NEP-2020 envisages a robust research ecosystem and lays the framework for promoting research and innovation right from the school level. To promote a conducive environment for innovation we will have to address our approach to integrity in research, and existing standards, protocols and policies in the research institutions.

Further, the curricula and methods of teaching and evaluation will have to be flexible to promote a research culture. Ample freedom has to be given to students to ask questions and to explore the problem posed to them kindling their curiosity and perfect understanding of what makes them interested is very essential to build innovative minds. In addition, urgent steps should be taken by the government to spend 6% of GDP on education and earmark a sufficient portion of it for research and innovation.

Researchers across higher education institutions must be encouraged to undertake research studies that are socially relevant and useful to enhance human well-being. EP





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98% Placed	**55** Courses	**₹36** LPA Offered	**₹25Cr** Scholarships
500+ Faculty Members	**150+** Tie-ups with industries	**28+** State in India represented in the student body	**450+** Recruiters
7+ Countries represented in the student body	**900+** Publications	**80+** Patents	**31+** Books
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CREATING JOB PROVIDERS, NOT JOB SEEKERS

Dr. Anupam Chouksey, Chancellor of Bhopal's JNCT Professional University and Secretary of the LNCT Group, shares his perspectives on various facets of education, from navigating the complexities of international expansion to leveraging technology in the wake of the COVID-19 pandemic in an interview with Education Post's **Prabhav Anand**. His commitment to fostering entrepreneurship, embracing humanities, and sustaining student well-being reflects a holistic approach to education that transcends boundaries and empowers individuals for the challenges of tomorrow.

Q Your leadership has overseen remarkable growth within the LNCT Group of Colleges. However, critics may argue that rapid expansion could potentially dilute the quality of education. How do you balance the imperative for growth with the need to maintain high academic standards?

As chancellor of JNCT and Secretary of LNCT Group, I recognize the critical balance between growth and maintaining high academic standards. While our institution has experienced remarkable expansion, we remain steadfast in our commitment to quality education. Discipline is an indispensable part of our institutions and still with the changing environment we should never compromise on our policy. 75% attendance is required means it is required. 188+ PhD. Faculties with vast experiences ensure quality education. Investments in infrastructure, faculty development, and continuous quality assurance monitoring mechanisms are prioritized to support high standards. Our student-centric approach, coupled with a focus on student success, guides all expansion efforts, ensuring that the integrity of our educational programs remains uncompromised.

Q As you strive to obtain deemed university status for LNCT, some sceptics may question the necessity of such a designation in a landscape where traditional universities are already grappling with challenges of governance and accountability. How would you address these concerns, and what distinct advantages do you believe deemed university status would offer LNCT?

Obtaining deemed university status for LNCT is a strategic move that aligns with our long-term vision for academic excellence and institutional growth. While sceptics may question the necessity of such a designation, it's essential to emphasize the distinct advantages it would offer. Deemed university status would provide LNCT with greater autonomy in curriculum development, admissions, and administrative functions, enabling us to tailor programs to meet the evolving needs of students and industries. Moreover, it would enhance our global recognition and credibility, attracting top faculty and students, fostering research collaborations, and facilitating access to funding opportunities. Addressing concerns about governance and accountability, we are committed to implementing robust internal mechanisms and adhering to regulatory standards, ensuring transparency and accountability in all aspects of our operations. Overall, deemed university status would empower LNCT to elevate its academic offerings, contribute to knowledge creation and dissemination, and serve as a catalyst for innovation and societal impact.

Q The LNCT Group's international expansion plans, such as the Memorandum of Understanding with the Kyrgyzstan Government, raise questions about cultural adaptation and academic alignment. How do you intend to navigate the complexities of operating in diverse cultural contexts while ensuring educational quality and relevance?

LNCT Group's international expansion, including the Memorandum of Understanding with the Kyrgyzstan Government, demands careful attention to cultural adaptation and academic alignment. We navigate these complexities by prioritizing cross-cultural understanding, adapting curricula to local contexts, and fostering intercultural exchange through faculty and student programs. Our goal is to establish sustainable relationships that uphold educational quality while respecting diverse cultural values and needs.

Q Your innovative policies, such as the dress code and compulsory use of college buses, have garnered attention within the education sector. However, detractors may argue that these measures stifle individual expression and autonomy. How do you respond to these criticisms, and what evidence do you have to support the efficacy



of these policies in enhancing the learning environment?

Our innovative policies, like the dress code and mandatory use of college buses, prioritize safety and discipline to enhance the learning environment. The dress code promotes a sense of unity and professionalism among students, minimizing distractions and creating a more focused learning environment. Similarly, mandating the use of college buses enhances safety by reducing the risks associated with commuting by two-wheelers. While critics may argue they restrict individual expression, these measures foster focus, unity, and safety, supporting a conducive atmosphere for learning. After we implemented these policies all other colleges adopted them and they also started dress codes and buses.

Q In the wake of the COVID-19 pandemic, there's been increased emphasis on digital learning and technology integration in education. How do you envision LNCT leveraging technology to not only adapt to the new normal but also to enhance the overall educational experience for students?

We always leverage technology to adapt new normal post-COVID-19 and enhance the overall educational experience for students. We have integrated digital learning tools for remote education, enhanced classroom teaching with multimedia content and virtual labs, and personalize learning through adaptive systems. This approach ensures flexibility, engagement, and readiness for the challenges of the 21st Century. Our team is capable of grasping and learning new technologies at a faster pace. They have shown this during the COVID-19 pandemic lockdown. We were the first in Lockdown who started our classes online for students within 10 days of lockdown during the pandemic phase.

Q The intersection of education and economic development is crucial for the progress of any region. How does LNCT contribute to the socio-economic advancement of Madhya Pradesh, and what strategies are in place to foster entrepreneurship and industry-academia partnerships within the region?

LNCT plays a pivotal role in the socio-economic advancement of Madhya Pradesh by fostering entrepreneurship and nurturing industry-academia partnerships. Our contribution begins with equipping students with practical skills and knowledge aligned with industry demands, thus enhancing their employability and bolstering the skilled workforce of the region. We have 2 state-of-the-art Incubation Center (KLIC & AIIC) funded by LNCT Group management with INR 1 Crore initially to provide a

360-degree platform for budding entrepreneurs. These Incubation centres work from the initial Ideation to registering the start-up and funding opportunities for entrepreneurs under one roof/platform.

KLIC & AIIC is promoted to support Atmanirbhar Bharat, which is acting as a catalyst for Central India start-up and entrepreneur ecosystem, primary objective of KLIC is to create a start-up ecosystem and familiarize the visionary brains with the business aspects of an idea and provide them with a platform with necessary resources, culture, opportunities, and amenities to grow their start-up units into business enterprises.

Other than this, we implement various strategies, including integrating industry-relevant projects and internships into the curriculum, providing robust entrepreneurship development programs, and offering incubation support for aspiring entrepreneurs. Additionally, we actively cultivate collaborations with local industries, chambers of commerce, and government bodies to identify skill gaps, promote innovation, and collectively address socio-economic challenges.

Through these concerted efforts, LNCT endeavours to drive economic growth, create employment opportunities, and foster a culture of innovation and entrepreneurship throughout Madhya Pradesh.

As of date, we have already registered more than 200 Startups and they are working fine and are on a growth path. Some of the start-ups have extracted very good funding from investors, are growing and they have provided jobs to many students as well. Our Chairman Sh. J.N. Chouksey always used to say "Naukri dene wale bano, lene wale nahi". Now his vision is taking shape with KLIC & AIIC.

Q Your recognition as a "Covid Hero" underscores the importance of leadership during crises. Can you elaborate on some of the key initiatives undertaken by LNCT to mitigate the impact of the pandemic on students' education and well-being, and how do you plan to sustain these efforts in the post-pandemic era?

LNCT has undertaken several key initiatives to mitigate the impact of the pandemic on students' education and well-being. As I already stated that, within 10 days of lockdown, we swiftly transitioned to online learning, ensuring continuity of education through virtual classrooms and digital resources. Additionally, we provided mental health support and counselling services to students facing emotional challenges during these unprecedented times. Looking ahead to the post-pandemic era, we plan to sustain these efforts by continuing to offer flexible learning options that blend online and offline modalities, enhancing support services for student well-being, and investing in digital infrastructure and training to adapt to evolving educational needs. By remaining agile and responsive to emerging challenges, LNCT is committed to ensuring a resilient and enriching educational experience for all students, both during and beyond the pandemic.

Q The humanities and arts are often overshadowed by the emphasis on STEM (Science, Technology, Engineering, and Mathematics) education. How does LNCT incorporate humanities and arts education into its curriculum, and what value do you believe these disciplines add to the holistic development of students?

LNCT recognizes the importance of humanities and arts education alongside STEM disciplines. We incorporate humanities and arts education into our curriculum through interdisciplinary approaches, elective courses, and extracurricular activities. Students have opportunities to study subjects such as literature, history, philosophy, and visual and performing arts, fostering critical thinking, creativity, empathy, and cultural appreciation. These disciplines complement STEM education by nurturing well-rounded individuals capable of understanding complex societal issues, communicating effectively, and innovating ethically. Moreover, they cultivate skills such as problem-solving, collaboration, and adaptability, which are essential for success in diverse career paths and contribute to the holistic development of students as responsible global citizens. EP

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Dr Pavan Agrawal, pro-Vice Chancellor at Gwalior's Vikrant University, underscores the necessity for agility and interdisciplinary collaboration in adapting to technological advancements with Education Post's **Prabhav Anand**. He says: "Higher education institutions must be proactive in adapting to technological advancements to prepare graduates for future challenges."

UNIVERSITIES MUST ADAPT TO TECHNOLOGY; **THERE'S NO OTHER WAY**

Vikrant University GWALIOR

Q With your experience in both academic and industrial settings, how do you think higher education institutions will need to adapt to keep up with the fast-changing technological landscape? Specifically, in fields like mechanical engineering where developments in areas such as machine learning and the Internet of Things are transforming traditional practices?

Higher education institutions in fields like Engineering, Management and professional courses will need to be agile and proactive in responding to technological advancements to ensure that graduates are well-prepared for the challenges and opportunities of the future. Professional courses will indeed need to adapt to the fast-changing technological landscape to remain relevant and effective. Here are some ways they might do so:

Curriculum Revision:

Universities will need to update their curricula to incorporate emerging technologies such as machine learning, Internet of Things (IoT), and other advancements. This might involve adding new courses dedicated to these topics or integrating them into existing courses.

Interdisciplinary Approach:

Given the interdisciplinary nature of many emerging technologies, universities may need to foster collaboration between departments. For example, in mechanical engineering, collaboration with computer science departments could be beneficial for integrating machine learning into design processes.

Hands-on Experience:

Providing students with hands-on experience with new technologies will be crucial. This might involve setting up labs equipped with the latest tools and equipment, as well as offering opportunities for internships or industry placements where students can work with cutting-edge technology.

Emphasis on Problem-Solving and Critical Thinking:

While technological skills are important, universities should also emphasize problem-solving, critical thinking, and adaptability. These skills will be essential for navigating the rapidly changing technological landscape throughout students' careers.

Research Focus:

Universities should continue to invest in research in emerging technologies to stay at the forefront of innovation. This research can not only contribute to advancements in the field but also inform teaching practices and curriculum development.

Q Your research interests span diverse areas such as vibration signature analysis, soft computing, and machine learning techniques. How do you envision interdisciplinary



collaboration playing a role in addressing complex engineering challenges, and what strategies do you employ to foster such collaborations within the academic environment of Vikrant University?

Interdisciplinary collaboration plays a crucial role in addressing complex engineering challenges because many of these challenges require expertise from multiple domains. By bringing together researchers from different fields, interdisciplinary collaboration can lead to innovative solutions that might not be possible within a single discipline. Interdisciplinary collaboration allows for a more holistic approach to problem-solving. Instead of focusing narrowly on one aspect of a problem, researchers can consider multiple factors and their interactions, leading to more comprehensive solutions.

To foster interdisciplinary collaboration within the academic environment of Vikrant University, I have employed the following strategies:

Create Interdisciplinary Research Centers:

Establishing interdisciplinary research centers or institutes within the university can provide a dedicated space for researchers from different disciplines to come together and collaborate on common goals.

Promote Cross-Departmental Seminars and Workshops:

Organizing seminars, workshops, and conferences that bring together researchers from different departments can facilitate knowledge exchange and foster collaboration.

Encourage Joint Research Projects:

Encouraging and supporting joint research projects that involve researchers from multiple disciplines can provide opportunities for interdisciplinary collaboration.

Provide Funding Opportunities:

Offering funding opportunities specifically targeted at interdisciplinary research projects can incentivize collaboration and support the development of innovative solutions to engineering challenges.

By implementing these strategies, Vikrant University is creating a vibrant interdisciplinary research environment that fosters collaboration and drives innovation in addressing complex engineering challenges.

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Q In a country like India where there is a growing emphasis on innovation and entrepreneurship, how do you believe universities can better nurture and support aspiring engineers to transition from academia to industry seamlessly, ensuring that their skills are aligned with market demands and technological advancements?

In India, as in many other countries, there's a growing recognition of the importance of innovation and entrepreneurship in driving economic growth and societal development. Universities play a crucial role in nurturing and supporting aspiring engineers to transition from academia to industry seamlessly while ensuring their skills are aligned with market demands and technological advancements. Here are some strategies universities in India can employ:

Industry-Academia Collaboration:

Universities can strengthen ties with industry through collaborative research projects, internships, and industry-sponsored programs. Also ensure that students are exposed to real-world challenges and gain relevant skills that are aligned with market demands.

Entrepreneurship Education:

Universities can incorporate entrepreneurship education into their curriculum to cultivate an entrepreneurial mindset among engineering students. By providing students with the necessary knowledge and skills to start their own ventures, universities can empower them to pursue entrepreneurial opportunities.

Skill Development Programs:

Universities can offer skill development programs that focus on emerging technologies and industry-relevant skills. This can include training programs on topics such as artificial intelligence, data science, cyber-security etc. By equipping students with in-demand skills, universities can enhance their employability and readiness for the job market.

Research and Innovation Hubs:

Establishing research and innovation hubs within universities can create a conducive environment for interdisciplinary collaboration and technology commercialization. These hubs can serve as incubators for startups, provide access to funding and mentorship, and facilitate technology transfer from academia to industry.

By implementing these strategies, universities in India can better nurture and support aspiring professional's to transition from academia to industry seamlessly, ensuring that their skills are aligned with market demands and technological advancements.

Q As someone who has secured numerous government-funded projects from various agencies, including AICTE, MPCST, and ministries like Minority Affairs and Housing & Urban Affairs, what insights can you share regarding the challenges and opportunities associated with conducting research in partnership with government entities, and how do such collaborations contribute to the overall academic and societal impact of the university?

Collaboration with government entities provides access to funding support for research projects, which can help universities sustain their research activities and invest in infrastructure and talent development. Collaborative research projects contribute to the advancement of knowledge in various fields, generating new insights, discoveries, and solutions to pressing societal challenges.

Government-funded projects provide opportunities for capacity building and skill development among researchers, students, and other stakeholders involved in project implementation. Research conducted in collaboration with

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government entities often leads to technology transfer, innovation, and commercialization opportunities. Academic institutions can leverage research outcomes to develop products, services, and solutions that benefit society and stimulate economic growth.

Q With the proliferation of online learning platforms and the increasing availability of Massive Open Online Courses (MOOCs), how do traditional universities like Vikrant University remain relevant and competitive in attracting and retaining students, particularly in the context of offering specialized courses in emerging fields such as data science and artificial intelligence?

Vikrant University can remain relevant and competitive in the face of the proliferation of online learning platforms and MOOCs by leveraging their unique strengths and adopting innovative strategies.

Vikrant University has a long-standing reputation for providing quality education and is accredited by relevant authorities. They can emphasize the value of accredited degrees and the credibility of their faculty in attracting and retaining students.

Personalized Learning Experience: While online learning platforms offer flexibility and convenience, traditional universities can differentiate themselves by providing a personalized learning experience. This can include smaller class sizes, interactive discussions, hands-on projects, and one-on-one interactions with faculty members.

Access to Resources and Facilities: Traditional universities typically have access to extensive resources and facilities, including libraries, laboratories, research centers, and campus amenities. They can highlight these resources as part of the overall student experience and learning environment.

Integration of Online Learning: Rather than seeing online learning platforms as competitors, traditional universities can integrate them into their offerings. They can supplement traditional classroom instruction with online resources, flipped classroom models, and blended learning approaches to enhance student engagement and learning outcomes.

Specialized Programs and Research Opportunities: Traditional universities can develop specialized programs in emerging fields such as data science and artificial intelligence to meet the demand for skills in these areas. They can leverage their faculty expertise and research capabilities to offer cutting-edge curriculum and research opportunities to students.

Continuous Improvement and Adaptation: To remain competitive, traditional universities must continuously assess market demand, industry trends, and student preferences. They should be agile and adaptive in updating their curriculum, programs, and teaching methodologies to stay relevant in rapidly evolving fields such as data science and artificial intelligence.

Q As a member of professional bodies and organizations like the Social Club and various engineering associations, how do you advocate for the integration of ethical considerations and social responsibility within engineering education, ensuring that future engineers not only possess technical expertise but also uphold values of integrity and community engagement?

As a member of professional bodies and organizations like social and engineering associations, advocating for the integration of ethical considerations and social responsibility within engineering education is crucial for ensuring that future engineers not only possess technical expertise but also uphold values of integrity and community engagement. Here's how I might approach this advocacy:

Promoting Ethical Frameworks:

Encourage the adoption of ethical frameworks and codes of conduct within engineering education curriculum. This can involve advocating for the inclusion of courses or modules on ethics, professionalism, and social responsibility.

Encouraging Service Learning:

Promote service learning initiatives that allow engineering students to apply their technical skills to address real-world challenges in their communities. Service learning projects can foster a sense of social responsibility and empathy among students while providing valuable learning experiences.

Mentoring and Role Modeling:

Serve as a mentor and role model for students, emphasizing the importance of integrity, honesty, and accountability in engineering practice. Share personal experiences and insights that highlight the ethical dilemmas and challenges faced by engineers in their careers.

By actively advocating for the integration of ethical considerations and social responsibility within engineering education, professionals can help cultivate a new generation of engineers who are not only technically proficient but also ethical, responsible, and committed to serving the needs of society.

Q Given your significant contributions to academic publications, including research papers, books, and book chapters, how do you balance your responsibilities as an administrator and educator with your commitment to scholarly research, and what advice would you offer to young academics looking to establish themselves as prolific researchers while juggling multiple roles within the university ecosystem?

Balancing responsibilities as an administrator, educator, and prolific researcher can be challenging, but it's certainly achievable with effective time management, prioritization, and a strategic approach. Here's how I might balance these roles and offer advice to young academics looking to establish themselves as prolific researchers while juggling multiple responsibilities:

Time Management:

Allocate dedicated time slots for each of your roles, including administrative tasks, teaching responsibilities, and research activities. Use tools like calendars, to-do lists, and time-blocking techniques to organize your schedule and ensure that you devote sufficient time to each area.

Prioritization:

Identify your key priorities within each role and focus your efforts on tasks that have the highest impact or urgency. Learn to distinguish between tasks that are important versus those that are merely urgent, and allocate your time accordingly.

Efficiency and Productivity:

Develop efficient workflows and strategies to maximize your productivity in research activities. This might involve setting aside uninterrupted blocks of time for focused writing or research, minimizing distractions, and leveraging technology tools to streamline tasks such as literature reviews and data analysis.

Set Realistic Goals:

Set realistic and achievable goals for your research projects, taking into account your other responsibilities and time constraints. Break down larger projects into smaller, manageable tasks, and track your progress to stay on target.

Stay Organized:

Maintain a well-organized workspace, both physically and digitally, to facilitate efficient work processes. Keep track of deadlines, milestones, and important documents related to your research projects, teaching responsibilities, and administrative duties.

Seek Support and Mentorship:

Don't hesitate to seek support and guidance from mentors, colleagues, or support networks within your academic community.

For young academics looking to establish themselves as prolific researchers while juggling multiple roles within the university ecosystem, my advice would be to prioritize effectively, manage time efficiently, seek support when needed, and maintain a healthy work-life balance. By adopting strategic approaches to balancing responsibilities and staying focused on their research goals, they can successfully navigate the demands of academia while making meaningful contributions to their field. EP

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VIBRANT, DYNAMIC THAT'S CAMPUS LIFE AT DR. DY PATIL B-SCHOOL, PUNE

Dr. Amol Gawande, Director at Dr. DY Patil B-School in Pune, has an impressive academic background. He holds a PhD in Management, MBA in Financial Management, MA in Psychology and a B.Com. He has received numerous awards, including 'Visionary Academic Leader of the Year Award', 'Best Director of the Year Award', 'Rashtriya Siksha Gaurav Puraskar by CEGR', 'National Happiness Unicorn Award by Heartfulness Organization', 'Innovative Academic Leader of the Year Award by ICCI', 'Most Visionary and Innovative Director of the Year Award by Bizox Media Network Pvt. Ltd',' Best Director of the Year Award at World Leadership Congress'.

The visionary leader talks to **Education Post** about everything a student might want to know about the DY Patil B-School (DYPBS).

DPU

Please give an overview of the NBA Accreditation achievement for your Institute.

We are thrilled to announce that the PGDM program at Dr. DY Patil B-School (DYPBS) has been accredited by the National Board of Accreditation (NBA). Our achievement is a testament commitment to excellence in Management Education. This milestone reflects our institute's dedication to maintain high standards, foster continuous improvement, and provide a superior learning environment for our students.

How is DYPBS currently ranked in national and international rankings?

DYPBS has achieved remarkable rankings from Times B-School Survey as it has ranked 10th among the top 50 private institutes. Ranked 7th in the West Zone, ranked 18th in placements. We also received the Indian Institutional Ranking Framework (IIRF) Education Impact Award 2023 in the category of Leading B-School for Academic Excellence from Prof. TG Sitharam. Also received Best Management College in Maharashtra for placement in 2023.

When did DYPBS adopt PRME, and what motivated this decision?

We adopted PRME in 2021. The decision to adopt PRME was driven by our commitment to align with core values, enhance the curriculum, meet stakeholder expectations, and strengthen our institute's reputation and competitiveness.

Please take us through your recent statistics on placements, including the percentage of students placed, average salary, and top recruiters?

Our institute has a strong placement record, with 92% of students placed in reputable organizations across various industries. The average salary is 8.5 lakhs per annum and the highest salary is 18.5 lakhs per annum. Our top recruiters are Deloitte, KPIT, Infosys, Markets and Markets, Daimler India Commercial Vehicle, ICICI Bank, Axis bank, Tech Mahindra, PWC, Big Basket, Federal Bank, TCS to name a few.

What initiatives have been introduced to enhance faculty research output and publications?

Our institute has implemented a comprehensive range of initiatives to enhance faculty research output and publications. Faculty members are rewarded with financial incentives for publishing in high-impact journals and presenting at reputed conferences. These initiatives focus on providing financial support, resources, professional development, and collaborative opportunities to foster a robust research culture.

What initiatives and resources are available to support faculty and student research at the B-School?

Our institute provides a support system to encourage and motivate faculty and students



for research and publications; organizes conferences, seminars, workshops, and guidance sessions for students; provides opportunities to attend such events outside the institute and provides ample opportunities for publications in IPRs, journals, book chapters, conference proceedings, newsletters, blogs, etc.

Are there any significant collaborative research projects with other institutions or industry partners that you can highlight?

DYPBS has collaborated with SRV Media Pvt. Ltd. for Management Development Programs and JSR India Pvt. Ltd to conduct research project on "Challenges, Opportunities, and Best Practices for an Alumni Association". These projects involve joint initiatives to assess environmental impacts, develop sustainable business models, and enhance stakeholder engagement. We have also collaborated with startup incubators, accelerators, and entrepreneurship support organizations to study the dynamics of the local entrepreneurship ecosystem.

Could you please highlight any recent industry partnerships or collaborations that DYPBS has established?

Our Institute has MoUs with industry partners such as Mavericks Landmark, Parekh Integrated Service Private Limited, IAC International Automotive India Pvt. Ltd., Capsource Technologies Inc. to facilitate technology transfer and innovation in areas of information technology, biotechnology, and renewable energy.

What about international MOUs?

DYPBS has established a diverse portfolio of international MoUs with universities, academic consortia, and strategic partners worldwide. Few of our students are in Morrocco for a student exchange program. We have also conducted faculty and student exchange program with Boston International College, Nepal in the month of Dec 2023.

In collaboration with **EMAA Business School, Morocco; The Centre of Economic Diplomacy, Croatia, Europe; Dr. Soetomo University, Indonesia; Boston International College, Nepal; Jansons School of Business, Coimbatore, India; Association of Indian Management Schools, India; and Centre for Education Growth & Research, India we have organised an International Conference in the month of April 2024.**

What are some student exchange programs currently available at DYPBS?

Our DYPBS scholars have successfully landed for their monumental educational journey at The American Business School, Morrocco, to access the rich tapestry of culture and knowledge, and get every moment inspired and transformed.

What initiatives and programs do you have in place to promote entrepreneurship among students?

DYPBS has an Entrepreneurship Development Cell (EDC) to foster an entrepreneurial culture and mindset among students. The cell serves as a platform for ideation, incubation, and support for aspiring entrepreneurs, providing guidance, mentorship, and resources to turn innovative ideas into viable business ventures. We organize entrepreneurial competitions, hackathons, and challenges to encourage students to innovate and develop entrepreneurial solutions to real-world problems. We also facilitate industry mentorship programs, networking events, and interactions with successful entrepreneurs, investors, and industry experts.

Does the B-School have an incubation centre or similar facilities to support student start-ups?

The operation of our Incubation Centre offers infrastructure support, workspace facilities, and business development services to student startups. We also conduct startup bootcamps, workshops, and seminars on entrepreneurship-related topics, such as business planning, market research, financial management, and pitching techniques. We also facilitate internship opportunities with startup companies, entrepreneurial ventures, and innovation hubs, allowing students to gain firsthand experience in the entrepreneurial ecosystem. Experiential learning programs are also provided to students to exposure to real-world entrepreneurship challenges, opportunities for skill development, and insights into different industry sectors.

