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Vol. IX Issue 04

May-June, 2021

RNI No. DELENG/2012/45970

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SKILLS AND THE ENTREPRENEURIAL MINDSET

Education may not always assure employment but your skills do. Dr Niharika Vohra, the Vice Chancellor of DSEU or Delhi Skill and Entrepreneurship University expresses this fact well on the university website when she writes that “the human hand with its long dexterous fingers and opposable thumb gives it flexibility, ability to feel and communicate. The human hand is linked to the discovery of stone tools 2.6 million years ago. The stone tools made by the hand made it possible for humans to survive. The use of hands are linked inextricably to the development of the mind.” The industry agrees and so do the basic tenets of the NEP that is already being implemented in most of our educational institutions today.

Skill is obviously a double-edged sword – and can be both an asset as well as a liability. This just means that we are not talking about the kind of skills that fiscal bunglers and burglars of all hues apply with dexterity. We all know of the hundreds of people cashing in on the pandemic-inspired spurt for online workshops and courses and there are plenty of these where the only skill apparent is that of someone making sure that millions of skill-starved people pay up to get nothing but a cliched set of instructions. Then there are those skilled scammers who earn money by luring people to publish their sub-standard articles pretending to be research insights. There are others selling worthless awards or a chance to promote and sell ideas that have no relevance to anyone. One needs just a devious mind and not skills to do such things. Learning skills is way above all this and, once applied, has the ability to influence positive changes.

The other facet that higher education is turning towards is the development of an entrepreneurial mindset. A report by Forbes defines this as inclusive of those professionals who are managing their own businesses being happier than those who are employed. The report talks about work-life balance and a productive channeling of creativity to build something is the antidote to the stress of working for a living.

This leaning towards skills and the entrepreneurial mindset is being adopted by a lot of educational bodies throughout the country and this is certainly a good omen. It is time for students to start choosing a vocation for life because this is what is going to sustain them for a long time. In every branch of study whether it is cosmetology or mental health, engineering or humanities, the focus should be on developing abilities that help a student understand the entire market scenario and the way new areas can be identified and stepped into. Lets call this entrepreneurial breakthrough. It is an intuitive understanding of the way things work and the way students can adapt themselves to skillfully approach and capture ideas that will work is what defines both employability as well their entrepreneurial future.

Hoping that the spirit with which skill development and an entrepreneurial mindset is being endorsed, takes the country into a new era of mature professionals.


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- Ranked 13th in the Private University (Premier Category)- Indian Institutional Ranking Framework (IIRF) 2020-21.
- Ranked 34th among Top 50 - World's Universities with Real Impact (WURI) Rankings 2021 under Industrial Application.
- Ranked 45th among Top Universities in India and only University in Uttarakhand- Times Higher Education World University Ranking 2021.

ICFAI Business School

- Ranked 1st in Uttarakhand, 17th in North India and 35th in All India level among the Best B-Schools -IIRF 2020-21

- Ranked 1st in Uttarakhand and 17th in all over India among the Top B-Schools of Eminence - Competition Success Review-GHRDC B-School Survey 2020.
- Ranked 17th in A++ Category in All India and 7th in North Zone- Silicon India B-School Rankings, 2021.

ICFAITech School

- Ranked 1st among Top Engineering Colleges of Uttarakhand and 22nd among Top Engineering Colleges of Eminence - Competition Success Review -GHRDC -Engineering Rankings 2021.
- Ranked 4th in North India region and 13th in all India level- Silicon India 2020.
- Ranked 'AAA' among Private & Public Universities in Uttarakhand, India's Best Engineering Colleges- Careers 360, 2020.
- Ranked 'AAAA+' among Top Pvt. Engineering Institutes of Uttarakhand- Digital Learning 2020.

ICFAI Law School

- Awarded Himalayan State Educational Excellence Award-2020 for "The Best Law School of the Year" on January, 2021 at Dehradun International Science & Technology Festival - 3rd Himalayan State Educator's Summit.
- Ranked 1st among Top Law Schools in Uttarakhand (Govt. & Pvt. Law Schools)- Competition Success Review-GHRDC Survey 2021.
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SAT SUKRIT MEDIA PVT. LTD.

Registered Office

Flat No. 103, UGF, Plot No. G-84, Sector-7,
Dwarka, New Delhi-110077 Phone: 011-25086952

Editorial & Marketing Office

B-212, 2nd Floor, Ansal Chambers-1 (Above SBI Bank)
Bhikaji Cama Place, New Delhi-110066.
Phone: 011-45604578

Advertisement / Circulation / Subscription Enquiries
B-212, 2nd Floor, Ansal Chambers-1 (Above SBI Bank)
Bhikaji Cama Place, New Delhi-110066.
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