Can you share any success stories of student startups or entrepreneurial ventures that have emerged from the DYPBS?

In the heart of Dr. DY Patil B-School's entrepreneurial ecosystem, Mr. Samarth Jain has started "Earthwise Innovations Pvt. Ltd" to address one of the most pressing environmental challenges of our time—Biodegradable Food Packaging Products from Baggase waste. Inspired by their coursework in sustainability and entrepreneurship, they envisioned a future where food packaging could be both eco-friendly and functional. The journey of Earthwise Innovations began with a simple yet powerful idea: to utilize Bagasse waste, a byproduct of sugarcane processing, to create bio-degradable food packaging solutions. Armed with passion, perseverance, and a commitment to sustainability, he dove

headfirst into research and development, experimenting with different formulations and manufacturing techniques to transform Bagasse into a viable alternative to traditional plastic packaging.

After months of trial and error, countless late nights in the lab, and unwavering determination, he finally achieved a breakthrough. He successfully developed a range of bio-degradable food packaging products made from Bagasse waste that offered the same level of durability, functionality, and convenience as their plastic counterparts, but with a significantly lower environmental footprint. Today, Earthwise Innovations stands as a shining example of the power of entrepreneurship to drive positive change. Their bio-degradable food packaging products have not only transformed the way we package and consume food but have also inspired a global movement towards sustainable living and responsible business practices.

What about the multidisciplinary courses at DYPBS? How do these courses integrate knowledge from different fields, and what benefits do they offer to students in terms of skills development and career opportunities?

We offer a range of multidisciplinary courses designed to integrate knowledge from various fields, including music, dance, drama, photography, and fashion designing. These courses provide students with a holistic education that goes beyond traditional business studies, fostering creativity, critical thinking, and a diverse skill set. Multidisciplinary courses provide a well-rounded education that integrates artistic, technical, and cultural knowledge. These courses not only enrich students' academic experiences but also equip them with diverse skills and open up varied career opportunities in the creative and business sectors. Through unique initiatives and a commitment to interdisciplinary learning, the B-School ensures that students are well-prepared for the complexities of the modern professional landscape.

Tell us about campus life at DYPBS? What are some of the extracurricular activities, clubs, and events available for students? Additionally, what facilities and amenities does the campus offer to support student well-being and recreation?

Campus life at DYPBS is vibrant and dynamic, offering students a wide range of opportunities for personal growth, community engagement, and recreation. The B-School hosts a diverse array of student clubs and societies catering to various interests and passions, including Entrepreneurship Club, Marketing Club, Finance Club, HR Club, Cultural Club, Sports Club, Social Responsibility Club, Rotract Club, Music Club, Dram Club etc. The campus buzzes with energy during cultural festivals, celebrations, and events organized throughout the academic year. Our institute also encourages a healthy and active lifestyle through its sports and recreational facilities, including a well-equipped gym, outdoor sports grounds for cricket, football, volleyball, and basketball had tie up with sports arena, indoor sports facilities for table tennis, badminton, and chess. We also provide comprehensive student support services, including academic advising, career counseling, and personal development workshops. A dedicated health and wellness center on our campus offers counseling, and wellness programs to support students' physical and mental health. Trained professionals provide preventive care, health screenings, and counseling services to promote student well-being and resilience. EP

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EDUCATION'S PRIMARY PURPOSE: ENTER WORKFORCE, ADD VALUE FOR STAKEHOLDERS

Reflecting on his dual expertise in academia and industry, **Dr. R.D. Patidar,** Vice Chancellor of OP Jindal University in Raigarh, Chhattisgarh, underscores the pivotal role of practical learning and collaborative partnerships in shaping students into industry-ready professionals in a conversation with Education Post's **Prabhav Anand**. With a focus on implementing outcome-based frameworks aligned with NEP-2020, he outlines OP Jindal University's commitment to fostering research, innovation, and inclusive education.

Q Your professional journey combines academia and industry. How has your experience at Jindal Steel & Power Ltd. influenced your approach to academia, and what insights have you brought from the industry to OP Jindal University?

My experience and exposure in academia and industry have equipped me to develop valuable insights that eventually pave the way to achieve academic excellence at OP Jindal University. To produce industry-ready professionals, Higher Educational Institutions (HEIs) are required to promote project-based learning through long-term internships in Industries as it enables the youth to address the industry's challenges and provide technological solutions.

We at OPJU have implemented a long-term industry internship model for our final-year engineering and management students, taking into consideration my experience at Jindal Steel & Power. Through this program, students spend the entire semester gaining practical exposure to industries, which enhances their employability skills. Our teaching methodology, which places a heavy focus on live projects, has produced amazing outcomes in terms of placing our students in well-known multinational organisations with competitive compensation packages.

Q As the Vice Chancellor of OPJU, you've implemented an outcome-based framework. How has this approach enhanced the learning experience for students, and what specific outcomes or achievements are you particularly proud of under this framework?

I am exhilarated to share that OPJU has taken proactive steps in incorporating NEP-2020 as we have inculcated the academic research and internalisation, institutional development plans (IDPs), maintaining quality parameters set by regulatory bodies, *Academic Bank of Credits* (*ABC*), fostering research and development support, program expansion, integration of Indian knowledge system (IKS), modification of ordinance as per NEP guidelines, expansion of online courses, flexible learning path, promoting regional language literacy, vocational skills integration etc.

With well-defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), the institution offers specialised undergraduate, postgraduate, and research-level programs. The effectiveness of each program is regularly evaluated through the mapping of COs, PSOs, POs, and PEOs, and corrective measures are taken in each academic session to enhance it further.

Q Collaboration with industry is crucial. Could you explain how OPJU forms partnerships with multinational corporations, and can you share examples of collaborations that have benefitted both the university and industry partners?

OP Jindal University is the greatest place to pursue an Engineering and Management program because it is a Higher Education Institution (HEI) built on the foundation of industry-academia collaboration. The primary purpose of pursuing an education is to enter the workforce, where one's duty is to add value for stakeholders and make sure that any organization grows and prospers.

Keeping in view the above facts and for the benefit of its students and major stakeholders, OPJU laid a



strong emphasis on industry-academia collaboration & partnership and collaborated with over 100 prestigious institutions and industries across the globe. To assist students in finding internships and careers, the institution maintains strong contacts and collaborates with prestigious corporate groups. OPJU students are offered numerous opportunities to collaborate with esteemed business entities and the Jindal group of companies, which offer them both hands-on training and lucrative employment.

Q If you had the authority to modify one policy in the education sector, what would it be? Can you share your thoughts on what specific area you would like to see improvements in? For instance, would you focus on making education more accessible to underprivileged students, or would you aim to enhance the quality of education by introducing innovative teaching methods?

If I had the chance to change just one aspect of our current educational policy, I would set up a single window system for all higher education institutions right away. The systems of regulation, accreditation, and academic standards will be streamlined with the creation of a single umbrella organization for all of India's higher education. The current regulatory bodies' framework impedes academic functions, resulting in uncertainty and complexity. The system of several regulations that colleges and universities must contend with will come to an end with the unification of the main regulatory agencies.

Q What are your aspirations and goals for OP Jindal University, and how do you envision the university contributing to the broader educational landscape in the coming years?

OP Jindal University has gained accolades for the academic year 2022–2023 by securing the most prestigious awards and recognitions. OPJU is dedicated to achieving greater heights in the pursuit of academic excellence in the upcoming years by separating itself from other academic institutions through best academic practices and positioning itself as an all-inclusive destination for high-quality education. The university is consistently putting sincere efforts into fostering a welcoming and encouraging environment that promotes technical competencies, critical thinking, lifelong learning, and intellectual growth. We have submitted our SSR report to the *National Assessment and Accreditation Council (NAAC) and I am quite assured that the new academic year will bring a notable grade to OPJU by NAAC. In the following years, the university campus will grow and feature cutting-edge infrastructure development. At OPJU, I truly believe in establishing a research and innovation-friendly atmosphere that will boost faculty and student research opportunities and lead to a stronger emphasis on knowledge growth and academic achievement.*

DPU Dr. D. Y. Patil B-School

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REFORMING THE INDIAN PENAL CODE
(IPC FOR A DEMOCRATIC INDIA)
A CHANGE TO SERVE INDIANS, NOT JUST TO RULE THEM

On July 1, 2024, newly reformed acts that repealed more than 1,500 archaic laws in a bid to "align India with the true democratic system and do away with India's colonial past" will become active. These acts come in three parts:

1. Bharatiya Nyaya Sanhita, 2023 - to replace the Indian Penal Code (IPC),
2. Bharatiya Nagarik Suraksha Sanhita, 2023 - to replace the Code of Criminal Procedure (CrPC)
3. Bharatiya Sakshya Adhiniyam, 2023, - to replace the Evidence Act

As one of the stakeholders, I would like to see these acts collectively serve the people of India. The spirit of this humongous task resonated with citizens' will, aspiration, and hope – to be free at last. On India's 76th Independence Day, Prime Minister Narendra Modi said "In this Azadi Ka Amrit Kaal, new laws should be made by abolishing the laws which have been going on from the time of slavery."

I hope this reform once and for all addresses the most simple and important issues that am admi (people of the nation) hope for, though most of them do not know that those are their fundamental rights as citizens of the country. I say this because they bowed to those colonial-era laws for the past 77 years.

Since August 2023, the nation's legal minds, intellectuals, politicians, journalists, and commentators have analyzed these laws and discussed their merits and demerits in writing and on TV programs. However, I feel some very simple yet critical issues might have been overlooked. Here, I provide perspectives on what were missing and what we need, along with comparisons of Indian laws and police systems with those of the USA, UK, Japan, and Germany – contemporary democratic systems.

Five critical reforms that every citizen would like to see are:

1. **Urgent Action on Violence against Women:** Any violence against girls or women should be dealt with urgently. Rape should be classified as a federal criminal offense and addressed by a special justice unit, as described in the article "She Screams: Justice and Deterrence of Rape."
2. **Central Bureau of Investigation (CBI) Oversight:** Local administration (state or city) should defer to the Central Bureau of Investigation (CBI) in cases where there is an appearance (even if not actual) of unfairness, conflict of interest, or threats to citizen safety.
3. **Central Government Intervention:** The Central Government should have the authority and responsibility to intervene in cases involving multiple victims. This will help eliminate dirty politics, self-interest, and corruption.
4. **Protection of Indian History:** A law should be enacted to protect Indian history, regardless of how old or minor the details may seem. It should be a federal offense to dilute, hide, or misrepresent India's true history. History is the root through which each generation connects to the past, building inner strength to defend the nation against all enemies, internal and external.
5. **Exemplary Punishments for Misuse of Power:** Institute exemplary punishments for those entrusted with power and resources to protect the people but who misuse these for personal gain. These punishments should be extremely severe, at least ten times harsher than those for any other individual committing the same offense, and should serve as a strong deterrent.

Key Dates and Facts:

- 1834: The First Law Commission was established under the British Government.
- 1860: IPC drafted by Thomas Babington Macaulay.
- 1862: IPC came into force.
- 1977-1981: The National Police Commission recommended comprehensive police reforms.
- 2006: Supreme Court directives in the Prakash Singh case on police reforms.



- 2019: NHRC recorded 1,723 custodial deaths, highlighting police accountability issues.
- On 11 August 2023, Amit Shah, Minister of Home Affairs, introduced the Bharatiya Nyaya Sanhita, 2023; Bharatiya Nagarik Suraksha Sanhita, 2023; and Bharatiya Sakshya Bill, 2023 in the Lok Sabha.
- On 20 December 2023, these three bills were passed in Lok Sabha.
- On 21 December 2023, these three bills were passed in Rajya Sabha.
- On 25 December 2023, these three bill received the assent of the President of India
- On 1 July 2024, the newly reformed acts will replace the old IPC.

The Indian Penal Code (IPC)

The Indian Penal Code (IPC), established in 1860, has long been the backbone of India's criminal justice system for all this time even after 77 years of independence. As a whole, we all should be ashamed of using the penal codes that were for the "subjects", but used against the masters – citizens of the free nation. Until the year 1981 IPC very much remained the same as that of British-ruled India.



While it served its purpose during the British Raj, the socio-political landscape of India has dramatically transformed since then. Now, as a sovereign, democratic republic, India requires a legal framework that not only maintains law and order but also upholds the rights and dignity of its citizens.

This article outlines the historical context, current challenges, and the urgent need for comprehensive reform of the IPC in order to serve its citizens as masters rather than as subjects of the powers.

A Comparative Analysis of six democratic law enforcement systems For contrast and better visualization of the Indian penal system, a brief comparative analysis of the Indian Penal Code (IPC) with the penal codes and law enforcement systems of the USA, UK, Japan, Germany, and France, focusing on (i) citizens' rights and powers, (ii) accountability and enforcement of police officials, and (iii)

noninterference of elected officials, corporations, wealthy and powerful individuals.

1. Citizen's Rights and Powers

India:

- **Constitutional Rights:** Indian citizens enjoy fundamental rights under the Constitution, such as the right to equality (Article 14), freedom of speech (Article 19), and protection from arbitrary arrest and detention (Article 22). However, these rights are sometimes undermined by outdated provisions in the IPC. For instance, Section 124A (sedition) has been criticized for stifling free speech and has led to numerous arrests of activists and journalists.

USA:

- **Bill of Rights:** The First Amendment protects freedom of speech and assembly, while the Fourth Amendment safeguards against unreasonable searches and seizures. High-profile cases like Miranda v. Arizona (1966) established the requirement for police to inform suspects of their rights, underscoring the emphasis on civil liberties.
- **Civil Liberties:** Organizations like the American Civil Liberties Union (ACLU) actively litigate to protect these rights, ensuring robust legal protections.

UK:

- **Human Rights Act 1998:** Incorporates the European Convention on Human Rights (ECHR) into domestic law. Notable cases, such as the Belmarsh case (2004), where indefinite detention of foreign terrorism suspects was ruled unlawful, highlight the protection of rights.
- **Common Law Protections:** The UK's common law tradition provides strong protections for individual rights, with judicial review processes allowing citizens to challenge unlawful government actions.

Japan:

- **Constitutional Rights:** The Japanese Constitution guarantees rights including freedom of speech and assembly. The Supreme Court of Japan plays a crucial role in protecting these rights, as seen in the Kyoto Koto School Case (1997), where the court upheld freedom of speech in an educational context.
- **Public Trust:** High levels of public trust in the legal system and law enforcement contribute to the effective protection of these rights, with rigorous adherence to due process.

Germany:

- **Basic Law (Grundgesetz):** Article 1 of the Basic Law guarantees human dignity, while Article 5 protects freedom of expression. The Federal Constitutional Court's decision in the Lüth case (1958) reinforced the importance of freedom of expression as a foundational right.
- **Constitutional Court:** The Federal Constitutional Court actively safeguards these rights against any infringements, playing a pivotal role in maintaining the rule of law.

France:

- **Declaration of the Rights of Man and of the Citizen (1789):** This foundational document guarantees fundamental rights and influences modern French law. For example, the State of Emergency cases following the 2015 Paris attacks tested the balance between security and civil liberties.
- **Constitutional Protections:** The French Constitution and subsequent laws provide robust protections for civil liberties and individual rights, enforced by institutions like the Conseil d'État.

2. Accountability and Enforcement of Police Officials

India:

- **Challenges:** Issues like custodial violence and corruption are rampant. The NHRC recorded 1,723 custodial deaths in 2019, underscoring the urgent need for police accountability.
- **Reform Initiatives:** Despite recommendations from the Supreme Court in the Prakash Singh case (2006) for police reforms, such as establishing Police Complaints Authorities, implementation has been inconsistent.

USA:

- **Internal and External Oversight:** Police departments have internal affairs units, and external bodies like civilian review boards and the Department of Justice oversee police conduct. The George Floyd case (2020) led to widespread calls for police reform and increased accountability measures.

- **Body Cameras:** The increasing use of body cameras aims to ensure transparency and accountability, providing crucial evidence in cases of misconduct.
- **Qualified Immunity:** This doctrine, which often protects police officers from lawsuits, has faced significant criticism, prompting legislative efforts to reform it.

UK:

- **Independent Office for Police Conduct (IOPC):** Investigates complaints against police officers independently. High-profile investigations, such as the handling of the Hillsborough disaster (1989), highlight the importance of independent oversight.
- **Stringent Regulations:** Strict guidelines and regulations govern police conduct, with significant consequences for violations, such as dismissal or criminal charges.

Japan:

- **Internal Disciplinary Measures:** Police in Japan are subject to strict internal disciplinary measures. The Amagasaki case (2009), involving police misconduct, led to significant public scrutiny and reforms in police accountability.
- **Public Trust:** High levels of public trust in the police, partly due to cultural factors and effective law enforcement, help maintain accountability.

Germany:

- **Independent Oversight:** Various mechanisms, including independent commissioners and internal disciplinary bodies, ensure police accountability. The Oury Jalloh case (2005), involving the death of a detainee, led to widespread protests and calls for increased accountability.
- **Strict Protocols:** The police are bound by strict legal protocols and face severe penalties for misconduct, fostering a culture of accountability.

France:

- **Inspection Générale de la Police Nationale (IGPN):** The "police of police" body investigates police misconduct. The Adama Traoré case (2016) brought significant attention to police accountability issues in France.
- **Judicial Oversight:** Strong judicial oversight helps in maintaining accountability, with courts frequently scrutinizing police actions to ensure legality and propriety.

3. Non-Interference of Elected Officials or Wealthy Individuals

India:

- **Political Influence:** Significant political interference in police operations, with transfers and promotions often influenced by political considerations. This was evident in the handling of cases like the Sanjiv Bhatt case.
- **Wealthy Individuals:** Instances of influence by wealthy individuals on police actions, such as the Jessica Lal murder case (1999), lead to selective enforcement of laws.

USA:

- **Separation of Powers:** The principle of separation of powers and a robust system of checks and balances help reduce political interference. The Mueller investigation (2017-2019) into Russian interference in the 2016 election showcased the independence of investigative agencies.
- **Influence of Wealth:** While influence by wealthy individuals and lobbying is a concern, legal frameworks like the Foreign Corrupt Practices Act (FCPA) address conflicts of interest and corruption.

UK:

- **Operational Independence:** Police forces operate with a high degree of operational independence from political influence. The Leveson Inquiry (2011-2012) into the culture, practices, and ethics of the press also examined police relationships with politicians and the media.
- **Ethics Committees:** Various ethics committees and regulations limit the influence of wealthy individuals, ensuring that law enforcement remains impartial.

Japan:

- **Low Political Interference:** The police operate with significant independence from

political and wealthy influences, supported by strong public trust and strict internal protocols. The Teigin incident (1948), involving a high-profile bank robbery, highlighted the importance of police independence in high-stakes cases.

Germany:

- **Strict Separation:** The police operate independently, with strong legal frameworks preventing interference from politicians and wealthy individuals.

  The Love Parade disaster (2010) investigation demonstrated the thoroughness and independence of police operations.

- **Public Accountability:** High levels of public accountability and transparency in police operations further prevent undue influence.

France:

- **Operational Autonomy:** The police maintain operational autonomy, with mechanisms in place to prevent political and wealthy interference. The handling of the Benalla affair (2018), involving a security officer close to the President, highlighted issues of accountability and independence.
- **Public Oversight:** Strong oversight mechanisms ensure that law enforcement operates without undue influence, maintaining public trust in the system.

  In short, reforming the Indian Penal Code (IPC) and the functioning of the police force to align with the principles of a democratic society is essential. By learning from contemporary practices in the USA, UK, Japan, Germany, and France, India can enhance citizens' rights, ensure effective police accountability, and minimize political and wealthy interference. These reforms are crucial for building a just, equitable, and modern legal system that truly serves and protects its people, builds a robust economy through entrepreneurship, and fulfills the vision of Viksit Bharat.

Historical Context and the Need for Reform

Historical Context:

- **British Influence:** The IPC was drafted by the First Law Commission under the British Government, chaired by Thomas Babington Macaulay, and came into effect on January 1, 1862. It was designed to establish a uniform system of law across colonial India.
- **Control over Subjects:** The primary objective was to exert control over the Indian population, treating them as subjects rather than citizens with individual rights.

Current Context:

- **Democratic Transformation:** Post-independence, India adopted the IPC with minor modifications. However, the foundational structure remained largely colonial, more suited for controlling a population than serving a democratic citizenry.
- **Need for Reform:** Modern India, with its emphasis on democracy, human rights, and individual freedoms, necessitates a legal framework that reflects these values. Replacement of the IPC must evolve to protect citizens, ensuring justice and equality.

Accountability of Police Officers

Current Issues:

- **Misuse of Power:** Numerous instances of police misconduct, including corruption, custodial violence, and abuse of power, have been reported. For example, the National Human Rights Commission (NHRC) recorded 1,723 custodial deaths in 2019 alone.
- **Lack of Accountability:** The absence of effective oversight mechanisms often allows such behavior to go unchecked. Police reforms suggested by various commissions, like the National Police Commission (1977-1981) and the Supreme Court directives in the Prakash Singh case (2006), remain largely unimplemented.

Proposed Solutions:

- **Independent Oversight Bodies:** Establish independent bodies such as Police Complaint Authorities (PCAs) at both state and district levels to investigate complaints against police officers.
- **Regular Training Programs:** Implement mandatory training focused on human rights, ethical conduct, and community relations.

- **Community Policing Initiatives:** Promote community policing to build trust and ensure accountability. For instance, the "Janamaithri Suraksha Project" in Kerala has shown positive outcomes in improving police-community relations.

Political Interference

Current Issues:

- **Influence and Manipulation:** Police forces often face undue pressure from politicians, leading to biased investigations and misuse of power. This issue was highlighted in the Supreme Court's observations during the Prakash Singh case.
- **Dependence on Politicians:** Career advancements for police officers, including transfers and promotions, are frequently influenced by political considerations rather than merit or performance.

Proposed Solutions:

- **Autonomous Police Commission:** Create an independent police commission to oversee appointments, transfers, and promotions, reducing political interference.
- **Fixed Tenure for Officers:** Implement fixed tenures for police officers to ensurestability and reduce dependence on political patronage.
- **Judicial Oversight:** Strengthen judicial oversight to review cases involving political influence, ensuring impartial and fair investigations.

Reimagining the IPC for a Democratic India

Principles for Reform:

- **People-Centric Legislation:** The IPC (now Bharatiya Nyaya Sanhita) should be further reformed to prioritize the protection and rights of citizens, romoting fairness, justice, and social welfare.
- **Transparency and Accountability:** Incorporate provisions that enhance transparency in law enforcement and legal processes, ensuring robust accountability mechanisms.
- **Modernization:** Update outdated provisions, incorporate new categories of crime such as cybercrime, and align the IPC (or Bharatiya Nyaya Sanhita) with international human rights standards.

Steps to Reform:

- **Comprehensive Review:** Conduct a thorough review of the IPC/ Bharatiya Nyaya Sanhita by a committee of legal experts, civil society representatives, and other stakeholders.
- **Public Consultation:** Engage with the public through consultations and surveys to gather inputs and ensure the reformed IPC/ Bharatiya Nyaya Sanhita reflects the aspirations and needs of the people.
- **Legislative Action:** Ensure that the reformed IPC/ Bharatiya Nyaya Sanhita is passed through proper legislative processes with adequate debate and discussion in Parliament.

Reforming the IPC/Bharatiya Nyaya Sanhita to better serve the citizens of India is crucial for upholding democratic values and ensuring justice. By addressing issues of police accountability, political interference, and outdated laws, India can move towards a legal system that truly serves and protects its people. The new administration must prioritize these reforms to build a just, equitable, and democratic society.

It is now the task of the nations' legal minds, intellectuals, social reformers, and benevolent elected leaders to dissect the to-be-enacted legal frameworks and to see if this will serve the citizens as masters, not as subjects.

"Ghosts may be in the Mustard Seeds."

Just changing the laws and penal codes may not bring true reforms and desired services to the masters – the citizens of the nation. Overhauling India's Administrative and Police Systems: A Path to IPC Reform and True Democratic Governance.

The Indian Administrative Service (IAS) and Indian Police Service (IPS) have long been pillars of India's governance structure. However, their colonial origins have left them with legacies that are often counterproductive to democratic values and effective governance. Coupled with an outdated Indian Penal Code (IPC), these structures perpetuate issues of accountability, transparency, and political interference. This article proposes a comprehensive reform, including the abolition of the current IAS and IPS recruitment systems and a thorough overhaul of the IPC, to create a governance framework that truly serves the people of India.

Historical Context and Current Challenges

Colonial Legacy:

- **Origins:** The IAS and IPS evolved from the Indian Civil Service (ICS) and the Imperial Police, designed to serve British colonial interests. These services were structured to maintain control rather than serve the people.
- **Post-Independence:** After 1947, India retained these services with minimal changes, leading to continued hierarchical and bureaucratic practices that often conflict with democratic governance.

Current Issues:

- **Bureaucratic Inertia:** The hierarchical nature of the IAS and IPS results in a topdown approach, making it difficult to implement reforms or respond effectively to local needs.
- **Accountability Deficits:** Weak mechanisms to hold officers accountable lead to issues like corruption and abuse of power.
- **Political Interference:** Politicians often influence the transfer, posting, and functioning of IAS and IPS officers, undermining their independence and effectiveness.
- **Outdated IPC:** The IPC, formulated during the British Raj, is outdated and often misaligned with modern democratic values, leading to misuse and selective enforcement.

Proposed Reforms Abolishing the IAS and IPS:

Rationale:

- **Outdated Structures:** The current system is based on colonial-era structures that are not suited to modern governance needs.
- **Democratic Governance:** A new system should emphasize service to the citizens and uphold democratic values.

Establishing New Recruitment Systems:

Independent Recruitment Authority:

- **Merit-Based Selection:** Establish an independent authority to oversee the recruitment of government and police officers, ensuring selections are based on merit, qualifications, and integrity.
- **Transparent Processes:** Implement transparent recruitment processes, including rigorous testing, background checks, and public scrutiny.

Local Recruitment for Police:

- **Community Policing:** Recruit police officers locally to ensure they are familiar with and accountable to the communities they serve. This can help build trust and improve law enforcement effectiveness.

Removing Political Control:

Fixed Tenures and Independent Oversight

- **Stable Tenures:** Guarantee fixed tenures for administrative and police officers to prevent arbitrary transfers and ensure continuity.
- **Oversight Bodies:** Create independent oversight bodies to monitor the conduct and performance of officers, free from political influence.

Decentralization of Power:

- **Local Governance:** Empower local governments to manage administrative functions, reducing the concentration of power at the central and state levels.
- **Citizen Participation:** Encourage citizen participation in governance through local councils and community boards.

Enhancing Accountability and Transparency:

Performance Evaluation:

- **Regular Audits:** Conduct regular audits and performance evaluations of officers, with results made public to ensure transparency.
- **Public Feedback:** Incorporate feedback from the public in performance reviews to ensure officers are responsive to the needs of the community.

Ethical Training and Continuous Education:

- **Human Rights Training:** Provide comprehensive training on human rights, ethics, and democratic governance.

- **Ongoing Education:** Ensure continuous professional development to keep officers updated with the latest best practices and legal frameworks.

Modernizing the IPC:

Rationale:

- **Colonial Legacies:** The IPC, enacted in 1860, contains provisions that reflect the colonial mindset of control rather than democratic governance.
- **Aligning with Modern Values:** Reforming the IPC to align with contemporary values of justice, equality, and human rights is essential.

Specific Reforms:

- **Decriminalization of Outdated Offenses:** Remove or update sections that are no longer relevant or that infringe on individual freedoms, such as Section 124A (sedition).
- **Human Rights Focus:** Ensure that the IPC upholds human rights, with clear provisions against custodial violence and arbitrary detention.
- **Transparency and Accountability:** Introduce measures that ensure accountability in law enforcement, such as mandatory recording of interrogations and independent review of custodial deaths.
- Bharatiya Nyaya Sanhita, 2023 have addressed many of these issues.

Implementation Strategy

Legal and Constitutional Amendments:

- **Legislative Action:** Pass the necessary legal and constitutional amendments to dismantle the IAS and IPS and establish new recruitment and oversight systems.
- **Judicial Support:** Engage with the judiciary to ensure legal backing for reforms and address any constitutional challenges.

Establishing New Institutions:

- **Recruitment Authority:** Set up the independent recruitment authority with clear guidelines and a mandate to operate transparently and independently.
- **Oversight Bodies:** Create independent oversight bodies at national, state, and local levels to monitor and evaluate the performance of officers.

Phased Transition:

- **Gradual Implementation:** Implement the reforms in phases to ensure a smooth transition, starting with pilot projects in selected regions.
- **Stakeholder Engagement:** Engage with stakeholders, including current officers, civil society, and the public, to gather input and build consensus.

Conclusion

Reforming India's administrative and police services by abolishing the IAS and IPS and establishing new, transparent, and accountable recruitment and oversight systems is a bold but necessary step. Coupled with a comprehensive overhaul of the Indian Penal Code (IPC), these reforms can eliminate the remnants of colonial-era governance, reduce political interference, and ensure that the administrative and police services truly serve the people of India. By embracing these changes, India can build a more democratic, equitable, and efficient governance structure for the 21st century.

Additional Information and Further Readings:

1. https://cdtihyd.gov.in/NewCriminallaws
2. https://www.youtube.com/watch?v=13n5mtNUDDg&ab_channel=IndiaToday
3. https://medium.com/@eduzakka/she-screams-48c6d88ab153
4. https://www.pgurus.com/author/ryanandanjali/
5. https://prsindia.org/billtrack/the-bharatiya-nyaya-second-sanhita-2023
6. https://legalfly.in/chapter-1-bharatiya-nyaya-sanhita-2023-explained/
7. https://www.linkedin.com/pulse/bharatiya-nyaya-sanhita-2023-former-indianpenal-code-jaishankar-j6kpc/
8. https://www.youtube.com/watch?v=B_jQ3DlrVs4
9. https://www.nls.ac.in/blog/bharatiya-nyaya-sanhita-decolonising-orreinforcing-colonial-ideas/
10. https://www.thelawadvice.com/articles/comparative-table-of-ipc-andbharatiya-nyaya-sanhita-2023 EP

UGC INTRODUCES LIFE SKILLS 2.0 IN COLLEGES TO TRANSFORM STUDENTS INTO SOCIALLY RESPONSIBLE YOUTHS

These life skills are crucial in helping students feel more confident about themselves and more employable. Digital Ethics and Cyber Security, Digital Literacy and Social Media, Verbal and Nonverbal Communication, Cognitive and Noncognitive Skills, Managing Personal Finance, and Constitutional Values, Justice, and Human Rights are among the new modules that are covered.

By Pragya Kumari

The University Grants Commission (UGC) has introduced the new Life Skills 2.0 (Jeevan Kaushal) curriculum and guidelines for undergraduate students. This curriculum emphasizes the importance of critical life skills for students' overall development, aligned with the National Education Policy (NEP) 2020.

New modules such as Digital Literacy and Social Media, Digital Ethics and Cyber Security, Verbal and Non-verbal Communication, Cognitive and Non-cognitive Skills, Managing Personal Finance, and Constitutional Values, Justice, and Human Rights have been introduced by UGC.

The updated curriculum is meant to be versatile. It provides an overview of the goals, activities, and learning outcomes. The curriculum's practical approach incorporates methodologies such as case studies, e-learning links, individual and group exercises, audio-video creation, role-playing, and demonstrations. These abilities, which are strengthened by universal human and constitutional values, justice, and human rights, are crucial for success in one's personal, social, and professional spheres.

Each course carries 2 credits, totaling 8 credits for the entire range of courses. These courses are available in several disciplines and are equivalent to "foundational courses." Whether taking courses individually for two credits in a semester or in groups of two, students are required to meet the credit requirements for each subject. These courses' credit loads cannot be more than 4 in a single semester (i.e., two courses at a time).

Faculty members of these courses ought to be qualified professionals who have an aptitude for conveying the subject matter. Faculty hiring needs to be arranged by Higher Educational Institutions (HEIs). Just 20% of the component would be theoretical; the other 80% would be focused on practical.

"The introduction of teaching modules such as Digital Literacy and Social Media, and Digital Ethics and Cyber Security, aligns well with NEP 2020 and is transformative for today's digital age. These modules equip students with essential skills to navigate technology responsibly and effectively, crucial for their growth," Dr. Bishnu Pal, Dean of the School of Engineering and Academics at Mahindra University, told Education Post.

"Emphasizing digital ethics and cyber security fosters accountability and awareness of technology's ethical implications and data security. This holistic approach ensures that students become proficient, conscientious, and responsible digital citizens. At Mahindra University's School of Engineering, we are committed to nurturing well-rounded individuals ready to meet future challenges



and contribute meaningfully to the society," he said.

Pal's colleague Balakista Reddy, Dean of the university's School of Law, agreed. "The inclusion of Constitutional Values, Justice, and Human Rights in the life skills curriculum is a significant step toward fostering a well-rounded, socially responsible citizenry. This initiative instills a deep understanding of our constitutional framework, justice principles, and fundamental human rights. Educating students on these aspects empowers them to uphold and advocate for democracy, equity, and justice.

"This knowledge is crucial for their personal development and their ability to contribute to society. At Mahindra University's School of Law, our diverse curriculum equips students with critical skills and insights, ensuring they become ethically grounded professionals committed to upholding the rule of law and human dignity," he said.

Speaking to Education Post, Frank Krishner, Ex-HOD, Mass Communication Department of St. Xavier's College of Management & Technology in Patna said that this policy should have come a couple of years earlier because, as far as education is concerned, especially technical education, "we can't deal with a syllabus that gets stale because things keep on changing as technology moves ahead. Therefore, the new modules that are being introduced are timely. And I am quite sure that a wide range of colleges and institutions will be developing materials on that."

"In my opinion, these digital courses should have actually been incorporated from the 11th grade onwards. This country is full of young and competitive people. With the introduction of AI and other technologies, the nature of jobs is also going to change, so the students need to be equipped with higher levels of knowledge and understanding," he added.

Four courses comprised under the 2019 life skills curriculum are Universal Human Values, Professional Skills, Leadership and Management Skills, and Communication Skills.

The NEP 2020, while focusing on a more holistic and multidisciplinary system of education, recommended the flexible and innovative credit-based curricula and projects of all HEIs in the following areas:

- Community engagement and service: citizenship values, lessons in seva (service), participation in community-service programs, and life skills.
- Value-based education: Value-based education will include the development of humanistic, ethical, constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), and scientific temper.

According to the official curriculum, the UGC needs to take the initiative to offer life skills to undergraduate students enrolled in higher education institutions. Life skills are crucial in helping students feel more confident about themselves and more employable. These could include interpersonal and communication skills, time management, adaptability, teamwork, problem-solving, professional skills, decision-making abilities, leadership qualities, and universal values, among others.

This current life skills program, such as self-awareness, empathy, high-performance teams, leadership potential, communication and presentation skills, problem-solving techniques, decision-making, nurturing creativity, innovation for personal and professional excellence, stress management, time management, and conflict resolution, as well as a foundation of human values, aims to develop personal and professional skills in students at the undergraduate level.

The objective of this program is to assist students in realizing their full potential and developing into socially responsible adults.

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IIRF-2024 | TOP 50 CENTRAL UNIVERSITY

All India Rank* (Based on Survey, Perception & Secondary Research)	Central University	City	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
					Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
1	JNU - Jawaharlal Nehru University	New Delhi	Delhi		240.9	218.0	199.3	157.3	73.9	60.5	39.3	**989.28**
2	DU - University of Delhi	New Delhi	Delhi		234.1	217.7	196.2	165.1	73.7	61.5	40.0	**988.25**
3	BHU - Banaras Hindu University	Varanasi	Uttar Pradesh		239.6	216.8	198.5	157.8	73.5	60.7	40.0	**986.73**
4	JMI - Jamia Millia Islamia	New Delhi	Delhi		237.5	218.3	195.4	160.2	73.0	60.8	39.6	**984.86**
5	AMU - Aligarh Muslim University	Aligarh	Uttar Pradesh		238.5	211.7	197.1	167.5	70.0	59.1	39.3	**983.24**
6	UoH - University of Hyderabad	Hyderabad	Telangana		238.5	214.9	196.5	160.2	72.0	60.5	40.0	**982.58**
7	Dr. Rajendra Prasad Central Agricultural University	Pusa	Bihar		231.0	215.8	194.8	167.3	71.0	61.3	40.8	**981.96**
8	Pondicherry University	Puducherry	Pondicherry		238.9	215.2	198.5	156.6	72.6	60.1	39.4	**981.28**
9	CUP - Central University of Punjab	Bathinda	Punjab		233.0	214.9	199.9	161.2	71.2	60.1	40.0	**980.35**
10	CURAJ - Central University of Rajasthan	Ajmer	Rajasthan		230.3	214.9	197.1	161.9	74.2	60.8	39.8	**978.99**
11	The Indira Gandhi National Tribal University	Makal Sadan	Madhya Pradesh		239.6	215.5	194.2	153.9	72.7	60.0	40.6	**976.40**
12	Babasaheb Bhimrao Ambedkar University	Rae Bareily	Uttar Pradesh		238.2	218.3	189.1	150.8	72.6	63.2	41.7	**973.85**
13	Rajiv Gandhi University	Itnagar	Arunachal Pradesh		227.9	218.7	194.8	156.8	73.0	61.7	39.4	**972.24**
14	Visva Bharati University	Shantiniketan	West Bengal		241.6	215.2	189.1	145.9	75.0	63.4	40.9	**971.05**
15	Mizoram University	Aizwal	Mizoram		234.1	199.5	192.5	168.2	73.4	59.5	41.7	**968.91**
16	Tezpur University	Sonitput	Assam		236.5	215.5	191.4	159.0	68.0	58.9	38.3	**967.46**
17	Central University of Tamil Nadu	Neelakudi	Tamil Nadu		234.4	218.7	188.5	152.5	72.0	60.8	39.6	**966.41**

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					Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
18	North Eastern Hill University	Shillong	Meghalaya		230.3	214.9	191.4	162.6	67.4	59.1	39.5	**965.21**
19	EFLU - English and Foreign Languages University	Hyderabad	Telangana		240.9	218.0	185.6	150.8	70.2	58.4	39.9	**963.83**
20	Mahatma Gandhi Central University	Motihari	Bihar		233.0	201.1	197.1	164.6	69.0	58.3	39.5	**962.47**
21	Hemwati Nandan Bahuguna Garhwal University	Srinagar	Uttrakhand		237.8	218.3	183.4	148.1	70.7	63.4	40.0	**961.69**
22	Central University of Gujarat	Gandhi Nagar	Gujarat		239.9	214.9	185.6	150.5	71.0	57.7	40.6	**960.13**
23	Sikkim University	Gangtok	Sikkim		241.3	211.7	183.4	145.7	73.0	61.7	42.0	**958.73**
24	Assam University	Silchar	Assam		230.7	219.3	185.6	155.4	71.0	55.2	40.0	**957.07**
25	Central University of Kerala	Kasargod	Kerala		226.2	201.1	191.4	160.2	74.2	61.7	41.2	**955.87**
26	Central University of Haryana	Jant-Pali Village	Haryana		234.1	208.3	180.5	157.8	72.0	60.8	41.1	**954.59**
27	University of Allahabad	Prayagraj	Uttar Pradesh		239.9	216.1	180.5	150.5	66.5	58.3	40.0	**951.78**
28	Maulana Azad National Urdu University	Hyderabad	Telangana		222.8	214.9	185.6	156.8	70.6	57.4	42.3	**950.36**
29	IMU - Indian Maritime University	Chennai	Tamil Nadu		229.6	204.2	182.8	157.8	70.0	61.0	42.9	**948.28**
30	Central University of Karnataka	Kadaganchi	Karnataka		233.0	204.2	182.8	152.9	70.0	61.7	40.7	**945.36**
31	Central Agricultural University	Imphal	Manipur		237.8	204.2	185.6	144.7	76.2	54.2	40.0	**942.77**
32	Central University of Andhra Pradesh	Anantapur	Andhra Pradesh		237.5	204.2	182.8	145.7	71.0	58.9	40.1	**940.17**
33	Central University of Kashmir	Ganderbal	Jammu & Kashmir		231.0	212.1	182.8	145.7	67.6	58.4	40.0	**937.48**
34	Dr. Harisingh Gour Vishwavidyalaya	Sagar	Madhya Pradesh		227.6	197.6	179.9	157.8	69.3	56.7	43.5	**932.36**

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IIRF-2024 | TOP 50 CENTRAL UNIVERSITY

All India Rank* (Based on Survey, Perception & Secondary Research)	Central University	City	State		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
					Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
35	Manipur University	Manipur	Manipur		230.7	197.9	177.1	153.4	72.0	58.4	40.6	**930.03**
36	IGNOU - Indira Gandhi National Open University	New Delhi	Delhi		219.3	211.1	174.2	149.5	70.5	59.6	42.3	**926.59**
37	Nagaland University	Kohia	Nagaland		235.1	199.2	177.1	150.5	64.1	57.6	39.5	**923.04**
38	Central University of Odisha	Korapur	Odisha		223.1	202.6	179.9	148.1	69.5	56.7	40.7	**920.62**
39	Central University of Jammu	Bagla (Rahya-Suchani)	Jammu & Kashmir		224.8	199.5	179.9	150.5	62.6	59.3	39.5	**916.15**
40	The Central Sanskrit University	New Delhi	Delhi		235.1	185.4	178.8	140.8	69.7	61.1	42.7	**913.53**
41	Rajiv Gandhi National Aviation University	Rae Bareli	Uttar Pradesh		223.8	194.8	179.9	145.7	69.5	58.4	40.0	**912.05**
42	Sindhu Central University	Melongthang Leh-Ladakh	Ladakh		226.2	194.8	185.6	150.5	61.2	53.1	39.4	**910.84**
43	South Asian University	New Delhi	Delhi		223.8	197.9	178.2	140.8	69.8	59.1	39.5	**909.15**
44	Rani Lakshmi Bai Central Agricultural University	Pahuj	Uttar Pradesh		234.1	191.3	179.9	138.6	69.4	53.0	39.2	**905.54**
45	Nalanda University	Rajgir	Bihar		220.4	188.5	179.9	150.5	68.5	56.5	39.6	**903.91**
46	Central University of South Bihar	Fatehpur'	Bihar		226.2	188.5	168.5	155.4	62.7	59.5	39.4	**900.11**
47	Tripura University	Tripura	Tripura		212.5	185.4	179.9	157.8	64.7	58.4	39.2	**897.86**
48	Central University of Jharkhand	Ranchi	Jharkhand		222.8	178.4	177.6	148.1	72.0	56.5	40.0	**895.44**
49	Central University of Himachal Pradesh	Dharamashala	Himachal Pradesh		217.3	199.2	179.9	143.2	62.0	54.8	37.9	**894.36**
50	Central Tribal University of Andhra Pradesh	Kondakarakam	Andhra Pradesh		209.1	194.8	171.9	150.5	66.0	58.3	39.4	**889.93**

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IIRF-2024 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey, Perception & Secondary Research)	Deemed Universities (Govt. & Pvt.)	State	Status	All India Pvt. Rank	State Rank (Govt./ Pvt.		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
							Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
1	Indian Institute of Science (IISc), Bengaluru	Karnataka	Govt.		1		236.8	219.0	199.6	158.8	74.3	61.6	40.0	990.10
2	Indian Agricultural Research Institute, (IARI), Pusa-New Delhi	Delhi	Govt.		1		238.5	218.0	199.3	157.8	73.9	61.6	40.4	989.61
3	Homi Bhabha National Institute, Mumbai	Maharashtra	Govt.		1		236.1	218.3	199.1	158.8	75.3	61.4	39.8	988.87
4	Tata Institute of Social Sciences (TISS), Mumbai	Maharashtra	Govt.		2		237.5	215.8	199.3	158.1	76.7	61.1	39.8	988.28
5	Indira Gandhi Institute of Development Research, Mumbai	Maharashtra	Govt.		3		237.8	216.1	197.3	159.5	75.3	61.4	40.3	987.91
6	University Institute of Chemical Technology, Mumbai	Maharashtra	Govt.		4		230.0	213.3	195.6	169.4	75.0	62.1	42.0	987.49
7	Jawaharlal Nehru Centre for Advanced Scientific Research, Bengaluru	Karnataka	Govt.		2		230.3	216.5	195.6	168.7	71.5	61.9	42.1	986.55
8	Indian Institute of Foreign Trade (IIFT), New Delhi	Delhi	Govt.		2		227.2	219.6	195.6	158.3	77.9	65.2	42.4	986.25
9	Birla Institute of Technology & Science (BITS), Pilani	Rajasthan	Pvt.	1	1		237.3	216.1	195.1	162.9	77.3	61.5	41.1	984.26
10	Defence Institute of Advanced Technology (DIAT), Pune	Maharashtra	Govt.		5		229.6	215.8	195.6	167.3	72.0	62.2	41.5	983.99
11	Indian Institute of Space Science and Technology (IISST), Thiruvananthapuram	Kerala	Govt.		1		237.5	219.0	191.1	156.3	73.2	63.5	42.6	983.09
12	National Institute of Food Technology Entrepreneurship & Management (NIFTEM), Sonepat	Haryana	Govt.		1		240.6	215.8	191.4	152.9	76.9	62.6	42.0	982.25
13	National Brain Research Centre (MBRC), Gurgaon	Haryana	Govt.		2		238.5	219.3	194.2	155.4	72.2	60.3	40.9	980.78
14	Thapar Institute of Engineering & Technology, Patiala	Punjab	Pvt.	2	1		238.6	219.9	185.6	157.8	74.2	59.2	42.6	979.87
15	Amrita Vishwa Vidyapeetham, Coimbatore	Tamil Nadu	Pvt.	3	1		238.9	219.3	187.9	155.4	74.1	58.9	42.4	978.88
16	Punjab Engineering College (PEC), Chandigarh	Punjab	Govt.		1		235.1	213.6	197.1	162.6	70.2	58.3	41.4	978.32
17	Birla Institute of Technology (BIT), Mesra	Jharkhand	Pvt.	4	1		238.5	211.1	194.2	158.8	71.2	60.7	43.2	977.72
18	Vellore Institute of Technology (VIT), Vellore	Tamil Nadu	Pvt.	5	2		237.8	219.9	189.1	154.9	67.2	66.1	42.0	976.98
19	Tata Institute of Fundamental Research, Mumbai	Maharashtra	Govt.		6		231.3	220.9	197.1	156.6	71.2	56.6	42.6	976.25
20	Manipal Academy of Higher Education (MAHE), Manipal	Karnataka	Pvt.	6	1		227.2	210.8	192.5	162.6	74.6	64.3	41.5	973.55
21	Indian Veterinary Research Institute, Izatnagar	Uttar Pradesh	Govt.		1		236.8	216.8	191.6	160.7	68.8	58.3	39.8	972.81
22	Narsee Monjee Institute of Management Studies (NMIMS), Mumbai	Maharashtra	Pvt.	7	1		238.0	210.5	191.4	167.5	71.2	58.9	42.0	972.50

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IIRF-2024 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey, Perception & Secondary Research)	Deemed Universities (Govt. & Pvt.)	State	Status	All India Pvt. Rank	State Rank (Govt./ Pvt.		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
							Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
23	Shiksha 'O' Anusandhan, Bhubaneswar	Odisha	Pvt.	8	1		233.0	206.1	194.2	165.1	70.2	59.9	43.2	971.67
24	National University of Educational Planning and Administration, New Delhi	Delhi	Govt.		3		237.8	213.0	189.6	160.2	71.2	59.2	40.3	971.41
25	International Institute for Population Sciences, Mumbai	Maharashtra	Govt.		7		233.0	210.5	193.6	160.9	71.2	59.6	41.5	970.45
26	National Dairy Research Institute(ICAR), Karnal	Haryana	Govt.		3		233.4	219.9	189.4	154.4	71.2	61.8	39.8	969.75
27	Jamia Hamdard, New Delhi	Delhi	Pvt.	9	1		240.6	213.0	184.2	150.8	75.2	64.3	40.9	968.97
28	Bharath Institute of Higher Education & Research (BIHER), Chennai	Tamil Nadu	Pvt.	10	3		235.1	213.6	197.1	158.0	65.2	56.4	42.6	968.00
29	ICFAI Foundation for Higher Education (IFHE), Hyderabad	Telangana	Pvt.	11	1		240.6	217.4	185.6	158.3	67.6	57.5	39.8	966.73
30	Periyar Maniammai Institute of Science & Technology (PMIST), Thanjavur	Tamil Nadu	Pvt.	12	4		231.7	207.3	194.2	156.8	71.2	63.1	41.7	966.07
31	Kalinga Institute of Industrial Technology (KITT), Bhubaneshwar	Odisha	Pvt.	13	2		236.8	210.5	188.5	153.2	75.6	59.3	41.4	965.23
31	Dr. D.Y. Patil Vidyapeeth, Pune	Maharashtra	Pvt.	13	2		233.7	213.6	191.9	155.4	71.3	59.2	40.0	965.11
32	Sri Balaji Vidyapeeth, Pillaiyarkuppam	Puducherry	Pvt.	14	1		240.6	217.4	183.6	157.8	66.9	57.5	39.8	963.57
33	Indian Law Institute, New Delhi	Delhi	Govt.		4		233.0	216.8	188.5	152.9	70.0	60.1	41.6	962.87
33	Forest Research Institute, Dehradun	Uttarakhand	Govt.		1		228.9	215.6	189.6	157.3	69.2	60.1	42.0	962.77
34	TERI School of Advanced Studies, New Delhi	Delhi	Pvt.	15	2		235.1	213.0	190.8	156.3	67.9	58.9	39.2	961.14
35	Institute of Liver and Biliary Sciences (ILBS), New Delhi	Delhi	Pvt.	16	3		228.3	210.5	191.9	162.6	69.2	58.3	39.8	960.59
36	Avinashilingam Institute for Home Science & Higher Education for Women(Coimbatore)	Tamil Nadu	Pvt.	17	5		235.1	207.3	194.2	162.6	65.2	56.6	38.7	959.84
37	Janardan Rai Nagar Rajasthan Vidyapeeth (JRNRV), Udaipur	Rajasthan	Pvt.	18	2		232.4	213.6	189.1	159.3	67.2	58.5	38.8	958.79
38	S.R.M. Institute of Sciences and Technology, Kancheepuram	Tamil Nadu	Pvt.	19	6		235.1	207.3	190.2	161.7	67.2	56.6	39.8	957.90
39	Academy of Maritime Education and Training (AMET),	Tamil Nadu	Pvt.	20	7		238.5	216.8	182.8	154.9	66.2	59.0	39.2	957.36
40	D.Y Patil Deemed to be University, Navi Mumbai	Maharashtra	Pvt.	21	3		234.1	207.3	188.5	162.6	66.8	57.5	39.8	956.59
41	B.S. Abdur Rahman Crescent Institute of Science and Technology, Chennai	Tamil Nadu	Pvt.	22	8		228.3	206.7	190.8	164.1	68.7	57.9	39.5	955.97

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IIRF-2024 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey, Perception & Secondary Research)	Deemed Universities (Govt. & Pvt.)	State	Status	All India Pvt. Rank	State Rank (Govt./ Pvt.		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
							Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
42	Christ University, Hosur Road, Bengaluru	Karnataka	Pvt.	23	2		224.1	209.9	191.4	160.2	70.1	57.2	42.0	954.83
43	Banasthali Vidyapith, Banasthali	Rajasthan	Pvt.	24	3		235.1	203.6	189.6	166.0	64.1	55.1	40.3	953.86
44	Bharati Vidyapeeth, Pune	Maharashtra	Pvt.	25	4		219.3	213.6	197.1	157.1	70.1	54.4	41.5	953.05
45	Sri Ramachandra Institute of Higher Education and Research, Chennai	Tamil Nadu	Pvt.	26	9		228.3	213.6	188.5	160.7	63.1	59.2	39.2	952.55
46	Jain Global Campus, Ramanagara	Karnataka	Pvt.	27	3		231.7	204.2	182.8	165.1	68.2	57.2	42.0	951.11
47	Symbiosis International, Pune	Maharashtra	Pvt.	28	5		235.1	207.3	199.9	148.1	64.2	55.8	39.2	949.59
47	Graphic Era, Dehradun	Uttarakhand	Pvt.	28	1		232.4	207.3	191.4	152.9	68.2	58.3	39.2	949.71
48	National Museum Institute of History of Art, Conservation and Musicology, New Delhi	Delhi	Govt.		5		224.8	213.6	188.5	155.4	69.2	57.5	39.5	948.51
49	Sathyabama Institute of Science and Technology, Chennai	Tamil Nadu	Pvt.	29	10		233.7	207.3	183.4	160.2	68.0	57.1	38.0	947.74
50	Saveetha Institute of Medical and Technical Sciences, Chennai	Tamil Nadu	Pvt.	30	11		233.0	214.9	180.5	152.5	68.2	59.2	38.6	946.88
51	International Institute of Information Technology, Bengaluru	Karnataka	Pvt.	31	4		235.1	204.2	188.5	152.9	68.2	58.9	38.0	945.82
52	JSS Academy of Higher Education & Research, Mysure	Karnataka	Pvt.	32	5		224.8	201.1	191.4	165.1	65.2	56.6	39.2	943.31
53	KLE Academy of Higher Education and Research, Belgaum	Karnataka	Pvt.	33	6		228.3	204.2	188.5	153.9	69.1	56.1	39.8	939.81
54	Indian Institute of Mass Communication (IIMC)	Delhi	Govt.		6		233.0	210.5	174.2	148.1	70.1	60.1	40.9	936.87
55	Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur	Punjab	Govt.		2		221.7	201.1	188.5	152.9	70.1	58.9	40.4	933.61
56	Maharishi Markandeshwar Institute of Medical Sciences and Research, Ambala	Haryana	Pvt.	34	1		224.8	191.6	182.8	165.1	67.2	56.6	39.8	927.89
57	Sri Sathya Sai Institute of Higher Learning. Anantapur	Andhra Pradesh	Pvt.	35	1		222.8	194.8	171.4	167.5	68.2	60.1	39.6	924.29
58	Central Institute of Fisheries Education, Mumbai	Maharashtra	Govt.		8		231.7	204.2	185.6	145.7	60.5	52.4	39.2	919.22
59	Gandhi Institute of Technology and Management (GITAM), Visakhapatman	Andhra Pradesh	Pvt.	36	2		218.0	189.8	194.2	157.8	64.1	55.8	39.8	919.33
60	Meenakshi Academy of Higher Education and Research, Chennai	Tamil Nadu	Pvt.	37	12		231.0	207.3	177.1	135.9	70.2	53.7	40.9	916.15
61	Manav Rachna Internationa Institute of Research & Studies, Faridabad	Haryana	Pvt.	38	2		231.7	201.1	174.2	150.5	61.2	53.2	39.8	911.61

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IIRF-2024 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

All India Rank* (Based on Survey, Perception & Secondary Research)	Deemed Universities (Govt. & Pvt.)	State	Status	All India Pvt. Rank	State Rank (Govt./ Pvt.		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score 1000
							Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
62	Dr. M.G.R Educational and Research Institute, Chennai	Tamil Nadu	Pvt.	39	13		218.0	197.9	179.4	152.9	65.2	54.2	40.3	907.92
63	Deccan College of Post-Graduate & Research Institute, Pune	Maharashtra	Govt.		9		235.1	185.4	177.1	143.2	65.1	54.7	42.6	903.11
64	Kalasalingam Academy of Research and Higher Education, Virudhunagar	Tamil Nadu	Pvt.	40	14		215.9	194.8	179.9	148.1	64.9	54.9	42.0	900.54
65	Sam Higginbottom University of Agriculture, Technology & Sciences, Allahabad	Uttar Pradesh	Pvt.	41	1		219.7	192.6	182.8	150.0	59.1	52.9	39.8	896.77
66	D.Y. Patil Educational Society, Kolhapur	Maharashtra	Pvt.	42	6		211.1	197.9	182.8	150.5	60.0	50.5	40.9	893.67
67	Shanmugha Arts, Science, Technology and Research Academy (SASTRA), Thanjavur	Tamil Nadu	Pvt.	43	15		209.4	192.9	188.5	143.2	61.1	54.6	40.3	890.00
68	Hindustan Institute of Technology & Science, Chennai	Tamil Nadu	Pvt.	44	16		217.6	183.5	177.1	145.7	68.2	57.5	39.2	888.67
69	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai	Tamil Nadu	Pvt.	45	17		207.7	192.9	185.1	141.9	62.3	56.6	39.8	886.21
70	Vinayaka Mission's Research Foundation, Ariyanoor	Tamil Nadu	Pvt.	46	18		219.0	185.4	165.1	150.5	62.2	55.8	44.2	882.10
71	Jaypee Institute of Information Technology, Noida	Uttar Pradesh	Pvt.	47	2		214.5	196.0	177.1	139.7	61.2	48.0	41.5	878.04
72	Datta Meghe Institute of Medical Sciences, Wardha	Maharashtra	Pvt.	48	7		211.1	192.9	174.2	140.8	61.9	50.6	42.6	874.15
73	Lingaya's Vidyapeeth, Faridabad	Haryana	Pvt.	49	3		211.1	196.0	177.1	137.5	56.2	53.0	40.2	871.03
74	Pravara Institute of Medical Sciences, Ahmednagar	Maharashtra	Pvt.	50	8		209.1	199.2	169.9	132.4	60.1	57.5	40.8	869.00
75	Central Institute of Higher Tibetan Studies, Varanasi	Uttar Pradesh	Govt.		2		209.7	189.1	174.2	142.1	60.1	49.8	40.9	865.97
76	International Institute of Information Technology, Hyderabad	Telangana	Pvt.	51	2		215.9	184.7	169.4	135.9	62.1	53.7	41.0	862.75
77	NITTE University, Mangalore	Karnataka	Pvt.	52	7		215.6	184.1	168.2	138.4	60.1	50.6	42.6	859.58
78	Gurukul Kangri Vishwavidayala, Haridwar	Uttarakhand	Govt.		2		215.2	183.8	168.8	134.9	62.1	49.8	41.5	855.98
79	Tilak Maharashtra Vidyapeeth, Pune	Maharashtra	Govt.		10		211.1	188.5	171.4	133.5	57.2	50.3	39.8	851.72
80	Lakshmibai National Institute of Physical Education, Gwalior	Madhya Pradesh	Govt.		1		215.9	180.3	168.8	132.4	61.6	50.6	41.4	851.08
81	Gandhigram Rural Institute, Gandhigram	Tamil Nadu	Pvt.	53	19		212.8	183.5	168.2	132.2	63.2	50.8	39.8	850.44

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IIRF-2024 | TOP 100 DEEMED UNIVERSITY (GOVT. & PVT.)

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							Employability	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
82	Vel's Institute of Science, Technology & Advanced Studies (VISTAS), Chennai	Tamil Nadu	Pvt.	54	20		215.9	184.4	168.2	132.4	55.3	53.0	39.8	848.95
83	Gujarat Vidyapith, Ahmedabad	Gujarat	Govt.		1		215.6	184.1	168.2	134.4	54.2	50.5	40.3	847.23
84	Karpagam Academy of Higher Education, Coimbatore	Tamil Nadu	Pvt.	55	21		209.1	181.3	168.2	134.9	60.2	52.4	39.8	845.77
85	Karunya Institute of Technology and Sciences, Coimbatore	Tamil Nadu	Pvt.	56	22		210.1	181.0	167.6	134.9	62.0	49.3	40.3	845.11
86	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya, Kancheepuram	Tamil Nadu	Pvt.	57	23		212.1	183.8	168.2	132.7	59.8	47.0	40.9	844.44
87	Ramakrishna Mission Vivekananda Educational and Research Institute, Howrah	West Bengal	Pvt.	58	1		208.7	184.1	167.6	133.9	61.0	46.3	42.4	844.03
88	Jain Vishva Bharati Institute, Nagaur	Rajasthan	Pvt.	59	4		214.5	179.4	167.6	134.4	59.7	49.6	38.6	843.78
89	Vignan's Foundation for Science, Technology and Research, Guntur	Andhra Pradesh	Pvt.	60	3		210.1	181.0	167.9	133.5	59.2	51.1	40.3	843.06
90	Institute of Advanced Studies in Education, Churu	Rajasthan	Govt.		1		207.7	184.1	165.6	135.9	59.1	50.6	38.0	841.13
91	The LNM Institute of Information Technology, Jaipur	Rajasthan	Pvt.	61	5		219.0	171.2	167.6	134.9	60.1	47.6	39.9	840.30
92	Krishna Institute of Medical Sciences, Karad	Maharashtra	Pvt.	62	9		214.2	184.1	167.6	135.1	55.2	44.5	39.2	839.87
93	North Eastern Regional Institute of Science & Technology, Itanagar	Arunachal Pradesh	Govt.		1		212.1	184.1	167.6	133.6	55.3	45.2	39.8	837.71
94	Dayalbagh Educational Institute, Agra	Uttar Pradesh	Pvt.	63	3		211.5	184.1	167.6	131.2	53.7	47.9	39.8	835.74
95	Kerala Kalamandalam (Vallathol Nagar), Thrissur	Kerala	Pvt.	64	1		220.0	166.5	167.1	133.5	55.2	52.4	39.8	834.41
96	B.L.D.E., Bijapur	Karnataka	Pvt.	65	8		211.1	166.5	167.1	137.0	59.8	50.6	39.0	831.10
97	St. Peter's Institute of Higher Education and Research, Chennai	Tamil Nadu	Pvt.	66	24		214.5	168.4	166.8	135.9	56.2	48.7	39.0	829.53
98	Sri Devraj Urs Academy of Higher Education and Research, Kolar	Karnataka	Pvt.	67	9		210.1	168.7	167.1	135.5	57.3	51.2	38.8	828.68
99	MGM Institute of Health Sciences, Navi Mumbai	Maharashtra	Pvt.	68	10		208.7	170.3	162.8	135.9	60.9	51.4	37.7	827.71
100	IIS, Gurukul Marg, Jaipur	Rajasthan	Pvt.	69	6		205.63	173.42	166.22	135.95	57.98	49.69	36.89	825.77

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

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

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All India Rank*	Deemed Universities (Govt. & Pvt.) Good for B.Tech, M.Tech & Other Research Programs	City	State	State Rank	Status
43	Kalasalingam Academy of Research and Education	Virudhunagar	Tamil Nadu	13	Pvt.
44	Jaypee Institute of Information Technology	Noida	Uttar Pradesh	2	Pvt.
45	Lingaya's Vidyapeeth	Faridabad	Haryana	3	Pvt.
46	Hindustan Institute of Technology and Science (HITS)	Chennai	Tamil Nadu	14	Pvt.
47	Institute of Advanced Studies in Education	Churu	Rajasthan	4	Govt.
48	Vignan's Foundation for Science, Technology and Research	Guntur	Andhra Pradesh	3	Pvt.
49	The LNM Institute of Information Technology	Jaipur	Rajasthan	5	Pvt.
50	Sri Chandrasekarendra Saraswathi Viswa Maha Vidyalaya	Kanchipuram	Tamil Nadu	15	Pvt.
51	Vels Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	Tamil Nadu	16	Pvt.
52	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	17	Pvt.
53	St. Peter's Institute of Higher Education and Research	Chennai	Tamil Nadu	18	Pvt.
54	North Eastern Regional Institute of Science & Technology	Itanagar	Arunachal Pradesh	1	Govt.
55	Karunya Institute of Technology and Sciences	Coimbatore	Tamil Nadu	19	Pvt.

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All India Rank*	Deemed Universities (Govt. & Pvt.) Good for Arts, Science, Research & Humanities	City	State	State Rank (Pvt.)	Status
1	Tata Institute of Social Sciences, TISS	Mumbai	Maharashtra		Govt.
2	Indira Gandhi Institute of Development Research	Mumbai	Maharashtra		Govt.
3	Jawaharlal Nehru Centre for Advanced Scientific Research	Bengaluru	Karnataka		Govt.
4	National University of Educational Planning and Administration	New Delhi	Delhi		Govt.
5	International Institute for Population Sciences	Mumbai	Maharashtra		Govt.
6	Tata Institute of Fundamental Research	Mumbai	Maharashtra		Govt.
7	National Brain Research Centre	Gurugram	Haryana		Govt.
8	Banasthali Vidyapith	Banasthali	Rajasthan	1	Pvt.
9	Jamia Hamdard	New Delhi	Delhi	1	Pvt.
10	ICAR-National Dairy Research Institute	Karnal	Haryana		Govt.
11	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	1	Pvt.
12	Indian Veterinary Research Institute	Izatnagar	Uttar Pradesh		Govt.
13	TERI School of Advanced Studies	New Delhi	Delhi	2	Pvt.
14	National Museum Institute of History of Art, Conservation and Musicology	New Delhi	Delhi		Govt.
15	Avinashilingam Institute for Home Science & Higher Education for Women	Coimbatore	Tamil Nadu	2	Pvt.
16	Ramakrishna Mission Vivekananda Educational and Research Institute	Howrah	West Bengal	1	Pvt.
17	Christ, Hosur Road	Bengaluru	Karnataka	1	Pvt.
18	JAIN	Ramanagara	Karnataka	2	Pvt.
19	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	2	Pvt.
20	Graphic Era	Dehradun	Uttarakhand	1	Pvt.
21	Gandhi Institute of Technology and Management, GITAM	Visakhapatnam	Andhra Pradesh	1	Pvt.

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All India Rank*	Deemed Universities (Govt. & Pvt.) Good for Arts, Science, Research & Humanities	City	State	State Rank (Pvt.)	Status
22	The LNM Institute of Information Technology	Jaipur	Rajasthan	3	Pvt.
23	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	3	Pvt.
24	Forest Research Institute	Dehradun	Uttarakhand		Govt.
25	Deccan College of Post-Graduate & Research Institute	Pune	Maharashtra		Govt.
26	Shanmugha Arts, Science, Technology and Research Academy, SASTRA	Thanjavur	Tamil Nadu	4	Pvt.
27	Narsee Monjee Institute of Management Studies, NMIMS	Mumbai	Maharashtra	1	Pvt.
28	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	Uttar Pradesh	1	Pvt.
29	Gujarat Vidyapith	Ahmedabad	Gujarat		Govt.
30	Bharati Vidyapeeth	Pune	Maharashtra	2	Pvt.
31	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1	Pvt.
32	ICFAI Foundation for Higher Education	Hyderabad	Telangana	1	Pvt.
33	Central Institute of Fisheries Education	Mumbai	Maharashtra		Govt.
34	Manipal Academy of Higher Education	Manipal	Karnataka	3	Pvt.
35	Sant Longowal Institute of Engineering and Technology, SLIET	Sangrur	Punjab		Govt.
36	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	5	Pvt.
37	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	2	Pvt.
38	Symbiosis International	Pune	Maharashtra	3	Pvt.
39	Meenakshi Academy of Higher Education and Research, MAHER	Chennai	Tamil Nadu	6	Pvt.
40	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	7	Pvt.
41	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	8	Pvt.

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All India Rank*	Deemed Universities (Govt. & Pvt.) Good for Arts, Science, Research & Humanities	City	State	State Rank (Pvt.)	Status
42	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh	2	Pvt.
43	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	9	Pvt.
44	Kalasalingam Academy of Research and Education	Virudhunagar	Tamil Nadu	10	Pvt.
45	Lakshmibai National Institute of Physical Education	Gwalior	Madhya Pradesh		Govt.
46	Institute of Advanced Studies in Education	Churu	Rajasthan		Govt.
47	Jain Vishva Bharati Institute	Nagaur	Rajasthan	4	Pvt.
48	Central Institute of Higher Tibetan Studies	Varanasi	Uttar Pradesh		Govt.
49	Gurukula Kangri	Haridwar	Uttarakhand		Govt.
50	Tilak Maharashtra Vidyapeeth	Pune	Maharashtra		Govt.
51	Vels Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	Tamil Nadu	11	Pvt.
52	Jaypee Institute of Information Technology	Noida	Uttar Pradesh	2	Pvt.
53	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana	1	Pvt.
54	Sri Chandrasekarendra Saraswathi Viswa Mahavidyalaya	Kanchipuram	Tamil Nadu	12	Pvt.
55	Karpagam Academy of Higher Education	Coimbatore	Tamil Nadu	13	Pvt.
56	Vignan's Foundation for Science, Technology and Research	Guntur	Andhra Pradesh	3	Pvt.
57	Kerala Kalamandalam, Vallathol Nagar	Thrissur	Kerala	1	Pvt.
58	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	14	Pvt.
59	St. Peter's Institute of Higher Education and Research	Chennai	Tamil Nadu	15	Pvt.
60	Dayalbagh Educational Institute	Agra	Uttar Pradesh	3	Pvt.

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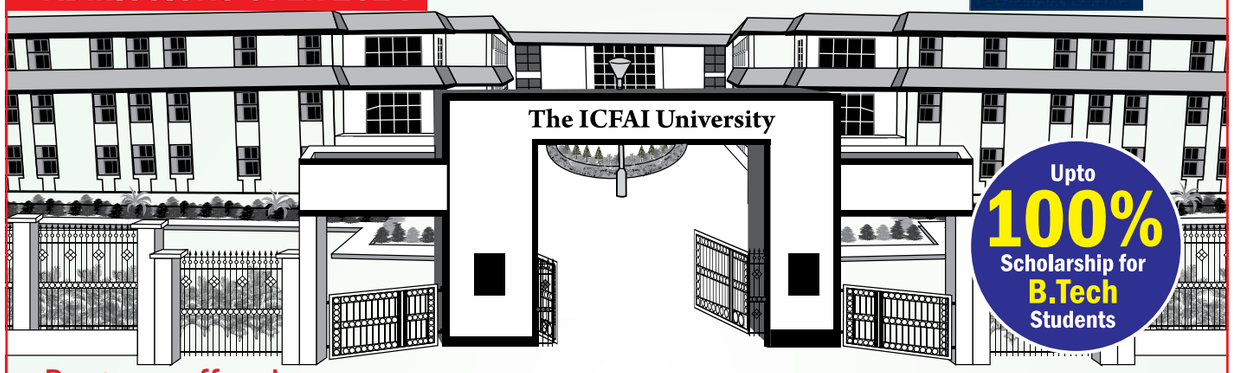
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2	Dr. D.Y. Patil Vidyapeeth	Pune	Maharashtra	1
3	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1
4	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	1
5	Institute of Liver and Biliary Sciences, ILBS	New Delhi	Delhi	1
6	Amrita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

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
1	Ashoka University	Sonipat	Haryana	1	North	1		236.48	215.83	197.06	163.38	68.57	59.12	39.53	**979.97**
2	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	Gandhinagar	Gujarat	1	West	1		233.74	211.74	197.06	165.56	71.87	59.98	39.41	**979.37**
3	Shiv Nadar University	Dadri	Uttar Pradesh	1	North	2		236.82	207.97	196.49	167.50	70.97	59.98	39.18	**978.92**
4	AMITY University	Noida	Uttar Pradesh	2	North	3		235.45	218.03	196.78	158.28	71.17	59.98	38.73	**978.41**
5	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1		235.79	216.77	196.49	164.35	66.87	58.26	39.41	**977.95**
6	Nirma University	Ahmedabad	Gujarat	2	West	2		236.48	214.57	196.21	162.65	69.37	59.12	38.61	**977.01**
7	Azim Premji University	Bengaluru	Karnataka	2	South	2		234.42	216.14	195.92	160.71	69.97	59.98	38.84	**975.98**
8	Chitkara University	Patiala	Punjab	1	North	4		236.82	213.00	193.92	162.65	68.77	59.98	38.90	**974.04**
9	Dayananda Sagar University	Bengaluru	Karnataka	3	South	3		230.99	218.03	193.64	165.08	68.17	56.55	39.01	**971.47**
10	JSS Science and Technology University	Mysuru	Karnataka	4	South	4		236.48	213.94	191.92	159.25	68.87	59.29	39.47	**969.23**
11	O.P. Jindal Global University	Sonipat	Haryana	2	North	5		239.90	211.74	191.92	152.94	71.17	60.83	39.07	**967.58**
11	XIM University	Bhubaneswar	Odisha	1	East	1		229.62	218.03	191.07	161.44	68.97	58.95	39.41	**967.48**
12	Ahmedabad University	Ahmedabad	Gujarat	3	West	3		230.31	211.43	191.35	162.65	70.97	59.98	39.41	**966.10**
13	Shoolini University	Solan	Himachal Pradesh	1	North	6		236.48	212.69	189.07	157.79	71.97	57.83	39.41	**965.24**
14	CMR University	Bengaluru	Karnataka	5	South	5		234.42	216.77	190.78	154.88	69.37	59.12	38.84	**964.19**
15	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	4	West	4		230.65	214.57	190.50	159.25	70.57	58.18	39.36	**963.07**
16	Chandigarh University	Mohali	Punjab	2	North	7		233.39	218.66	188.21	158.28	70.97	54.66	37.70	**961.87**
17	Alliance University	Bengaluru	Karnataka	6	South	6		236.82	218.03	189.07	157.79	65.77	56.55	37.13	**961.16**

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IIRF-2024 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
17	Sri Sri University	Cuttack	Odisha	2	East	2		238.53	216.77	187.92	146.75	70.87	60.45	39.76	**961.05**
18	BML Munjal University	Gurugram	Haryana	3	North	8		235.79	215.20	187.92	155.12	68.97	57.66	38.96	**959.63**
19	ICFAI University	Jaipur	Rajasthan	1	North	9		235.11	212.69	189.07	153.91	70.97	57.06	38.84	**957.65**
19	Flame University	Pune	Maharashtra	1	West	5		229.97	211.74	187.07	162.16	69.77	58.78	38.04	**957.53**
20	ADAMAS University	Kolkata	West Bengal	1	East	3		237.50	216.46	186.93	146.63	70.87	57.75	39.64	**955.77**
21	ICFAI University	Dehradun	Uttarakhand	1	North	10		239.90	208.29	187.07	153.91	68.47	57.58	38.73	**953.95**
21	Sikkim Manipal University	Gangtok	Sikkim	1	North East	1		237.85	206.72	187.35	157.79	68.07	57.32	38.16	**953.26**
22	PES University	Bengaluru	Karnataka	7	South	7		239.56	207.03	185.07	152.94	68.77	57.83	40.56	**951.76**
22	University of Petroleum and Energy Studies - UPES	Dehradun	Uttarakhand	2	North	11		240.59	222.43	184.78	155.85	61.98	49.09	36.96	**951.68**
23	Lovely Professional University	Phagwara	Punjab	3	North	12		229.62	214.26	184.21	155.37	69.77	57.23	39.53	**949.99**
23	M.S. Ramaiah University of Applied Sciences	Bengaluru	Karnataka	8	South	8		236.82	210.33	184.50	154.88	67.97	57.75	37.64	**949.89**
24	AMITY University	Gurugram	Haryana	4	North	13		228.59	206.09	184.78	162.65	68.97	58.26	38.96	**948.31**
24	Bennett University	Greater Noida	Uttar Pradesh	3	North	13		216.60	215.20	184.50	169.93	63.97	58.82	39.18	**948.21**
25	Woxsen University	Hyderabad	Telangana	1	South	9		230.99	201.69	182.78	162.65	68.57	60.83	39.13	**946.65**
25	Galgotias University	Greater Noida	Uttar Pradesh	4	North	14		232.71	212.06	182.21	156.09	68.67	56.98	37.81	**946.54**
26	Navrachana University	Vadodara	Gujarat	5	West	6		228.25	211.74	185.64	157.79	67.77	56.42	37.70	**945.32**
27	LNCT University	Bhopal	Madhya Pradesh	1	Central	1		229.62	210.49	188.50	152.94	67.97	56.55	38.04	**944.11**
27	Brainware University	Kolkata	West Bengal	2	East	4		229.62	208.92	190.78	153.79	66.67	55.95	38.27	**944.00**
28	Presidency University	Bengaluru	Karnataka	9	South	10		226.20	214.26	182.50	153.42	67.87	57.23	40.61	**942.09**

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
29	SRM University	Sonipat	Haryana	5	North	15		229.62	213.00	181.36	151.00	68.07	58.35	38.84	**940.24**
29	MIT Art, Design & Technology University	Pune	Maharashtra	2	West	7		233.05	218.03	181.36	145.66	68.17	56.03	37.87	**940.17**
30	Mahindra University	Hyderabad	Telangana	2	South	11		238.53	211.74	181.64	146.14	68.17	56.03	36.44	**938.71**
31	Ganpat University	Mehsana	Gujarat	6	West	8		231.34	202.32	181.07	154.88	68.27	59.98	39.41	**937.27**
32	AMITY University	Jaipur	Rajasthan	2	North	16		233.74	209.86	180.87	142.26	72.07	58.43	39.53	**936.75**
32	NIIT University - NU	Neemrana	Rajasthan	2	North	16		233.74	206.72	181.36	150.51	68.27	58.09	37.93	**936.61**
33	Pandit Deendayal Energy University	Gandhinagar	Gujarat	7	West	9		237.16	199.18	180.78	148.57	72.37	59.55	37.87	**935.48**
34	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	17		222.77	205.46	185.64	163.13	63.17	56.29	38.38	**934.85**
35	Sharda University	Greater Noida	Uttar Pradesh	5	North	18		233.74	218.03	179.93	141.29	67.37	55.18	38.78	**934.31**
36	Oriental University	Indore	Madhya Pradesh	2	Central	2		229.62	205.15	182.78	152.70	67.07	58.26	38.27	**933.85**
37	Sangam University	Bhilwara	Rajasthan	3	North	19		229.28	208.29	179.64	151.24	68.57	57.83	38.56	**933.41**
38	Integral University	Lucknow	Uttar Pradesh	6	North	20		230.31	213.63	179.53	146.63	66.97	57.49	38.27	**932.83**
38	G.D. Goenka University	Gurugram	Haryana	6	North	20		233.05	212.06	181.21	150.51	63.97	53.72	38.27	**932.80**
39	Jagran Lakecity University	Bhopal	Madhya Pradesh	3	Central	3		232.36	212.06	179.64	152.94	64.97	54.84	35.41	**932.23**
39	Martin Luther Christian University	Shillong	Meghalaya	1	North East	2		229.62	205.46	179.93	155.12	67.67	56.12	38.27	**932.20**
40	Karnavati University	Gandhinagar	Gujarat	8	West	10		234.76	207.97	179.36	145.95	67.37	57.58	38.27	**931.26**
40	ITM University	Gwalior	Madhya Pradesh	4	Central	4		219.34	210.49	179.93	153.79	68.97	59.12	39.41	**931.05**
41	Uttaranchal University	Dehradun	Uttarakhand	3	North	21		230.31	202.95	177.07	156.34	66.37	58.78	38.04	**929.86**
42	Chitkara University	Solan	Himachal Pradesh	3	North	22		230.99	204.83	178.50	152.21	67.97	56.72	37.47	**928.70**

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All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
43	William Carey University	Shillong	Meghalaya	2	North East	3		230.31	205.46	178.50	167.75	65.87	48.58	31.64	**928.11**
43	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	4	North	23		226.88	207.03	177.93	154.15	66.17	57.92	37.93	**928.01**
44	St. Joseph University	Dimapur	Nagaland	1	North East	4		237.85	199.18	177.93	145.90	70.87	55.95	39.01	**926.69**
44	GLA University	Mathura	Uttar Pradesh	7	North	24		229.62	208.60	177.93	148.71	66.87	56.38	38.38	**926.50**
45	The Institute of Chartered Financial Analysts of India University	Gangtok	Sikkim	2	North East	5		224.14	209.54	177.93	153.91	67.27	55.18	37.70	**925.67**
45	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	8	North	25		226.88	213.63	177.64	150.51	64.97	55.01	36.90	**925.54**
46	Sir Padampat Singhania University	Udaipur	Rajasthan	5	North	26		230.31	202.32	177.64	160.95	61.88	54.75	36.67	**924.52**
47	RV University	Bengaluru	Karnataka	10	South	12		231.61	205.46	176.50	144.20	70.40	55.95	38.96	**923.08**
47	O.P. Jindal University	Raigarh	Chhattisgarh	1	Central	5		229.62	211.74	177.07	144.68	66.97	54.49	38.38	**922.97**
48	AMITY University	Mumbai	Maharashtra	3	West	11		230.31	211.12	176.22	142.99	65.87	56.89	38.61	**922.00**
49	J. K. Lakshmipat University	Jaipur	Rajasthan	6	North	27		226.88	212.37	176.22	150.75	65.27	55.95	33.24	**920.69**
50	Mody University of Science and Technology, Lakshmangarh	Sikar	Rajasthan	7	North	28		236.48	211.74	175.76	133.52	67.37	57.41	37.13	**919.40**
51	Manav Rachna University	Faridabad	Haryana	7	North	29		230.31	204.83	175.64	151.73	63.87	54.58	37.36	**918.32**
52	Parul University	Vadodara	Gujarat	9	West	12		231.68	208.60	175.64	149.78	63.87	50.04	37.47	**917.09**
53	Poornima University	Jaipur	Rajasthan	8	North	30		231.68	197.61	176.50	151.00	66.77	55.78	36.56	**915.89**
54	Avantika University	Ujjain	Madhya Pradesh	5	Central	6		233.05	208.60	177.07	135.22	65.87	57.15	37.81	**914.78**
55	IIHMR University	Jaipur	Rajasthan	9	North	31		235.79	199.18	174.22	141.29	66.37	58.01	38.84	**913.69**
56	ICFAI University	Baddi	Himachal Pradesh	4	North	32		236.48	199.18	177.07	157.79	58.98	51.41	31.82	**912.72**

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All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
56	AMITY University	Kolkata	West Bengal	3	East	5		222.77	218.66	175.36	136.31	68.47	53.38	37.66	912.61
57	Assam Don Bosco University	Guwahati	Assam	1	North East	6		230.31	211.12	174.79	134.25	68.87	53.81	38.38	911.52
57	VIT Bhopal	Bhopal	Madhya Pradesh	6	Central	7		239.22	198.55	174.79	145.66	62.18	53.72	37.24	911.35
58	Babu Banarasi Das University	Lucknow	Uttar Pradesh	9	North	33		222.77	204.20	174.79	146.38	66.97	56.21	38.96	910.28
59	Techno Global University	Shillong	Meghalaya	3	North East	7		226.20	210.49	177.07	137.16	65.57	56.55	36.56	909.59
60	ICFAI University	Raipur	Chhattisgarh	2	Central	8		233.05	205.46	176.50	137.04	64.97	54.66	36.56	908.24
61	The NorthCap University	Gurugram	Haryana	8	North	34		226.88	196.04	177.07	146.14	64.77	57.66	37.87	906.44
62	Mewar University	Chittorgarh	Rajasthan	10	North	35		226.88	196.04	175.64	146.87	64.67	57.58	36.61	904.30
63	Dev Sanskriti Vishwavidyalaya	Haridwar	Uttarakhand	4	North	36		221.40	204.52	174.22	146.14	58.88	57.41	38.96	901.51
63	Manipal University	Jaipur	Rajasthan	11	North	36		220.03	205.46	173.64	140.66	66.87	57.23	37.41	901.31
64	Manav Bharti University	Solan	Himachal Pradesh	5	North	37		226.88	208.60	174.22	135.95	64.47	52.09	38.04	900.25
65	Jigyasa University (Formerly Himgiri Zee University)	Dehradun	Uttarakhand	5	North	38		220.03	195.41	173.64	142.26	72.27	58.26	36.56	898.43
66	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	Jabalpur	Madhya Pradesh	7	Central	9		224.14	199.49	172.79	143.23	64.27	56.21	37.24	897.37
67	Arni University	Tanda	Himachal Pradesh	6	North	39		211.46	196.04	175.07	151.00	66.37	58.52	37.81	896.27
68	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	12	North	40		230.31	209.86	177.07	138.37	54.98	50.38	33.82	894.78
68	Ajeenkya D Y Patil University	Pune	Maharashtra	4	West	13		234.42	192.89	177.07	141.53	58.88	53.81	35.99	894.58
69	University of Science & Technology	Ro-Bhoi	Meghalaya	4	North East	8		226.20	202.00	174.22	138.62	64.62	51.32	36.56	893.54
70	Suresh Gyan Vihar University	Jaipur	Rajasthan	13	North	41		218.66	196.66	171.36	145.66	65.97	56.12	37.53	891.96

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
71	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	9	North	42		226.20	204.20	171.07	141.77	62.77	49.27	35.99	**891.27**
72	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	8	Central	10		212.49	200.43	182.78	148.08	60.98	51.41	34.27	**890.44**
73	Aditya University	Surampalem	Andhra Pradesh	1	South	13		229.62	202.32	171.07	140.80	59.98	51.58	34.96	**890.33**
74	Assam Down Town University	Guwahati	Assam	2	North East	9		230.31	194.78	171.36	140.80	63.07	52.26	35.99	**888.57**
75	Invertis University	Bareilly	Uttar Pradesh	10	North	43		230.31	197.29	170.79	143.23	58.98	48.15	37.98	**886.73**
76	MATS University	Raipur	Chhattisgarh	3	Central	11		220.03	191.64	170.79	139.83	67.57	57.23	38.38	**885.47**
77	K.R. Mangalam University	Sohna	Haryana	10	North	44		223.45	192.27	170.79	136.43	67.87	56.38	37.13	**884.32**
78	The Indira Gandhi Technological & Medical Sciences University	Ziro	Arunachal Pradesh	1	North East	10		213.17	205.46	170.50	139.34	63.97	54.15	36.56	**883.16**
79	Graphic Era Hill University	Dehradun	Uttarakhand	6	North	45		220.71	199.18	170.50	137.89	65.77	52.18	36.27	**882.50**
80	Sushant University	Gurugram	Haryana	11	North	46		219.34	196.04	171.36	146.14	61.98	51.41	35.41	**881.68**
81	Noida International University	Noida	Uttar Pradesh	11	North	47		217.97	199.81	169.93	143.23	58.98	54.15	36.67	**880.73**
82	The Assam Kaziranga University	Jorhat	Assam	3	North East	11		205.63	205.15	171.36	146.14	64.97	50.81	36.04	**880.10**
83	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	9	Central	12		214.54	191.95	169.93	142.50	63.07	58.52	38.61	**879.13**
84	Rayat Bahra University	Mohali	Punjab	4	North	48		217.28	196.04	174.22	136.19	61.98	55.69	36.73	**878.12**
85	University of Patanjali	Haridwar	Uttarakhand	7	North	49		225.51	199.18	168.79	143.23	55.58	51.07	33.70	**877.05**
86	Centurion University of Technology and Management	Paralakhemundi	Odisha	3	East	6		219.34	193.52	169.65	135.22	64.87	56.21	37.19	**875.99**
87	Rabindranath Tagore University (Formerly AISECT University)	Raisen	Madhya Pradesh	10	Central	13		207.00	194.78	171.36	146.63	63.97	55.09	36.21	**875.05**
88	MVN University	Palwal	Haryana	12	North	50		223.45	191.64	169.36	143.23	59.98	48.84	37.64	**874.14**

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
89	Adesh University	Bhatinda	Punjab	5	North	51		210.77	193.52	169.36	143.23	64.57	53.29	38.50	**873.25**
89	Techno India University	Kolkata	West Bengal	4	East	7		215.91	197.92	172.50	144.68	57.98	48.15	35.99	**873.14**
90	AMITY University	Patna	Bihar	1	East	8		215.91	199.81	169.36	140.36	57.48	53.64	35.53	**872.09**
91	Geetanjali University	Udaipur	Rajasthan	14	North	52		219.34	194.78	169.08	141.77	57.98	49.69	37.81	**870.45**
92	People's University	Bhopal	Madhya Pradesh	11	Central	14		219.68	197.92	168.79	140.80	57.88	47.98	35.41	**868.47**
93	Raffles University	Neemrana	Rajasthan	15	North	53		219.34	193.52	168.79	138.37	58.78	50.21	38.61	**867.62**
94	JECRC University	Jaipur	Rajasthan	16	North	54		215.91	199.81	168.79	138.37	57.58	49.69	36.56	**866.71**
95	Jaypee University	Bulandshahar	Uttar Pradesh	12	North	55		208.03	191.95	167.93	140.80	67.07	52.44	37.24	**865.47**
96	Usha Martin University	Ranchi	Jharkhand	1	East	9		223.11	201.06	167.93	135.95	51.98	49.07	35.59	**864.69**
97	Monad University	Pilkhua	Uttar Pradesh	13	North	56		206.32	202.63	167.08	145.66	58.88	46.52	36.73	**863.81**
98	Medi-Caps University	Indore	Madhya Pradesh	12	Central	15		213.17	191.64	167.08	146.14	59.18	50.72	34.90	**862.83**
99	AMITY University	Ranchi	Jharkhand	2	East	10		214.54	200.12	166.79	137.40	57.58	49.78	35.87	**862.08**
99	Vivekananda Global University	Jaipur	Rajasthan	17	North	57		216.60	185.35	166.79	135.95	64.97	55.69	36.56	**861.91**
100	Maharaja Agrasen University	Solan	Himachal Pradesh	7	North	58		214.54	200.12	165.36	138.86	56.98	49.87	35.53	**861.26**
101	AKS University	Satna	Madhya Pradesh	13	Central	16		214.54	199.81	165.36	138.37	57.38	49.87	34.84	**860.17**
102	AURO University (Surat)	Surat	Gujarat	10	West	14		210.09	180.96	165.36	138.62	69.37	55.35	39.70	**859.44**
103	Mahatma Gandhi University	Ri-Bhoi	Meghalaya	5	North East	12		209.40	193.52	165.08	139.83	61.98	51.32	37.07	**858.20**
104	Guru Kashi University	Talwandi Sabo	Punjab	6	North	59		217.28	192.89	164.79	138.86	59.38	47.12	36.67	**857.00**
105	Techno Global University	Vidisha	Madhya Pradesh	14	Central	17		212.14	196.66	165.08	137.16	55.68	53.12	36.44	**856.29**

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								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
106	Mangalayatan University	Aligarh	Uttar Pradesh	14	North	60		214.89	188.81	164.51	131.09	64.17	55.78	36.04	**855.29**
107	Indus University	Ahmedabad	Gujarat	11	West	15		211.80	190.07	164.22	141.29	58.08	49.87	38.33	**853.64**
108	Garden City University	Bengaluru	Karnataka	11	South	14		214.89	191.01	164.22	138.86	59.28	47.38	36.67	**852.30**
109	IEC University	Baddi	Himachal Pradesh	8	North	61		204.26	197.92	164.22	138.37	58.98	50.72	36.90	**851.37**
110	Indus International University	Una	Himachal Pradesh	9	North	62		212.49	185.35	164.22	140.80	61.18	52.35	34.27	**850.66**
111	Bhagwant University	Ajmer	Rajasthan	18	North	63		214.54	188.50	164.22	140.80	56.98	49.69	34.84	**849.57**
112	Bahra University	Solan	Himachal Pradesh	10	North	64		210.77	188.50	164.22	138.37	59.98	50.55	36.33	**848.72**
113	Swami Vivekanand University	Sagar	Madhya Pradesh	15	Central	18		215.91	190.38	164.28	135.46	60.78	47.12	33.82	**847.75**
114	Institute of Advanced Research	Gandhinagar	Gujarat	12	West	16		212.49	185.35	163.93	131.33	62.87	53.21	37.70	**846.89**
115	Sri Guru Granth Sahib World University	Chandigarh	Punjab	7	North	65		215.91	191.64	164.22	132.55	59.08	49.01	33.53	**845.93**
116	Kalinga University	Raipur	Chhattisgarh	4	Central	19		209.06	188.50	164.22	139.34	57.78	48.84	37.13	**844.86**
117	TeamLease Skills University	Vadodara	Gujarat	13	West	17		208.37	190.38	163.93	127.35	60.68	54.84	38.27	**843.82**
118	North East Frontier Technical University	West Siang	Arunachal Pradesh	2	North East	13		215.91	187.24	162.22	126.24	62.67	53.98	34.84	**843.11**
119	Shri Ramswaroop Memorial University	Barabanki	Uttar Pradesh	15	North	66		215.91	186.61	162.22	133.52	56.88	50.12	36.67	**841.93**
120	Desh Bhagat University	Mandi Gobindgarh	Punjab	8	North	67		207.00	188.50	161.36	135.95	54.98	56.55	36.61	**840.95**
121	Apex Professional University	East Siang	Arunachal Pradesh	3	North East	14		209.40	192.27	161.36	135.95	55.88	49.87	35.41	**840.14**
122	Maharishi University of Information Technology	Lucknow	Uttar Pradesh	16	North	68		212.49	187.87	160.79	134.00	58.38	50.55	34.84	**838.92**
123	AMITY University	Raipur	Chhattisgarh	5	Central	20		209.06	179.07	160.79	138.37	61.98	53.12	35.41	**837.81**

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IIRF-2024 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
124	JIS University	Agarpara	West Bengal	5	East	11		213.17	187.24	160.51	131.09	52.98	54.84	37.13	**836.95**
125	CT University	Ludhiana	Punjab	9	North	69		206.32	192.27	160.51	133.28	57.28	51.41	34.84	**835.89**
126	Swami Vivekanand Subharti University	Meerut	Uttar Pradesh	17	North	70		207.69	191.64	160.22	133.03	58.08	48.07	35.64	**834.37**
127	Rai University	Ahmedabad	Gujarat	14	West	18		209.06	192.27	160.51	133.03	53.88	50.21	34.27	**833.22**
128	Himalayan University	Itanagar	Arunachal Pradesh	4	North East	15		207.00	193.52	159.36	128.66	59.28	48.84	35.41	**832.08**
129	Arunachal University of Studies	Namsai	Arunachal Pradesh	5	North East	16		209.06	189.75	159.36	131.09	59.98	47.98	33.70	**830.92**
130	Sri Sai University	Palampur	Himachal Pradesh	11	North	71		205.63	189.12	159.36	136.43	58.08	47.12	33.36	**829.11**
131	Seacom Skills University	Birbhum	West Bengal	6	East	12		203.58	189.12	159.36	138.37	56.88	47.12	33.82	**828.25**
132	Sri Satya Sai University of Technology & Medical Sciences	Sehore	Madhya Pradesh	16	Central	21		204.95	187.87	159.36	131.09	57.38	50.12	35.64	**826.41**
133	Alakh Prakash Goyal Shimla University	Shimla	Himachal Pradesh	12	North	72		208.03	185.35	160.51	128.66	56.98	50.89	35.07	**825.50**
134	Arunodaya University	Itanagar	Arunachal Pradesh	6	North East	17		204.60	188.50	159.65	128.91	59.98	48.49	34.27	**824.40**
135	ITM University	Raipur	Chhattisgarh	6	Central	22		205.29	190.38	157.65	127.69	53.98	56.55	31.42	**822.96**
136	DIT University	Dehradun	Uttarakhand	8	North	73		212.83	190.70	155.94	122.84	62.18	47.64	30.05	**822.16**
137	C.U. Shah University	Surendranagar	Gujarat	15	West	19		209.06	186.30	156.51	125.75	53.28	53.98	36.67	**821.54**
138	IMS Unison University	Dehradun	Uttarakhand	9	North	74		202.89	185.98	156.22	133.52	58.78	47.47	35.99	**820.84**
139	University of Engineering and Management	Kolkata	West Bengal	7	East	13		207.00	189.12	159.08	124.29	59.98	46.70	33.82	**819.99**
140	University of Engineering and Management	Jaipur	Rajasthan	19	North	75		209.06	186.30	151.37	131.62	56.98	49.69	34.84	**819.86**
141	DAV University	Jalandhar	Punjab	10	North	76		210.09	185.98	155.94	123.81	57.38	51.75	33.47	**818.42**

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IIRF-2024 | TOP 100 PRIVATE UNIVERSITY (OVERALL)

All India Rank* (Based on Survey & Secondary Research)	State Private Universities	City	State	State Rank	Zone	Zone Rank		Weighted Score out of 1000 (Distributed across 7 Dimensions)							Overall Index Score: 1000
								Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)	Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	
142	Baddi University of Emerging Sciences and Technology	Baddi	Himachal Pradesh	13	North	77		203.23	183.47	157.65	129.15	54.48	49.99	38.96	**816.93**
143	Charotar University of Science & Technology	Anand	Gujarat	16	West	20		211.46	186.61	154.80	124.78	54.68	50.64	32.90	**815.86**
144	The Assam Royal Global University	Guwahati	Assam	4	North East	18		204.60	183.47	156.51	135.95	54.88	45.84	33.47	**814.72**
145	Spicer Adventist University	Pune	Maharashtra	5	West	21		210.77	178.76	155.37	129.15	54.98	46.27	38.27	**813.56**
146	Eternal University	Sirmour	Himachal Pradesh	14	North	78		204.60	180.01	155.08	125.26	62.38	46.61	37.87	**811.82**
147	Mandsaur University	Mandsaur	Madhya Pradesh	17	Central	23		199.46	188.50	154.51	123.08	61.18	50.89	33.24	**810.86**
148	GNA University	Phagwara	Punjab	11	North	79		196.38	183.78	155.94	130.36	59.48	48.41	35.41	**809.76**
149	The Neotia University	Kolkata	West Bengal	8	East	14		205.63	180.33	154.22	132.79	56.98	47.98	30.27	**808.21**
150	P.K. University	Shivpuri	Madhya Pradesh	18	Central	24		200.49	180.01	154.51	133.03	53.28	50.47	35.41	**807.21**
151	Sanskriti University	Mathura	Uttar Pradesh	18	North	80		191.92	185.98	154.80	135.46	55.98	47.12	34.84	**806.11**
152	Abhilashi University	Chachyot	Himachal Pradesh	15	North	81		198.78	185.35	154.22	126.24	56.98	50.12	33.70	**805.39**
153	GLS University	Ahmedabad	Gujarat	17	West	22		209.06	173.73	154.51	133.52	54.58	46.44	32.56	**804.39**
154	Birla Global University	Bhubaneswar	Odisha	4	East	15		192.95	180.33	154.22	135.95	55.98	50.81	33.13	**803.36**
155	Akal University	Bhatinda	Punjab	12	North	82		197.06	177.19	154.22	133.52	55.88	47.55	36.56	**801.98**
156	GSFC University	Vadodara	Gujarat	18	West	23		195.69	177.19	154.22	133.52	58.58	47.12	34.39	**800.71**
157	Sarvepalli Radhakrishnan University	Bhopal	Madhya Pradesh	19	Central	25		198.78	177.19	153.65	131.82	54.38	49.69	33.99	**799.49**
158	ISBM University	Gariyaband	Chhattisgarh	7	Central	26		195.35	174.67	157.08	131.58	56.98	49.18	33.70	**798.54**
159	Sunrise University	Alwar	Rajasthan	20	North	83		196.72	179.70	154.22	128.66	55.28	47.98	35.41	**797.98**
160	Shri Ramasamy Memorial University	Gangtok	Sikkim	3	North East	19		194.32	174.67	153.37	131.09	55.98	48.84	34.27	**792.54**

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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 (DA-IICT)	Gandhinagar	Gujarat	1	West	1
2	Mahindra University	Hyderabad	Telangana	1	South	1
3	Shiv Nadar University	Dadri	Uttar Pradesh	1	North	1
4	JSS Science and Technology University	Mysuru	Karnataka	1	South	2
5	Dayananda Sagar University	Bangalore	Karnataka	2	South	3
6	PES University	Bangalore	Karnataka	3	South	4
7	Chitkara University	Patiala	Punjab	1	North	2
8	Nirma University	Ahmedabad	Gujarat	2	West	2
9	Shoolini University	Solan	Himachal Pradesh	1	North	3
10	Ahmedabad University	Ahmedabad	Gujarat	3	West	3
11	AMITY University	Noida	Uttar Pradesh	2	North	4
12	Brainware University	Kolkata	West Bengal	1	East	1
13	Chandigarh University	Mohali	Punjab	2	North	5
14	NIIT University (NU)	Neemrana	Rajasthan	1	North	6
15	CMR University	Bangalore	Karnataka	4	South	5
16	O P Jindal University	Raigarh	Chhattisgarh	1	Central	1
17	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	5	South	6
18	RV University	Bangalore	Karnataka	6	South	7
19	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	7
20	SRM University	Sonipat	Haryana	1	North	8

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All India Rank*	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	Zone	Zone Rank
21	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
22	Sri Sri University	Cuttack	Odisha	1	East	2
23	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	4	West	4
24	ICFAI University	Dehradun	Uttarakhand	1	North	9
25	ADAMAS University	Kolkata	West Bengal	2	East	3
26	ICFAI University	Jaipur	Rajasthan	2	North	10
27	Presidency University	Bangalore	Karnataka	7	South	8
28	LNCT University	Bhopal	Madhya Pradesh	1	Central	2
29	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2	North	11
30	Lovely Professional University	Phagwara	Punjab	3	North	12
31	MIT Art, Design & Technology University	Pune	Maharashtra	1	West	5
32	Galgotias University	Greater Noida	Uttar Pradesh	3	North	13
33	Sangam University	Bhilwara	Rajasthan	3	North	14
34	AMITY University	Gurugram	Haryana	2	North	15
35	Pandit Deendayal Energy University	Gandhinagar	Gujarat	5	West	6
36	G.D. Goenka University	Gurugram	Haryana	3	North	16
37	AMITY University	Jaipur	Rajasthan	4	North	17
38	GLA University	Mathura	Uttar Pradesh	4	North	18
39	BML Munjal University	Gurugram	Haryana	4	North	19
40	Integral University	Lucknow	Uttar Pradesh	5	North	20
41	Navrachana University	Vadodara	Gujarat	6	West	7

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All India Rank*	Private Universities Good for B.Tech/M.Tech Programs	City	State	State Rank	Zone	Zone Rank
42	Oriental University	Indore	Madhya Pradesh	2	Central	3
43	William Carey University	Shillong	Meghalaya	1	North-East	2
44	Mody University of Science and Technology, Lakshmangarh	Lakshmangarh	Rajasthan	5	North	21
45	Ganpat University	Mehsana	Gujarat	7	West	8
46	Mewar University	Chittorgarh	Rajasthan	6	North	22
47	MATS University	Raipur	Chhattisgarh	2	Central	4
48	Sir Padampat Singhania University	Udaipur	Rajasthan	7	North	23
49	The NorthCap University	Gurugram	Haryana	5	North	24
50	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	8	North	25
51	Himgiri Zee University	Dehradun	Uttarakhand	3	North	26
52	Babu Banarasi Das University	Lucknow	Uttar Pradesh	6	North	27
53	Techno Global University	Shillong	Meghalaya	2	North-East	3
54	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	3	Central	5
55	Invertis University	Bareilly	Uttar Pradesh	7	North	28

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B.Sc. (Hons.) Forensic Science
B.Sc. (Hons.) Mathematics & Physics
B.Pharma
MCA
AI & DS | Cyber Security Cloud Computing
BBA (Hons.)
BBA (Hons.) Fin Tech Business Analytics
BA (Hons.) Political Science Economics | Psychology
BPT Physiotherapy
B.Com (Hons.)
BBA-LL.B (Hons.)
BA-LL.B (Hons.)
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LL.M
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RANKINGS

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3 RANKED Among Top Engineering Colleges of Rajasthan CSR - GHRDC 2023
9 RANKED Among Outstanding B-Schools of Excellence CSR - GHRDC 2023
AA+ RATED Among Top Law Colleges of Rajasthan Careers 360 2023
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All India Rank*	Private Universities Good for Arts, Science, Research & Humanities	City	State	State Rank	Zone	Zone Rank
1	Ashoka University	Sonipat	Haryana	1	North	1
2	Azim Premji University	Bangalore	Karnataka	1	South	1
3	O.P. Jindal Global University	Sonipat	Haryana	2	North	2
4	AMITY University	Noida	Uttar Pradesh	1	North	3
5	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
6	Lovely Professional University	Phagwara	Punjab	1	North	4
7	Chitkara University	Patiala	Punjab	2	North	5
8	Sri Sri University	Cuttack	Odisha	1	East	1
9	William Carey University	Shillong	Meghalaya	1	North-East	2
10	Galgotias University	Greater Noida	Uttar Pradesh	2	North	6
11	Dayananda Sagar University	Bangalore	Karnataka	2	South	2
12	Nirma University	Ahmedabad	Gujarat	1	West	1
13	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	3	South	3
14	JSS Science and Technology University	Mysuru	Karnataka	4	South	4
15	Shiv Nadar University	Dadri	Uttar Pradesh	3	North	7
16	Ahmedabad University	Ahmedabad	Gujarat	2	West	2
17	Shoolini University	Solan	Himachal Pradesh	1	North	8
18	CMR University	Bangalore	Karnataka	5	South	5
19	Navrachana University	Vadodara	Gujarat	3	West	3

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All India Rank*	Private Universities Good for Arts, Science, Research & Humanities	City	State	State Rank	Zone	Zone Rank
20	St Joseph's University	Bangalore	Karnataka	6	South	6
21	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	1	North	9
22	PES University	Bangalore	Karnataka	7	South	7
23	G.D. Goenka University	Gurugram	Haryana	3	North	10
24	ICFAI University	Dehradun	Uttarakhand	2	North	11
25	Chandigarh University	Mohali	Punjab	3	North	12
26	ADAMAS University	Kolkata	West Bengal	1	East	2
27	BML Munjal University	Gurugram	Haryana	4	North	13
28	LNCT University	Bhopal	Madhya Pradesh	1	Central	1
29	MIT Art, Design & Technology University	Pune	Maharashtra	1	West	4
30	Ganpat University	Mehsana	Gujarat	4	West	5
31	SRM University	Sonipat	Haryana	5	North	14
32	Jagran Lakecity University	Bhopal	Madhya Pradesh	2	Central	2
33	ICFAI University	Jaipur	Rajasthan	1	North	15
34	AMITY University	Jaipur	Rajasthan	2	North	16
35	Sangam University	Bhilwara	Rajasthan	3	North	17
36	Sharda University	Greater Noida	Uttar Pradesh	4	North	18
37	Apeejay Stya University	Sohna	Haryana	6	North	19
38	Uttaranchal University	Dehradun	Uttarakhand	3	North	20

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All India Rank*	Private Universities Good for Arts, Science, Research & Humanities	City	State	State Rank	Zone	Zone Rank
39	Integral University	Lucknow	Uttar Pradesh	5	North	21
40	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	22
41	O P Jindal University	Raigarh	Chhattisgarh	1	Central	3
42	AMITY University	Mumbai	Maharashtra	2	West	6
43	Mewar University	Chittorgarh	Rajasthan	4	North	23
44	Martin Luther Christian University	Shillong	Meghalaya	2	North-East	3
45	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	5	North	24
46	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	Katni	Madhya Pradesh	3	Central	4
47	Himgiri Zee University	Dehradun	Uttarakhand	4	North	25
48	GLA University	Mathura	Uttar Pradesh	6	North	26
49	MATS University	Raipur	Chhattisgarh	2	Central	5
50	Oriental University	Indore	Madhya Pradesh	4	Central	6
51	Manav Rachna University	Faridabad	Haryana	7	North	27
52	Babu Banarasi Das University	Lucknow	Uttar Pradesh	7	North	28
53	Manav Bharti University	Solan	Himachal Pradesh	3	North	29
54	AURO University	Surat	Gujarat	5	West	7

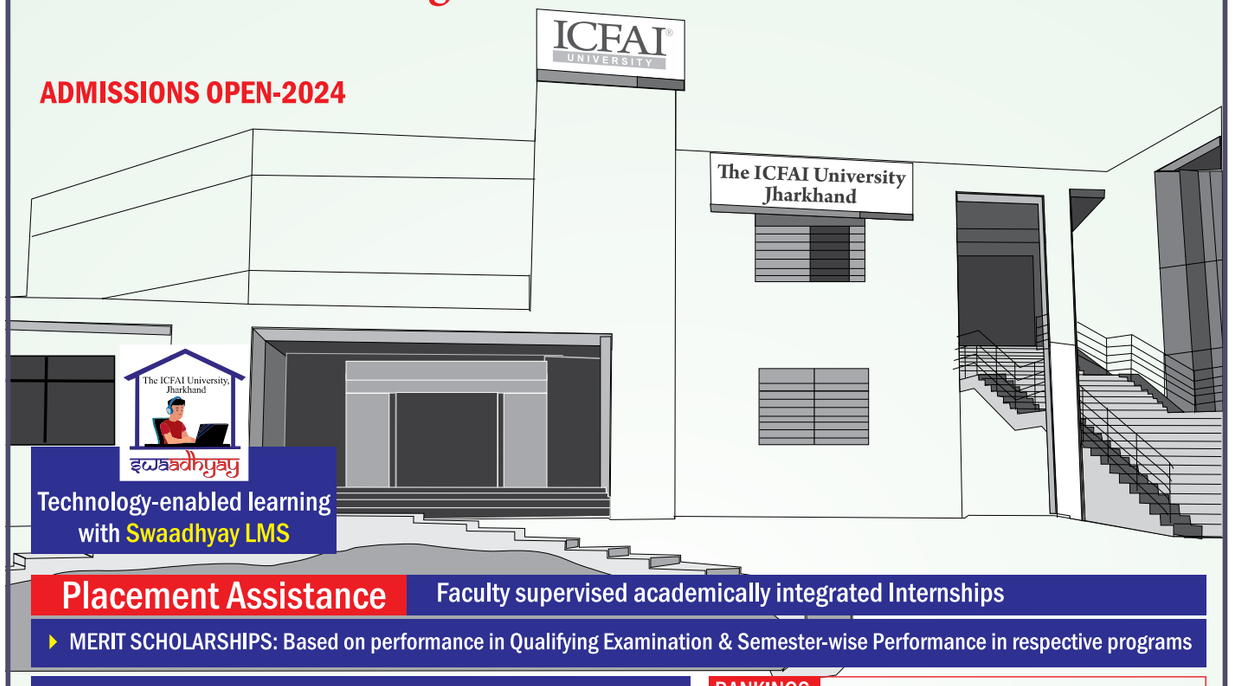
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BCA | BCA (DS & AI | Cyber Security)

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HIGHLIGHTS
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1 RANKED Among Private Universities in Jharkhand Education World 2023
1 RANKED Among Private Universities in Jharkhand IIRF - 2023
2 RANKED Among Global top 100 innovative Universities WURI 2023
4 RANKED Among Indian Universities for Quality of Education Impact Ranking 2023

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All India Rank*	Private Universities Good for Medicines & Health Sciences	City	State	State Rank	Zone	Zone Rank
1	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1
2	Adichunchanagiri University	Mandya	Karnataka	2	South	2
3	Maharishi Markandeshwar University	Ambala	Haryana	1	North	1
4	Dr. Chandramma Dayananda Sagar Institute of Medical Education and Research	Bengaluru	Karnataka	3	South	3
5	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	1	North	2
6	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	2	North	3
7	Sharda University	Greater Noida	Uttar Pradesh	1	North	4
8	NIMS University	Jaipur	Rajasthan	2	North	5
9	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
10	Tantia University	Sri Ganganagar	Rajasthan	3	North	6
11	Teerthanker Mahaveer University	Muradabad	Uttar Pradesh	2	North	7
12	Maharishi Markandeshwar University	Solan	Himachal Pradesh	1	North	8
13	Indira Gandhi Technological and Medical Science University	Ziro	Arunachal Pradesh	1	North-East	2
14	Shri Venkateshwara University	Gajraula	Uttar Pradesh	3	North	9
15	Geetanjali University	Udaipur	Rajasthan	4	North	10
16	Swami Vivekanand Subharti University	Meerut	Uttar Pradesh	4	North	11
17	Integral University	Lucknow	Uttar Pradesh	5	North	12
18	Adesh University	Bathinda	Punjab	1	North	13
19	Jaipur National University	Jaipur	Rajasthan	5	North	14
20	Sri Guru Ram Das University of Health Sciences	Sri Amritsar	Punjab	2	North	15

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All India Rank*	Private Universities Good for Medicines & Health Sciences	City	State	State Rank	Zone	Zone Rank
21	Pacific Medical University	Udaipur	Rajasthan	6	North	16
22	Sai Tirupati University	Udaipur	Rajasthan	7	North	17
23	Madhav University	Sirohi	Rajasthan	8	North	18
24	Saveetha Amaravati University	Vijayawada	Andhra Pradesh	1	South	4
25	Desh Bhagat University	Mandi Gobindgarh	Punjab	3	North	19
26	People's University	Bhopal	Madhya Pradesh	1	Central	1
27	Malwanchal University	Indore	Madhya Pradesh	2	Central	2
28	Bareilly International University	Bareilly	Uttar Pradesh	6	North	20
29	Sri Aurobindo University	Indore	Madhya Pradesh	3	Central	3
30	Ras Bihari Bose Subharti University	Dehradun	Uttarakhand	1	North	21

IIRF-2024 | TOP 10 PRIVATE UNIVERSITY (RESEARCH)

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

*Page 6

IIRF-2024 | TOP 10 DEEMED GOVT UNIVERSITY (RESEARCH)

IIRF

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

IIRF-2024 | TOP 10 DEEMED PVT UNIVERSITY (RESEARCH)

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

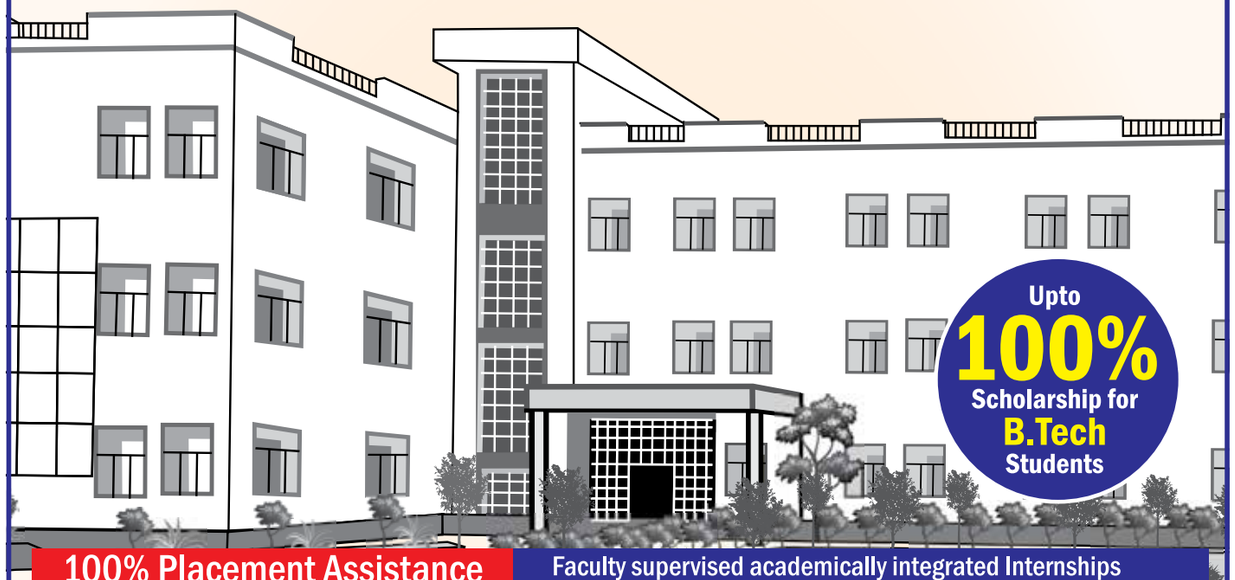
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2	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu
3	Thapar Institute of Engineering & Technology	Patiala	Punjab
4	Birla Institute of Technology (BIT)	Mesra	Jharkhand
5	Jamia Hamdard	New Delhi	Delhi
6	Vellore Institute of Technology	Vellore	Tamil Nadu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

*Page 6

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

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

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

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All India Rank*	Best Emerging Universities (Private)	City	State	State Rank	Zone	Zone Rank
1	Adichunchanagiri University	Mandya	Karnataka	1	South	1
2	Malla Reddy University	Hyderabad	Telangana	1	South	2
3	KREA University	Sri City	Andhra Pradesh	1	South	3
4	Shri Rawatpura Sarkar University	Raipur	Chhattisgarh	1	Central	1
5	Vikrant University	Gwalior	Madhya Pradesh	1	Central	2
6	Symbiosis Skills and Professional University	Pune	Maharashtra	1	West	1
7	Dr. Vishwanath Karad MIT World Peace University	Pune	Maharashtra	2	West	2
8	Pimpri Chinchwad University	Pune	Maharashtra	3	West	3
9	IES University	Bhopal	Madhya Pradesh	2	Central	3
10	Centurion University of Technology and Management	Paralakhemundi	Andhra Pradesh	2	South	4
11	SRM University	Guntur	Andhra Pradesh	3	South	5
12	Starex University	Gurugram	Haryana	1	North	1
13	Anant National University	Ahmedabad	Gujarat	1	West	4
14	Sage University	Indore	Madhya Pradesh	3	Central	4
15	COER University	Roorkee	Uttarakhand	1	North	2
16	VIT-AP University	Vijayawada	Andhra Pradesh	4	South	6
17	IIMT University	Meerut	Uttar Pradesh	1	North	3
18	Gujarat Maritime University	Gandhinagar	Gujarat	2	West	5
19	Malwanchal University	Indore	Madhya Pradesh	4	Central	5
20	Dr C V Raman University	Khandwa	Madhya Pradesh	5	Central	6
21	World University of Design	Sonipat	Haryana	2	North	4
22	IILM University	Gurugram	Haryana	3	North	5
23	Vishwakarma University	Pune	Maharashtra	4	West	6
24	St. Xavier's University	Kolkata	West Bengal	1	East	1
25	Marwadi University	Rajkot	Gujarat	3	West	7
26	GH Raisoni University	Chhindwara	Madhya Pradesh	6	Central	7
27	Sanskriti University	Mathura	Uttar Pradesh	2	North	6
28	Bhartiya Skill Development University	Jaipur	Rajasthan	1	North	7
29	Shri Guru Ram Rai University	Dehradun	Uttarakhand	2	North	8
30	Sister Nivedita University	Kolkata	West Bengal	2	East	2

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Research is a vital component of sustainable development in contemporary life globally. Through attending Global Research Conferences (GRC) attendees can share research, identify pressing challenges in contemporary life and seek solutions that can be implemented towards progressing societal development. GRC invites researchers, scholars, and members of academia to share knowledge with the aim of finding solutions to challenges faced in contemporary life. GRC invites all intellectuals, academics, scholars, researchers, professors, and executive officials to submit, individually or collaborate with other researchers to share their valuable articles. They should comprise of the latest scientific and research findings on main or related themes and topics of the Conference.

Conference Aims:

Explore the latest trends | Discuss contemporary challenges
Meet like minded individuals that have a passion for research | Global networking
Share your research on an international platform

Academic paper, Round Table Discussion and poster submissions are being accepted now. Do you want to make a difference in the world through your research? If your answer is Yes, then Register with GRC and 'Ignite your passion for sharing research!

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conference kit | paper publication in Global Research Journal
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Abstract Proceeding book | Skills Ex Talk Live Show Audience 1 ticket
Industrial Visit | London & UK TOUR

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CONFERENCE TOPICS & THEMES

Global Research Conferences Welcomes Research Paper Submissions Covering A Diverse Range Of Topics.

The Theme For GRC 2024
Sustainability and Resilience in a Changing World 2024

You may submit abstracts on the following topics:

- Academia
- Accountancy
- Anthropology
- Ayurveda
- Artificial Intelligence
- Astronomy
- Astrology
- Arts
- Business
- Catering
- Communication
- Economics
- Education
- Engineering
- Film and Media
- Food Engineering
- Geology
- Geography
- Hair and Beauty
- Health
- History
- Hotel Management
- Humanities
- Language and Literature
- Law
- Mathematics
- Medicine
- Music and Entertainment
- Social Care
- Social Science
- Science
- Technology

All abstracts will be reviewed by the Review Board.

Successful candidates will have the opportunity to submit their full text paper, including results, tables, figures and references according to the Global Research Journal 'Academic Full Research Paper Submission Guidelines'. All submissions should be authentic in nature, original and consist of previously unpublished research results. All full-text papers should be submitted via the Online Submission Form. Only word documents .docx and .doc will be accepted (Please note: pdf format will not be accepted). All manuscript submissions are subject to review and should comply with GRC and Global Research Journal (GRJ) Submission guidelines.

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Global Participants :
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Opportunities to Publish :
The opportunity to publish in Global Research Journal and Global Research Conferences Proceedings within an international platform

Be recognised with ISBN:
All accepted papers will be published in the Conference Proceedings with ISBN Number

CONFERENCE GOALS

Find innovative solutions to challenges to help humanity | | Exchange invigorating ideas between international intellectuals | An opportunity to network with individuals from all around the world | Discover new ideas for research topics and be inspired for your next academic project | Explore Cambridge renowned for its world class university and beautiful architecture

Important Dates:

Abstract Submission Deadline:	Regular Registration Deadline:	Conference Dates:
20th June 2024	30th June 2024	8th – 11th August 2024

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University of Oxford Vice Chancellor
Professor Irene Tracey,
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KARNATAKA STATE OPEN UNIVERSITY

Mukthagangotri, Mysuru - 570006
Web: ksoumysuru.ac.in

The Karnataka State Open University (KSOU) has received accreditation from the National Assessment and Accreditation Council (NAAC) with an impressive CGPA of 3.31, earning an A-plus grade on a four-point scale and the second open university nationwide to achieve this distinction. This accreditation, valid for five years from May 19, 2023. The Government of Karnataka has declared KSOU as the sole public university in the state to offer open and distance learning programmes. The university owes this prestigious recognition to the dedicated leadership of Vice-chancellor Prof. Sharanappa V. Halse.

Established by the State Legislature in 1992 and operational since June 1, 1996, KSOU, located in Mysuru, epitomizes the commitment to national higher education objectives of ACCESS, EQUITY, QUALITY, AFFORDABILITY, and ACCOUNTABILITY. Recognized by the Government of Karnataka as the sole provider of open and distance education in the state, KSOU's motto, "HIGHER EDUCATION FOR EVERYONE, EVERYWHERE," underscores its mission to cater to diverse educational aspirations. Since its establishment, more than 15 Lakh students have been graduated from across the country and in all disciplines.

Situated in Mysuru, known for its rich cultural and educational heritage, KSOU's main campus, 'Muktha Gangothri,' boasts modern infrastructure and facilities. With 35 regional centers and over 139 Learner Support Centers (LSCs) statewide, KSOU ensures accessibility and support for learners. Offering a diverse range of academic programs (more than 67 academic programmes) in Arts, Science, Commerce, Management, and Education, KSOU emphasizes skill-oriented courses aligned with industry needs.



KSOU's commitment to digital initiatives enhances learning experiences, particularly during challenging times such as the COVID-19 pandemic. Through the launch of the KSOU student mobile app and initiatives like digitalized academic and administrative processes, online lectures, and access to e-content, KSOU ensures seamless learning opportunities for its students. Notable digital initiatives include the establishment of science labs, audio-video and virtual labs, and the re-establishment of the radio station 'JNANA VANI.'

Furthermore, KSOU's proactive engagement in enhancing e-learning resources, ICT integration in teaching, learning, research, and publication, and the introduction of the CBCS system underscore its commitment to academic excellence. With its invaluable contributions to the Open and Distance Learning (ODL) system, KSOU emerges as a frontrunner, significantly contributing to increasing the Gross Enrollment Ratio (GER) and providing a conducive environment for pursuing higher education through distance mode.

Additionally, the institution has introduced the following ten online programmes. Admissions to KSOU programs have witnessed a significant threefold increase during the January and July cycles of 2023, with enrolments surpassing 18,000 and approximately 25,000 students, respectively. KSOU has a state of the art Library browsing center, enhancing access to e-resources, especially beneficial for distance learners. KSOU offers accessible higher education opportunities to individuals of all ages, exemplified by conferring a degree upon a 80-year-old individual recently in sanskrit. UGC-DEB endorsement and approval of 45 offline and 10 online programs highlight KSOU's academic credibility and program quality. Proactive leadership has led to significant strides in enhancing physical infrastructure, exemplified by securing land across various districts. Emphasis on upgrading academic and administrative facilities ensures a conducive learning environment. Support for faculty research initiatives through seed funding enriches the academic landscape. Timely granting of pending promotions through the Career Advancement Scheme (CAS) reflects commitment to faculty welfare. Strengthening of Regional and Learner Support Centers under Vice-chancellor's leadership ensures enhanced accessibility and support for distance learners. Establishment of Memorandums of Understanding (MOUs) with foreign universities such as European International University is expected to bring substantial benefits.

JSS Mahavidyapeetha

JSS Science and Technology University

Sri Jayachamarajendra College of Engineering, Mysuru

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NIRF 2023 Rank Band 150 - 200

ARIIA 2023 Rank Band 101 - 150

India Today 28th Rank Top Engineering(PVT) Colleges in India 2023

QS I-Guage Diamond Rank Indian University Rating

CAREERS 360 50th Rank Best Engineering College in India (Private)

CAREERS 360 37th Rank At National Level India's Best Young University

Outlook 2023 21st Rank Top 150 Private Engineering Institutes

IIRF 2023 14th Rank at National Level, 5th Rank in the South Zone, 5th Rank at the State Level

Programs offered at JSS Science and Technology University.

K - CET code – E057 | COMED-K code: E061
PG MCA CET code – C480 | M.Tech CET code: T873

UG Programs:
- B.E. in Biotechnology
- B.E. in Civil Engineering
- B.E. in Construction Technology and Management
- B.E. in Computer Science and Engineering
- B.E. in Computer Science and Business System
- B.E. in Electronics and Communication Engineering
- B.E. in Information Science and Engineering
- B.E. in Mechanical Engineering
- Bachelor of Computer Applications

PG Programs:
- M.Tech. in Biotechnology
- M.Tech. in Data Science
- M.Tech. in Health Science and Water Engineering
- M.Tech. in Industrial Electronics
- M.Tech. in Infrastructure Engineering and Management
- M.Tech. in Material Science and Engineering
- M.Tech. in Network and Internet Engineering
- M.Tech. in Software Engineering
- Master of Computer Application

Programs offered at SJCE (Constituent College of JSS STU)

K - CET code - E021 | K - CET code - E284, COMED-K code: E058 (Only for CSE)
PG MCA CET code – C522 | M.Tech CET code: T990

UG Programs:
- B.E. in Civil Engineering
- B.E. in Computer Science and Engineering
- B.E. in Electrical and Electronics Engineering
- B.E. in Electronics and Communication Engineering
- B.E. in Electronics and Instrumentation Engineering
- B.E. in Environmental Engineering
- B.E. in Industrial and Production Engineering
- B.E. in Mechanical Engineering
- B.E. in Polymer Science and Technology

PG Programs:
- M.Tech. in Automotive Electronics
- M.Tech. in Biomedical Signal Processing and Instrumentation
- M.Tech. in Computer Engineering
- M.Tech. in Energy System and Management
- M.Tech. in Environmental Engineering
- M.Tech. in Industrial Structures
- M.Tech. in Maintenance Engineering
- M.Tech. in Polymer Science and Technology
- Master of Computer Application

Master of Business Administration PG CET MBA code – B292
- Master of Business Administration
- MBA in Financial Management
- MBA in Retail Management
- MBA in Digital Marketing

Master of Science Programs (M.Sc)
- M.Sc. in Computer Science
- M.Sc. in Computer Science (Cyber Security)
- M.Sc. in Computer Science (AI and ML)
- M.Sc. in Computer Science (Data Science)
- M.Sc. Chemistry
- M.Sc. Mathematics
- M.Sc. in Analytical Chemistry
- M.Sc. in Biotechnology
- M.Sc. in Automated Manufacturing
- M.Sc. in Electronic and Digital Media
- M.Sc. in Film Making
- M.Sc. in Physics
- M.Sc. in Polymer Science

Ph.D Programs in all branches

Our Campus
Situated on 102 hectares of lush green campus, with all the modern amenities

Qualified Teaching Team
Guide and support each student to reach their maximum potential.

Career Guidance
Providing our students with practical experience through internships, Placements in 400+ Companies and Highest Package of Rs. 50+LPA



For Admissions Contact:
Mobile: +91 81059-51820 | Phone: 0821-2548294
Email: admissions@jssstuniv.in | www.jssstuniv.in



Pimpri Chinchwad University (PCU), established in 2023, is a young and dynamic university in Pune, India. Backed by the legacy of the Pimpri Chinchwad Education Trust (PCET) with over 33 years of experience in education excellence, PCU offers a world-class learning experience that empowers students to achieve their full potential.

Industry-Focused Education

PCU bridges the gap between theory and practice. Led by a distinguished faculty of over 1,000 experts with strong industry experience, PCU equips students with the knowledge and skills coveted by top employers. This focus on practical application translates into impressive outcomes:

- **Thriving Alumni Network:** Over 55,200 successful alumni, some commanding salaries as high as 61 lacs per annum.
- **Exceptional Placements:** Over 1,000 recruiters visit campus annually, leading to over 31,000 successful placements.

Diverse Academic Programs

Spread across four vibrant campuses, PCU offers a wide range of programs through 11 esteemed institutes. Explore your academic passions in:

- Engineering & Technology
- Design
- Pharmacy
- Management
- Sciences
- Liberal Arts & Humanities
- Media & Communication Studies
- Law

Beyond the Classroom

PCU ensures a welcoming learning environment that goes beyond academics:

- International Exposure: Broaden your horizons with international study tours.
- Industry Certifications: Gain a competitive edge with certifications like SAP.
- Entrepreneurship Programs: Turn your innovative ideas into reality.
- Vibrant Campus Life: Participate in co-curricular activities and clubs, building lifelong connections.

A Culture of Innovation

PCU is committed to groundbreaking research. With over 450 patents, the university is a hub for innovation across various fields.

Join the PCU Legacy

PCU provides the tools, knowledge, and support you need to transform your dreams into reality. Visit https://pcu.edu.in/ or contact admissions@pcu.edu.in to embark on your journey towards a fulfilling career.

PCET's Pimpri Chinchwad University (Established under Govt. of Maharashtra Act No. V of 2023) Sate, Maval (PMRDA), Dist. - Pune, Maharashtra, India Pincode - 412 106. Contact: +91 9046909003 / +91 9028885422

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B.Tech (ECE, ME, CIVIL, CSE)
M.Tech (ECE, ME, CIVIL, CSE)

School of Basic & Applied Science
B.Sc (H) (Physics, Chemistry, Maths)
B.Sc (H) Bio-Technology
M.Sc (H) (Physics, Chemistry, Maths)

School of Design
B.Sc Fashion Design
3 Month Short-Term Certificate Course

School of Pharmacy
D.Pharm, B.Pharm, M.Pharm

School of Agriculture
B.Sc (Hons.), M.Sc

School of Education
B.Ed, M.Ed

School of Law
LL.B, BA.LL.B, BBA.LL.B, LL.M.

School of Humanities & Social Science
BA (English), BA, Psychology,BAJMC|BA (Hons.) Music,

School of Computer Application
BCA, MCA

School of Commerce & Management
B.Com Hons., BBA, MBA
BMI (BBA+MBA Integrated)
MBA Dual Specialisation

School of Architecture & Planning
B.Arch, B.Plan, M.Arch, M.Plan

Our Recruiting Partners

Why Choose Lingaya's Vidyapeeth?
- Diverse Academic Programs, Interdisciplinary Curriculum, Advanced Campus Resources, Modern Infrastructure
- Generous Financial Support, Scholarships, and Aid, Making education accessible through financial assistance.
- Robust Industry Collaborations, Strategic Partnerships, Direct industry links to ensure job readiness and relevancy.
- Flexible Learning Options and customizable Education Paths, Tailored course selections to align with career goals.
- Leading Research Facilities, Innovative Research Hubs, Pioneering new technologies in various disciplines.
- Supportive Educational Environment, Nurturing Academic Community, Accessible faculty.
- Commitment to Sustainability, Green Campus Initiatives: Promoting environmental responsibility among students.



Lingaya's Group



Approvals and Accreditations

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+91-7303152412, 011-46570515

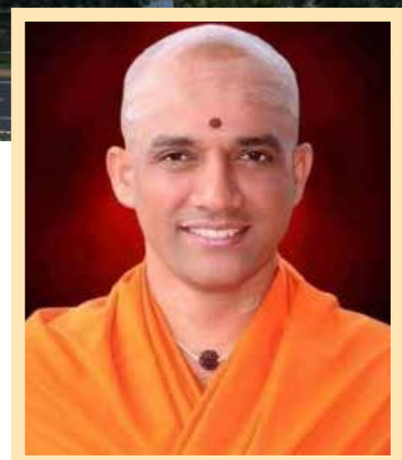
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+91-8447744306/03/04/08

Campus Address-
Nachauli, Jasana Road,
Gr. Faridabad, Delhi NCR, (HARYANA)

admissions@lingayasvidyapeeth.edu.in
www.lingayasvidyapeeth.edu.in

ADICHUNCHANAGIRI UNIVERSITY





Sri. Dr. Nirmalanandanatha Mahaswamiji turned the vision of Sri. Dr. Balagangadharanatha Mahaswamiji into a reality by establishing the Adichunchanagiri University for providing world class professional education to the rural population. Adichunchanagiri University came into existence in 2018 under Karnataka Act No. 18 of 2013. The University is situated in a lush green and environment-friendly unitary campus at BG Nagara NH-75, Nagamangala Taluk, Mandya District, Karnataka, India. A multidisciplinary University is offering quality education employing a broad range of strategies to concentrate on emerging areas in various disciplines such as Health Sciences, Engineering and Technology, Commerce and Management, Education technology, Humanities & Social Sciences and Natural Sciences. The University has highly experienced and competent teaching faculty, adequate infrastructure and physical facilities for academics and research. The University is having a total strength of 6817 students, 653 teaching Faculty, 54 Adjunct Faculty and 1123 support staff.

COURSES

Health Sciences (Medical and Allied Health Sciences): MBBS, MD, MS, MPH, MHA, M.Sc. (Medical) - Biochemistry, Microbiology, Ph.D. Bachelor in Physiotherapy(BPT), B.Sc. in Clinical Psychology, Medical Laboratory Technology, Medical Imaging Technology, Renal Dialysis Technology, Anaesthesia and Operation Theatre Technology, Optometry.

Diploma in medical laboratory technology, medical Imaging Technology, Health Inspector Opthalmic Technology, Dialysis Technology, Medical Records Technology, Operation Theatre Technology.



Engineering & Management: BE, M.Tech, MBA, Ph.D.

Health Sciences (Pharmacy): B.Pharm, M.Pharma, Pharm.D, D.Pharm, Ph.D.

Health Sciences (Nursing): B.Sc., P.B.B.Sc, M.Sc. GNM, Ph.D.

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

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

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

VISION

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

MISSION

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

OBJECTIVES

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



Management, Humanities & Social Sciences and Natural Sciences.

Other emerging areas of study across the globe-

(i) 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.

(ii) Instituting degrees, diplomas including PG diplomas, dual degree Programs, integrated courses, certificates and other academic distinctions like awards, award of credits on the basis of successful completion of academic work evaluated through multiple modern methods of assessment and outstanding contributions like writing original books, research publications, sports and cultural events.

(iii) Disseminating knowledge and developing a public debate on issues of education and allied development fields.

(iv) Undertaking collaborative research and advocacy with other organizations

(v) Undertaking any objectives as may be approved by the Government for the enhancement of the education and other development sectors.

Teaching, Learning and Evaluation:

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

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

Co-Curricular and Extra-Curricular Activities:

A total of 394 co-curricular and Extra Curricular activities – invited Guest lectures, Conferences, Seminars, Symposia and Workshops were conducted.

University has developed Outdoor Sports complex and Synthetic Tennis and Basketball courts. It also encourages students to actively participate in Inter-collegiate, State and



National Level Athletics and Sports events. Regular Sports and Cultural events are held every year at all constituent colleges and students participate in various cultural events across the state.

Infrastructure and Learning Resources:

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

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

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

Research and Innovation:

Ph.D. Programs have been introduced in the faculties of Engineering, Management and Technology, Pharmacy, Medicine, Nursing, Humanities and Social Sciences and Natural Sciences. About 237 Scholars are pursuing Ph.D. programs in various disciplines including 06 foreign research scholars and 75 patents have been filed by the faculties of Engineering, Pharmacy and Medicine.

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

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



LIBERAL ARTS AT WOXSEN UNIVERSITY

WHY IS THIS **"CLASSIC"** DEGREE THE BEST CHOICE FOR NEXT-GEN LEADERS

The enthralling world of Liberal Arts and Humanities is not just captivating but also opens doors for a wide array of roles across industries. The old perception of a Liberal Arts degree to earn basic prestige in society has been replaced with a new urge amongst the youth to pursue compelling roles that contribute to business development and set standards for new norms.

In the past, the aim of pursuing Liberal Arts was to learn the nuances of ethical knowledge in a series of fields and to hone young students to become more articulate and well-groomed. The 21st-century scenario carries the same traditional essence where students take up multiple fields of study and develop a skill set that benefits modern industries.

Today a Liberal Arts graduate is a true flag bearer of logic-based creativity coupled with excellent communication and critical thinking skills. They define the very approach to crack deals. Playing a seemingly paradoxical role, they are at the forefront of every business, holding the most in-depth knowledge in their field. Individuals who excel at this level of execution and possess a strategic vision are prime candidates for leadership roles, where



they can shape efficient and impactful business processes.

The Oxford Learner's Dictionary defines Liberal Arts and Humanities as subjects of study that develop students' general knowledge and ability to think. A further understanding of this hints at the overall perspective one develops to streamline processes in one's area of expertise. The study emphasizes the philosophy of "understanding the world before one can change it"

Some student-favorite Liberal Arts subjects include English, Economics, Psychology, Political Science, Journalism, Business Studies, History, Sociology and Anthropology. Studying liberal arts



& humanities gives an intellectual foundation that equips one with the tools to think strategically, analyze logically, and express oneself clearly.

A Forbes article titled Top in-demand skills in 2024 quotes a research study analyzing over 17 million job listings stating that 65% of highly paying job listings focus on strategic thinking followed by negotiation, persuasion, critical thinking skills, mentoring, emotional intelligence and resilience. In the Future of Job Reports 2023, the World Economic Forum stressed the fact that individuals who possess considerable soft skills are in high demand and have the benefit of earning higher incomes. Businesses value agility, curiosity, resilience, and the ability to self-reflect and adapt to life-long learning to upgrade their skills.

The National Education Policy 2020 in its attempt to move towards holistic and multidisciplinary education talks about the study of Liberal Arts as the exact kind of education that would be required in the 21st century. It is not a



surprise given that the education sector in India is estimated to reach US$ 225 billion by FY 25.

It is now well-established that Liberal Arts and Humanities in undergraduate education is going to be a student favorite. Especially because as a study it enables the students to look at contemporary problems in economic, social, psychological and historical context. It also helps one analyze how complex a particular problem is. It is this process of analysis that gives students the innate skill set to pursue liberal arts. It is this kind





of training and education that equips students with adaptability and well-roundedness, making them valuable assets in a globalized world.

Liberal Arts and Humanities at Woxsen University

The Bachelor of Arts (Hons.) Program at Woxsen University redesigns the mold of traditional education. Woxsen moves beyond a one-size-fits-all approach, encouraging students to take up this journey of self-discovery through a curated selection of specializations. Students here define their own academic path, crafting a program that reflects their unique passions and goals.

Woxsen University's BA Liberal Arts and Humanities program incorporates a contemporary curriculum with a holistic approach, fostering intellectual growth and personal fulfillment. Going beyond developing critical thinking skills, students at Woxsen are equipped with a diverse skill set through hands-on applied learning. This approach positions the University amongst the top Bachelor of Arts colleges in India.

The BA Hons Degree at the School of Liberal Arts and Humanities provides EIGHT specializations: English, Economics, Psychology, Political Science, Journalism, Business Studies, History, Sociology and Anthropology. Students can choose from THREE subjects and tailor-make their BA Hons degree as per their career goals.

Humanities Horizons 2024

In order to create a more participative approach to learning. The School of Liberal Arts organizes Humanities Horizons, a week-long extravaganza designed to illuminate the multifaceted world of the humanities and nurture well-rounded students. The event fosters curiosity, artistic expression, and critical thinking.

The event showcases student talents through captivating singing performances and a mesmerizing ramp walk featuring both traditional and contemporary attire. Economics students explored the intricate "Vocal for Local" initiatives and global markets, while Psychology enthusiasts delved into personality testing and the complexities of Dismissive theories. The event also provided a platform for students to hone their journalistic skills



while addressing a crucial topic – the treatment of LGBTQ+ individuals. The conference, informed by a screening of the relevant films igniting discussion about inclusivity and respect within the campus community.

Reminiscences

"Reminiscences" is the literary magazine of the School of Liberal Arts and Humanities, a student-run publication. This magazine aims to spotlight emerging literati and provide Gen Z with a platform to delve deep into their hearts beyond electronic devices, fostering a space where humanitarian crises diminish in the face of our technologically saturated, post-truth era. It provides a platform for students to develop their creative voice and delve into important social issues.









LitFest 2024

Woxsen University's first-ever LitFest 2024 was a fantastic opportunity for students to learn from top authors and journalists. Mr. MJ Akbar, the former Minister of State for External Affairs of India and a renowned journalist and author,



delivered an inspiring keynote address. Ms. Devika Chopra, News Editor and Anchor at NewsX, shared her expertise on the blurred lines between fake news and fiction. Ms. Shilpa Suraj, a prominent fiction writer, discussed the importance of diversity and inclusion in literature. The event featured engaging sessions and personal interactions with these esteemed guests, sparking new ideas and creativity. This festival was a great platform for students to dive deeper into the world of literature and storytelling.

Industrial Visits, Village Tours, Debate Competitions… the list goes on

There's a lot more happening at SOLH than one might think. From lively debates about political ideas to parent-teacher meetings that connect home and school, SOLH is all about encouraging critical thinking and open communication. The learnings students have here goes beyond the classroom too. BA students volunteer at village schools, gaining valuable experience and help children. These are just a few ways SOLH supports students and the community.

Students are taken to multiple industrial visits to add more value tp their learning experience. For instance, in the recent past students have visited media houses like Annapurna Studios (Films), The Hindu (Print Media), and TV5 (Broadcast Media)



with Dr. Satya Prasad. These visits aim to show students how the industry works.

Student Testimonial: Anisha Gugale

My two years at Woxsen University have been an incredible journey of growth that extended far beyond academics. Founding and leading Club Genesis allowed me to develop leadership skills, while collaborating with a diverse team on events that drew over 80 attendees. As a core member of the Orientation committee, I learned to bridge





disciplines and fostered connections with students across the university. Participating in initiatives like the "Critical Thought" panel fostered self-reflection and appreciation for different viewpoints. Professor Alison N. Kearley's "Existentialism" course sparked thought-provoking discussions, while mentors like Dr. Satya Prasad supported my endeavors. Attending "Dinner with CEO" and interacting with industry leaders opened my eyes to real-world applications. The highlight was publishing a Book Chapter in IGI Global (SCOPUS Indexed) under Dr. Anindita Majumdar's guidance, a vital step on my path to becoming an I/O Psychologist. Finally, hosting



events like "Woxsen LitFest" and "APPRISE 2024" under Chahat Mishra's guidance further honed my event management skills. I am deeply grateful to the professors, peers, and everyone I encountered at Woxsen for shaping me into the well-rounded individual I am today.

The world needs well-rounded thinkers, effective communicators, and adaptable citizens – that's exactly who Liberal Arts and Humanities graduates are. So, if you're looking for a degree that ignites your curiosity, refines your skills, and prepares you for a world of possibilities, then Liberal Arts and Humanities might be the perfect choice for you.

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B.Tech. | M.Tech. | M.Tech. (Integrated)
Computer Science & Engineering (7 Specializations)
Information Technology (3 Specializations)
Aerospace Engineering
Mechanical Engineering (5 Specializations)
Electronics & Communication Engineering (3 Specializations)
Civil Engineering (5 Specializations)

Merchant Navy Courses
B.Tech. Marine Engineering | B.Sc. Nautical Science

Bioengineering Sciences
B.Tech. | M.Tech. (2 Specializations) | M.Sc.

Food Technology
B.Tech. | M.Tech. (2 Specializations)

Broadcasting & Journalism
B.A. | M.A. - Journalism & Mass Communication

School of Indian Civil Services
B.A. I M.A. - Administration

Education & Humanities
B.Ed. | M.A. Education | B.A. (Hons.) English
M.A. English | M.A. / M.Sc. E-learning

Performing Arts & Fine Arts
BPA I MPA - Music | Dance | Instruments
BFA I MFA -Applied Arts |Fine Arts | Sculpture|Art Therapy

Institute of Design
Post Graduate Diploma - Innovation (1yr)
Automotive Sculpting Clay & Digital (2 yrs)

College of Management
MBA - HR | MM | FT | DM | IB | BA |
Logistic & Supply Chain Mgmt. | Agri- & Food Business Mgmt. | Hospital &Healthcare Mgmt. | Port & Shipping Management | Event Management | Executive
M.Tech. Construction Management
BCA | MCA -Data Science|Cloud Computing | IoT | Web Technology
BBA - General | IB | FT | DM | BA | Event Management
Real Estate & UI | Finance and Accountancy
ACCA UK accreditation | Data Sciene
BBA-Global | B.Com. (Hons.)

M.Sc. -Computer Science| Chemistry | Applied Statistics
Industrial Mathemathics with Computer Applications

Vedic Sciences
B.Sc. - Hons. Psychology| M.Sc. - Clinical Psychology
M.Sc. - Vedic Science| M.A. - Sanskrit

Film & Television - B.Sc. I M.Sc.
Film Making | Cinematography | Sound Recording & Design
Direction & Screenplay Writing | Visual Effects and Motion Graphics| Drama -B.A. - Dramatic Arts

Architecture
B.Arch. | M.Plan | M.Arch. (With Specializations)

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UNIVERSITY

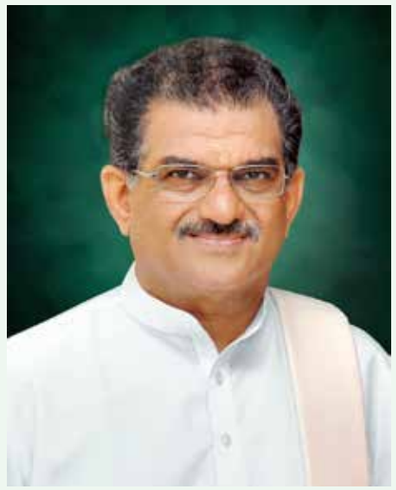
6th Floor, Manjushree Building, SDM College of Medical Sciences & Hospital Campus, Sattur, Dharwad - 580 009, Karnataka, India
Tel.: +91 836 2477777, 2321000 & 7187000
Email: sdmuo@sdmuniversity.edu.in / registrar@sdmuniversity.edu.in
Web: sdmuniversity.edu.in



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 Shri Dharmasthala Manjunatheshwara University Act 2018 and this University has been sponsored by Shri Dharmasthala Manjunatheshwara Educational Society (SDM Educational Society), Ujire, Dakshina Kannada District, Karnataka State.

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

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



Poojya Shri D. Veerendra Heggade, Hon'ble Chancellor :
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. By starting this Centre of Excellence, the Chancellor would like to become an effective partner in Nation building. Poojya Shri Heggade is the multi-dimensional individual, social reformer, educationist, philosopher and philanthropist. He has contributed over 5 decades in the field of Religion, Education, Social Service, Economic and Cultural development.

The Chancellor has been given the position of Rajya Sabha Member by the Government of India recognizing his significant contribution in the field of Social Service and Rural Development. The Chancellor is involved in the Rural Development in a big way through Shree Kshethra Dharmasthala Rural Development Program (SKDRDP) which has now attracted Nation wide.

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



Dr. Niranjan Kumar, Vice Chancellor: An eminent Plastic Surgeon by profession is leading Shri Dharmasthala Manjunatheshwara University, Dharwad as its founding Vice Chancellor. Dr. Niranjan Kumar is also the Medical Director of SDM Medical College & Hospital, Director of SDM Craniofacial Surgery & Research Centre. Under his able leadership, SDM University and its Constituent Institutions are growing at rapid pace. The University and its Constituent Institutions has secured top ranks in the Country among the private sector Universities and Institutions.

SDM University provides a conducive environment for study by providing the state-of-the-art facilities like Library, Auditorium, Laboratories, high-end Equipments, Museums, Lecture Halls, Hostels & hygienic Mess, Indoor and Outdoor Sports & Multi gym facilities, Swimming Pool etc. The University has highly qualified, experienced and committed teaching faculty. SDM University provides paperless examination to its students from inception of the University.

SDM College of Medical Sciences & Hospital is backed by 1250 bedded Hospital including super speciality and Craniofacial Surgery Unit at an affordable cost. SDM University campus is ragging free from the inception of its Institutions.

CONSTITUENT INSTITUTIONS OF SDM UNIVERSITY

- SDM College of Medical Sciences & Hospital
- SDM College of Physiotherapy
- SDM Research Institute for Biomedical Sciences
- SDM College of Dental Sciences & Hospital
- SDM Institute of Nursing Sciences
- SDM College of Pharmaceutical Sciences



SDM College of Medical Sciences & Hospital



SDM College of Dental Sciences & Hospital



SDM College of Physiotherapy &
SDM Institute of Nursing Sciences



SDM Research Institute for Biomedical Sciences

SDM College of Medical Sciences & Hospital, Sattur, Dharwad



SDM Medical College was established in 2003 under the leadership of the great Visionary Leader Poojya Shri D. Veerendra Heggade, the Hon'ble Chancellor of SDM University who wished to start a Centre of Excellence in Medical Education and Healthcare for the people of North Karnataka Region.

All excellent facilities of SDM Medical College are spread over in 70 acres of lush green land with unique architectural buildings. Spacious location away from the noise of buzzing cities, pollution free environment and comfortable natural ambient temperature range of this part of Karnataka State can be an ideal dream of many parents from various locations of India and Abroad.

Medical College offers MBBS (Undergraduate Degree) and MD & MS (Postgraduate Degrees) in 22 Specialties in Pre-Clinical, Para Clinical and Clinical subjects. These courses are recognized by the National Medical Commission, New Delhi. The College offers Ph.D. Fellowship programs, Diploma, B.Sc. in Medical Allied Sciences and Certificate Courses. Medical College also offers M.Ch. & DM Courses.

SDM Hospital has total 1250 beds comprising multi and super specialty services with 1500 OPD patients daily. SDM Hospital has stood as epitomes of excellent patient care providing affordable healthcare services to the public with most modern hospitals, ultra-modern diagnostic laboratories, Imaging department with MRI, CT, Ultrasonography and conventional Radiology services augmented with Digital services. The Hospital also provides Healthcare services through its Poly Clinics & Satellite Hospitals and a unique program called SDM Arogya Samvada - Phone-in program in Association with All India Radio for the last 18 years.



The central diagnostic laboratory of the hospital is connected with Pneumatic Tube System to all wards for the faster transport of samples and processing. The uniqueness about the institution is that it practices the best standards in teaching, which ultimately make students better healthcare professionals. The students are monitored throughout their course. The institution also provides affordable healthcare service to the community. The Medical College campus has a beautiful landscape which creates a good environment for learning.

Medical College has experienced and well-trained doctors in all specialties. They have been recognized for their achievement both National and Internationally working with other society and Universities for the betterment of Medical Education. Dr. Rathnamala M. Desai, Principal & Professor, Department of Obstetrics & Gynaecology is also the National President of Family Planning Association of India (2024-2026).

Collaborations & Partnerships: SDM Medical College has collaborated with various Central and State Government organizations for curriculum development, research and skill development programs. Various funded research and field activities are also carried out in various departments.



The Medical College is having collaboration with Karnataka University and Karnataka Institute for DNA Research (KIDNAR), Dharwad for Academic, Research & Development and Research Extension activities in Genetic Analysis. SDM Medical College is a partner institution of ECFMG's GEMx (Global Education through Medical Exchange). This gives an exposure at the global level whereby students from all over the world may opt to do elective clerkships in our institution. Our students will also get the reciprocal opportunity to pursue similar clerkships at the end of their internships.

SDM College of Dental Sciences & Hospital, Sattur, Dharwad



SDM College of Dental Sciences & Hospital, Sattur, Dharwad was founded in 1986 with a mission to improve oral health of the local population. Since its inception, the institute has moved from strength-to-strength from humble beginning to a state-of-the-art hospital and teaching facility today.

The Hospital & Institute have been successfully serving the community with relevant mission and visions. The Vision of the Institution is Learner centered education, patient centered service and community oriented research of excellence.



The Mission of the SDM Dental College

- Contribute professionally competent general and speciality personnel to meet the regional, national and global oral healthcare needs.
- Foster strong community relationships through research, services and linkages.
- Provide efficient, effective and community acceptable system that excels in education and service.
- Inculcate values in learners to be socially and professionally acceptable

SDM Dental College is unique in many ways. One of the most highlighted facts is that it was the only dental college to start without an associate Medical College. The college & hospital has been functioning in the present campus since 1990 and has carved it niche as one of the best Dental Colleges beyond leaps and bounds, boasting in a 27 acres campus and is a landmark on the Hubli-Dharwad highway.

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

SDM College of Physiotherapy, Sattur, Dharwad



SDM College of Physiotherapy was established in the year 1996, Sattur, Dharwad. Outpatient Department was established in September 1997. Later the College & outpatient departments had shifted to SDM College of Medical Sciences & Hospital Campus in 2003. We are very proud that SDM College of Physiotherapy has completed glorious 28 years by giving excellent professionals and patient care to the society.

The College is now affiliated to Shri Dharmasthala Manjunatheshwara University. The College has well qualified & experienced faculty with different specialties to provide knowledge and skills to the students. Spacious Lecture Halls, well furnished audio visual aids and the library has up-to-date books, journals and catalogues followed by internet facilities.

Facilities : The SDM Physiotherapy Outpatient Department is separate wing with latest Physiotherapy modalities and excellent clinical facilities housed in 850 bedded SDM Hospital and 400 bedded SDM Specialty Hospitals. This OPD not only caters the needs of the patients, but also creates an ideal environment for clinical studies for our students.



The College provides Hostel facilities with hygienic Mess within the campus. In addition to these facilities, the campus has well equipped gym, tennis court, swimming pool, indoor sports and playground. A 1200 capacity auditorium is also located in the campus for convocation, annual days, cultural activities, conferences and such other major programs. Regular Peripheral Posting for Students at Old Age Homes & Special Schools and Public Health Physiotherapy camps are being regularly held in and around Hubli – Dharwad .

SDM Institute of Nursing Sciences, Sattur, Dharwad



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

In the rapidly changing education scenario and healthcare delivery system, development in information and communication technology, the nursing education has become more dynamic than ever before. Institute believes that Nursing education we impart should develop imagination of the student. The imagination is where new ideas are created progress becomes possible and becomes more important than knowledge. Because knowledge is what we already know, whereas the imagination is what moves the individuals forward which needs innovation.



True to our mission, excellence and quality being our motto, it has been the constant endeavour to train competent, compassionate and caring Nursing Personnel empowered to be socially conscious, morally upright and emotionally balanced.

Nursing professionals are committed in providing technical resources in pursuit of academic success for our students. We have achieve this goal by working in partnership with Medical College & Hospital. Nursing Services to implement innovative ideas in the care of patients that create richer teaching and learning experience. We also provide professional development opportunities by effectively integrating innovative educational technologies into teaching practices and work collaboratively in meeting the need of faculty and students.

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

The institute was established in 2019 with specialized research facilities - well equipped basic research laboratory, pharmaceutical grade clean room and highly qualified & experienced faculty to unravel the mysteries of various unmet medical needs particularly, non-communicable diseases through innovative thinking, creative problem solving and cutting edge technologies. The institute is intending to conduct research in the advanced and emerging areas of modern science with innovation and initiative for indigenous technology & product development for the betterment of mankind.

Available Facilities :

- Highly qualified and experienced teaching and research faculty
- Basic research laboratories (Cell Culture, Molecular Biology, Proteomics, Immunology, Microbiology & Bioinformatics facilities)
- Pharmaceutical grade clean room facility
- Hostel and Mess facility (Boys and Girls) and Sports facility (outdoor and indoor) & Swimming Pool
- Central and Institutional Library & allied facilities (Internet connectivity, Electronic Journals etc.)



ADMISSIONS OPEN

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

MBBS and MD / MS (22 Specialities):
Admission through KEA Counseling after NEET qualifying.

Super Speciality Courses:

- DM in Nephrology
- M.Ch. in Plastic & Reconstructive Surgery
- M.Ch. in Paediatrics Surgery

Ph.D. Program, Fellowship & Certificate Courses

Allied Health Science Courses:

- B.Sc. Emergency & Trauma Care Technology
- B.Sc. Medical Imaging Technology
- B.Sc. Medical Lab Technology
- B.Sc. Anaesthesia Technology
- B.Sc. Medical Records Technology
- B.Sc. Respiratory Therapy
- B.Sc. Optometry
- B.Sc. OT Technology
- B.Sc. Renal Dialysis

Bachelor of Audiology and Speech Language Pathology

Duration: 3 years & 1 year Internship
Eligibility: 10+2 Science Stream with 45% aggregate in PCB

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

BDS and MDS (9 Specialities):
Admission through KEA Counseling after NEET qualifying.

Ph.D. Program, Fellowship & Certificate Courses

SDM Research Institute for Biomedical Sciences, Dharwad

M.Sc. in Biomedical Science
Duration: 2 years
Eligibility: 3 years Bachelor Degree in Science / Engineering streams
Ph.D. Program

SDM College of Pharmaceutical Sciences, Dharwad (Recognized by PCI, New Delhi)

B. Pharm
Duration: 4 years
Eligibility: 10+2 Science Stream with 50% aggregate in PCB/PCM/PCMB

COURSES OFFERED

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

BPT (Bachelor of Physiotherapy)
Duration: 4 years & 6 months Internship
Eligibility: 10+2 Science Stream with 45% aggregate in PCB

MPT (Masters of Physiotherapy)

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

Duration: 2 years
Eligibility: BPT with 50% aggregate
Ph.D. Program

SDM Institute of Nursing Sciences Dharwad (Recognized by INC, New Delhi)

Bachelor of Nursing (Basic B.Sc. Nursing)
Duration: 4 years
Eligibility: 10+2 Science Stream with 45% in PCB

Master of Nursing (M.Sc Nursing)

- M.Sc. (N) in Obstetrics and Gynaecological Nursing
- M.Sc. (N) in Medical and Surgical Nursing
- M.Sc. (N) in Child Health Nursing (Paediatrics)
- M.Sc. (N) in Psychiatry Nursing
- M.Sc. (N) in Community Health Nursing

Duration: 2 years
Eligibility: Must have passed B.Sc (N) or Post Basic B.Sc. (N) with 55% aggregate with 1 year Experience.

Diploma in General Nursing and Midwifery (DGNM)
Duration: 3 years
Eligibility: 10+2 (Science) PCBE with aggregate 40% 10+2 in Arts & Commerce with aggregate 40%

General Duty Healthcare Assistant (GDHA)
Duration: 1 year
Eligibility: SSLC
Ph.D. Program

Scan for more details

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

Contact : +91 76762 50920/76187 92456 | Email : admissions@sdmuniversity.edu.in | Website : www.sdmuniversity.edu.in

JSS SCIENCE AND TECHNOLOGY UNIVERSITY

(ESTABLISHED UNDER JSS SCIENCE AND TECHNOLOGY UNIVERSITY ACT NO. 43 OF 2013)



JSS Science and Technology University (JSS STU), established in 2016 in Mysuru, Karnataka, stands as a pivotal institution within the esteemed JSS Mahavidyapeetha, a renowned educational foundation in India. Rooted in the illustrious legacy of Sri Jayachamarajendra College of Engineering (SJCE), now a constituent college of JSS STU, this iconic institution spans 102 acres. JSS STU is steadfast in its commitment to delivering education in Science, Technology, Engineering and Management, offering a wide array of research opportunities. With state-of-the-art facilities and a focus on Sustainable Development Goals (SDGs), JSS STU actively engages in national and international outreach programs, enhancing its global presence and fostering diverse collaborations. Its robust placement cell ensures graduates secure positions in leading organizations, reflecting its dedication to academic excellence and societal contribution.

Why Opt for JSS Science and Technology University (JSS STU)?

JSS STU offers a compelling blend of tradition and innovation that meets the evolving demands of modern industry.

Academic Relevance and Industry Integration

JSS STU's curriculum is meticulously designed to align with industry requirements, ensuring students are well-prepared for the



professional world. The university emphasizes practical engagement through project work, internships and field trips, providing students with real-world experience that is crucial in today's competitive job market. Additionally, students receive assistance and guidance to participate in conferences and support for publishing research papers, enhancing their academic and professional profiles.

State-of-the-Art Facilities and a Vibrant Learning Environment

The university's sprawling 102-acre green campus is equipped with state-of-the-art facilities that create an optimal learning environment. A multi-disciplinary approach encourages a holistic education, while the vibrant campus life fosters a dynamic and engaging atmosphere. The university's commitment to a choice-based credit system allows students to tailor their education to their interests and career goals.

Global Collaborations and Outcome-Based Education

JSS STU actively engages in national and international outreach, collaborating with partner universities abroad. This global perspective enriches the academic experience and opens up opportunities for student mobility programs. The university's focus on outcome-based education ensures that students achieve specific academic and professional milestones, preparing them for successful careers.





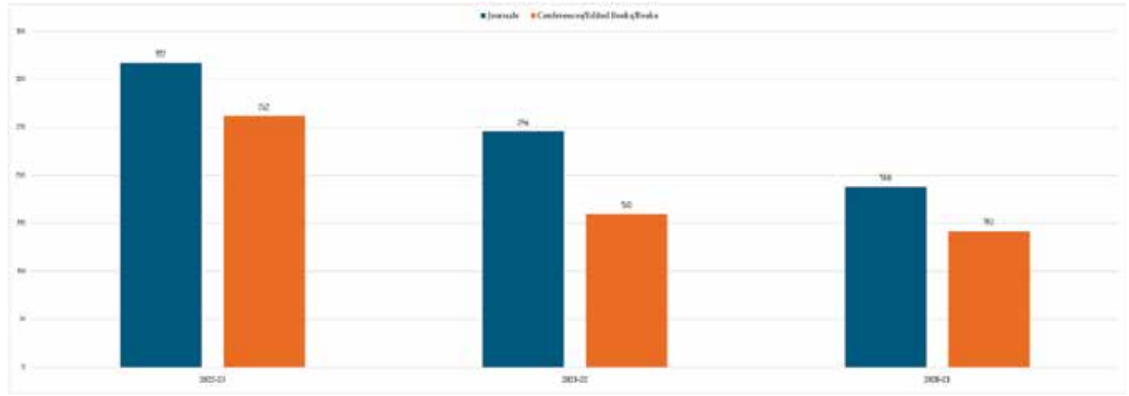
Industry-Oriented Research and Entrepreneurship Promotion

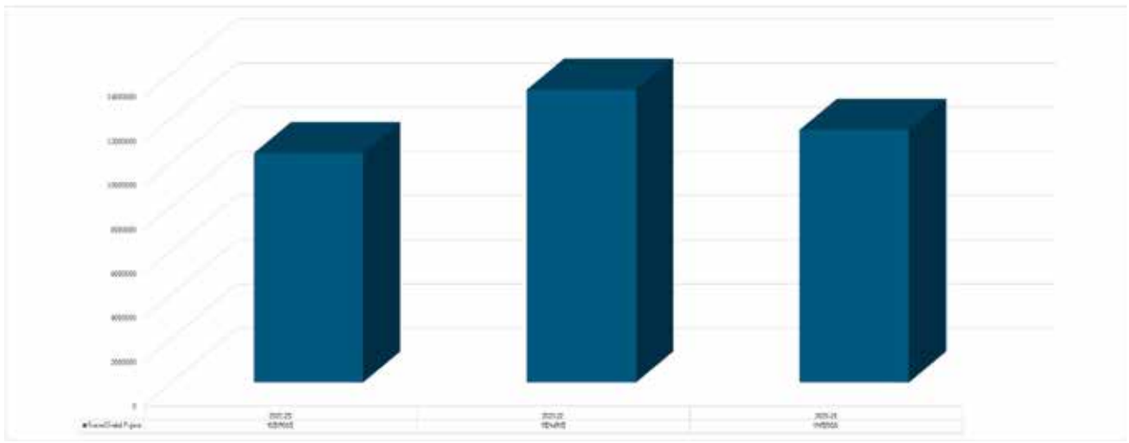
JSS STU places a strong emphasis on industry-oriented research, aligning its initiatives with real-world challenges and opportunities. The Science and Technology Entrepreneurship Park (STEP) promotes innovation in the ICT domains, nurturing technocrat entrepreneurs by providing them with the necessary managerial and technological inputs. This commitment to fostering entrepreneurship is further supported by comprehensive soft skills training.

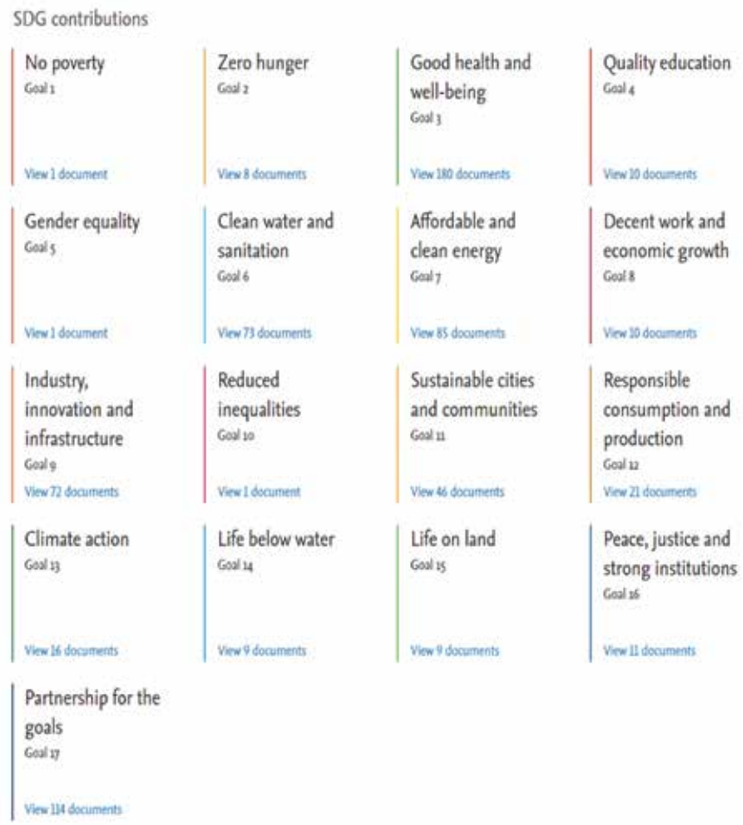


Research

Research is at the heart of our academic ethos. Our faculty and students engage in cutting-edge research across various disciplines, addressing key challenges and pushing the boundaries of knowledge. From fundamental research to applied projects with real-world impact, our research endeavors at JSS STU contribute to advancements in science, technology, engineering and management, further enhancing our students' learning experiences and preparing them to tackle the complex challenges of the future. Over 75% of the Journal articles have been published in the Q1 and Q2 categories indicating the quality of the research outcomes and more than 32% of the documents have contributed towards the Sustainable Development Goals (SDG).







Comprehensive Pre-Placement Training

Recognizing the importance of career readiness, JSS STU offers comprehensive pre-placement training. Programs are tailored to impart essential business and decision-making knowledge, while special lectures, workshops, seminars, faculty development programs (FDP) and conferences conducted by industry experts provide students with insights into current industry practices and trends.

Robust Placement Support

With a robust placement cell, JSS STU ensures that its graduates are highly sought after by leading organizations. The university's placement record speaks volumes, with over 400 companies recruiting from the campus and offering packages that exceed Rs. 50 LPA. This strong placement support underscores the university's dedication to securing successful career outcomes for its students.

Additional Opportunities and Dynamic Faculty

Beyond academics, JSS STU encourages students to engage in technical and extra-curricular activities through various student clubs. The JSS Multimedia Resource Centre creates a digital information platform for all stakeholders, while the research and innovation council promotes cutting-edge research. The university also provides ample opportunities for students to flourish in sports and games, contributing to their overall development. With a dynamic faculty of over 275 members and a strong alumni network of more than 25,000,







JSS STU offers a comprehensive and enriching educational experience.

JSS Science and Technology University (JSS STU) stands as a beacon of academic excellence, offering a diverse range of undergraduate and postgraduate programs spanning Science, Management Studies, Engineering and Technology. With 14 undergraduate programs, 31 postgraduate programs and numerous Ph.D. offerings, JSS STU provides a comprehensive educational experience supplemented by skill development certificate programs. The university's commitment to holistic student development is reflected in its curriculum enrichment initiatives, which include collaborative projects, practical experiences, workshops, hackathons, conferences and research activities.

Accreditations and Rankings

JSS STU's academic excellence is underscored by its accreditations and rankings, including NBA, AICTE, GoK, UGC and QS-I Gauge - Diamond. The university consistently ranks among the top engineering institutes nationally, reflecting its commitment to quality education, research and innovation. With a strong emphasis on academic excellence, industry relevance and global collaboration, JSS STU continues to empower students to thrive in a rapidly changing world, making meaningful contributions to society and industry alike.

Highlights

- State-of-the-art facilities
- Spectacular 102 acres green campus
- Internship, Training and Placement support
- Industry-oriented Research
- Soft Skills training
- Student clubs to encourage students to engage in technical and extracurricular activities.
- JSS Multimedia Resource Centre to create a Digital Information Platform for all the stakeholders.
- Research and innovation council
- Space and opportunities for students to flourish in sports and games.
- 275+ Dynamic faculty
- 25,000+ Alumni strength
- Robust Placement

Placement and Training

- Employment-Embedded-Education: evident through industry-oriented internship, project and recruitment.
- Over 300 companies visit JSS STU campus annually for recruitment.
- More than 90% of the eligible students get employed every year.
- The average pay package is Rs. 12.0 lakhs per annum.
- Maximum package of Rs 53 lakhs per annum offered this year.



Placements-Major Recruiters

Mercedes-Benz, amazon, Continental, aryaka, ZEE, VOLVO, TATA ELXSI, Reliance Industries Limited, kirloskar Ferrous, BECKMAN COULTER, WERNER, redBus.in, Deloitte., LARSEN & TOUBRO, zscaler, KOCH, vmware, Collins Aerospace, aurigo, SAP, Mentor Graphics, AXIS BANK, KEYENCE, TE connectivity, DAIMLER TRUCK Innovation Center India, KILE TECH, FEDERAL BANK, KANTAR, JSW, VISA, CLUMIO, INTEVA PRODUCTS, TVS, amagi, ALSTOM, NOKIA, kyndryl, Schneider Electric, CONTENTSTACK, TheMathCompany, paloalto NETWORKS

Ranking and Accreditation



UGC University Grants Commission, Government of Karnataka, AICTE, nirf National Institutional Ranking Framework, NBA National Board of Accreditation, QS I-GAUGE Diamond, IIRF, ARIIA

Karnataka State Higher Education Council
Government of Karnataka

International Collaborations

SIU Southern Illinois University Carbondale, Malaysia University of Science and Technology, AIWC Australia India Water Centre, ESPAR Consulting, Zenken, ETU "LETI", HOLOSUIT, A.P.U Asia Pacific University

01 CONSTITUENT COLLEGE
15 DEPARTMENTS
03 STREAMS

2K+ PUBLICATIONS

500+ FACULTY / STAFF

6K+ STUDENTS

250+ RESEARCHERS

145 COURSES

JSS SCIENCE AND TECHNOLOGY UNIVERSITY
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Website: www.jssstuniv.in

MIT-ADT UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

"Innovation for Sustainability"



MIT Art, Design & Technology University, a Leap towards world class education is established by the renowned MIT Group of Institutions. It is UGC recognized multi disciplinary University located on the 125 acres of campus at Rajbaug, Loni Kalbhor, which was previously owned by late legendry actor of Indian Hindi Cinema Raj Kapoor. The University Campus is an embodiment of peace, serenity and tranquility aesthetically erected on the banks of Mula-Mutha river with its architecture ideation inspired from matrix of Saptrarishi, Saptarang and Saptaswar. The magnificent world class. state-of-the-art infrastructure with modern amenities with fully residential campus facility leads MIT ADT University to be one of the premium campus. Recently the campus has been awarded with 'Best Campus Award', 2017 by ASSOCHAM. MIT ADT University is a multi disciplinary University which offers programs at under graduate, post graduate and doctorate level in Fine Art Design, Engineering branches in Information Technology, Computer Science Engineering, Mechanical, Civil, Aerospace, Management, Marine Engineering, Bioscience Engineering, Food Technology, Film & Television as well as Broadcasting and Journalism in education as well. Most of the program designed in such way that they satisfying the current need of specific Industry.

With a vision of Holistic Development, University has designed compulsory core credits to foster the complete campus transformation of the students as winning personalities or a corporate leader, social transformer , nation builder. University level Mega Gala Events, Persona Fest & Vishwanath Sports Meet are known nationwide.

World Class Infrastructure

The Entire Campus offers more than 3500+ accommodation to the students. In 2017 very first year of Establishment the campus was awarded 'Best University Campus 2017' by the Associated Chambers of Commerce India (ASSOCHAM). In the 2018 the said University has been awarded as a Best Private State University 2018 by Better India Education Excellence award. The Marine Engineering institute of the University is Top 5 Ranked Marine Institute allover India.



DR. SUNITA M. KARAD
EXECUTIVE DIRECTOR,
MITCOM, MITADT UNIVERSITY

Startup & Innovation Ecosystem

Govt. Of India Funded AIC center has received more than 13 CR Grant at the University. With More than 51 + Mentors appointed to monitor the Entire Start-up and Innovation Projects and idea. It is spread over the area of 50,000 Square Feet, More than 16 + Academic partners, with 50 Plus research Laboratories. In the year of 3 to 4 years' time span More than 56 + Startups are supported with 3.8 CR external Funding, 30CR+ Revenue is generated and more than 150+ Employment is given.

Interactive Learning

Center of Research and Innovation for Young Aspirant (CRIYA) to develop the University level Ecosystem for the Research and Innovation, startup, and Entrepreneurship practices. Atal Mission of Innovation has Funded MIT -AIC center with more than 10 CR grant. The center is spread over 50,000 Square Feet and benefits the students to innovate and develop the research culture.

NEP 2020

Holistic Approach of education and the Multidisciplinary education is Introduced since the inception of the University.

University Initiatives

- Vishwanath Sports Meet every year to participate in various games and nurture the sport talent.
- Persona Fest, which is the Techno Cultural Festival, in which more than 100+ Events are organized which includes 15000+ student participation from 100 plus universities and Institutions.
- Innovative Technology Trends - ADTMEAVEMFT Represents the Opportunity to publish the research work and Ensures that the more and more researchers will come together and show case their research potential.

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Highlights

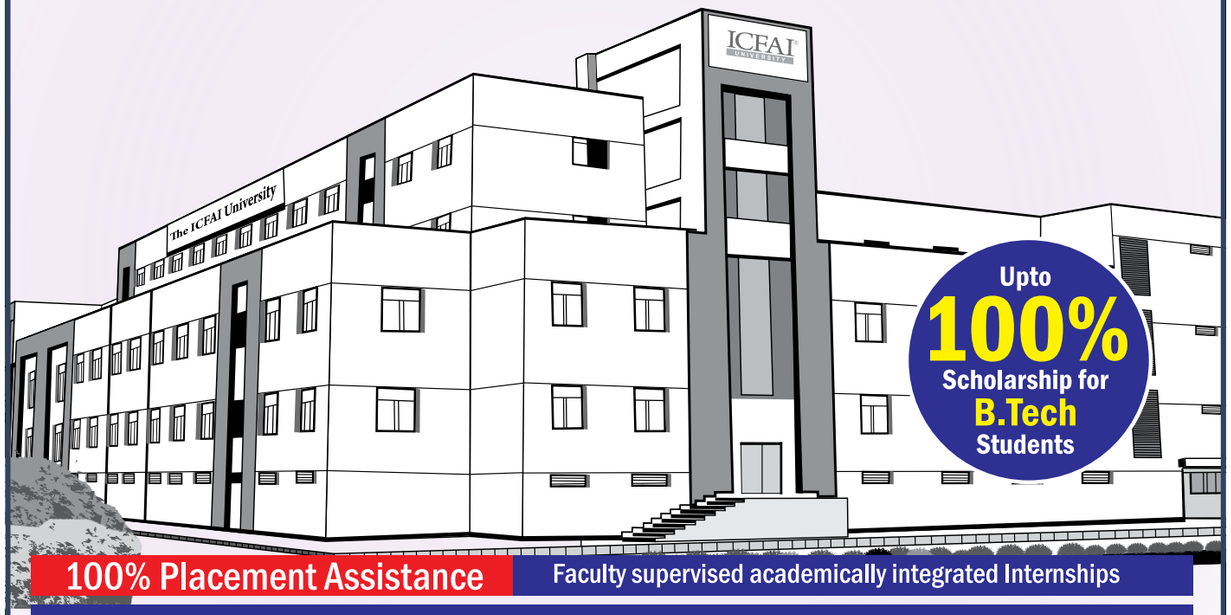
1. Atal Incubation Center (MIT-AIC) Centre for Research, Innovation & Entrepreneurship for Young Aspirants (CRiEYA)
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BBA (Professional | Logistics)
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MCA | MBA
M.Com (Professional)
B.Pharmacy | B.Pharmacy (LE)
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firm, Foster & Partners, the COE holds the prestigious Platinum LEED certification, a mark of its adherence to environmentally sustainable practices endorsed by the US Green Building Council.

At DYPU, our infrastructure rivals that of international universities, boasting state-of-the-art facilities, ICT-enabled classrooms, and fully equipped laboratories. Spread across a sprawling 72-acre eco-friendly campus, DYPU encompasses academic and administrative blocks, an international sports complex, hospitals, auditoriums, guest houses, and hostels, ensuring a holistic learning experience for our students.

With a diverse array of 155 programs spanning Health and Allied Sciences, Business Management, Engineering, Law, Pharmaceutical Sciences, Architecture, Biotechnology and Bioinformatics, Hospitality & Tourism studies, Languages, and Public Health, DYPU caters to a wide spectrum of educational pursuits, all duly recognized by their respective central councils.

Underlining our commitment to excellence, DYPU has been accredited with the highest grade 'A++' by NAAC and consistently ranked among the top 100 universities by NIRF. Our hospitals and laboratories hold NABH and NABL accreditations, further attesting to our commitment to quality and innovation. Additionally, DYPU is ISO certified, reflecting our adherence to international standards of excellence.

We pride ourselves on fostering a work culture rooted in ethics, inclusivity, and gender equity, ensuring equal opportunities for all individuals irrespective of gender, race, or caste. Research and innovation form the bedrock of our institution, with a dedicated focus on cultivating a culture of research and innovation among students and faculty.

Looking ahead, DYPU remains committed to offering futuristic interdisciplinary programs that empower students to become entrepreneurs and gainful contributors to society. Through holistic development initiatives, we aim to nurture responsible global citizens who contribute to the creation of a healthier, technologically advanced, and sustainable community.







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/ 54 :

For $\alpha < \beta$, *if* $\alpha, \beta \in N$, *are two roots of the equation* :

$$\left(\frac{\sqrt[11]{y^2\left(y^2-25\right)+\frac{589680}{2047}}}{y^2\left(y^2-25\right)+\frac{294912}{2047}}\right)+\left(\frac{\sqrt[11]{y^2\left(y^2-25\right)+\frac{589680}{2047}}}{144}\right)$$

$$=\left(\frac{256}{9}\right)\sqrt[11]{y^2\left(y^2-25\right)+\frac{294912}{2047}}\ ;$$

where,

$$\frac{309}{\alpha u+\beta v}+\frac{107}{\alpha u-\beta v}=-104\ ,\ and\ ,\ \frac{206}{\alpha u+\beta v}-\frac{49}{\alpha u-\beta v}=51\ ;$$

then,

$$\frac{221u^2-178uv+221v^2}{uv}=?$$

... must practise from

MENTAL MATHS
Work Book of Algebra
Volume - 0001A
for
Speed and accuracy

If $x^2+y^2=\alpha$ *and* $xy=\beta$, *then find the value of* : $x^{16}+y^{16}$, $x^{15}+y^{15}$, *and*, $x^{12}+y^{12}$ *in terms of* α *and* β *in the simplest form.*

...a part of Ganitanand-Facts
http://www.ganitmath.in/Books.aspx

CMT-2020/ 55:

If $\frac{x^2}{y\sqrt{11}+z\sqrt{13}}=\frac{y^2}{z\sqrt{13}+x\sqrt{7}}=\frac{z^2}{x\sqrt{7}+y\sqrt{11}}=51$

then ,

$$\frac{\sqrt{7}}{x+51\sqrt{7}}+\frac{\sqrt{11}}{y+51\sqrt{11}}+\frac{\sqrt{13}}{z+51\sqrt{13}}=?$$

ANSWERS : CMT-2020/52: 1 ; CMT-2020/53: 48

Answers will be published in the next issue . You can ask any queries and send your solution to
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- Best Industry Linked Emerging Engineering Institute — By 10th AICTE-CII Award 2021
- 4 Star IIC Rating — By MoE's Innovation, GoI 2022-23
- A Grade with Gold Band — in OBE Ranking 2023
- Cleanest Higher Education Institute — Under Residential Campus Category by MHRD, 20219
- 1st in Chhattisgarh, 23rd in india, 496th in the world — UI Greenmetric World University Ranking 2023

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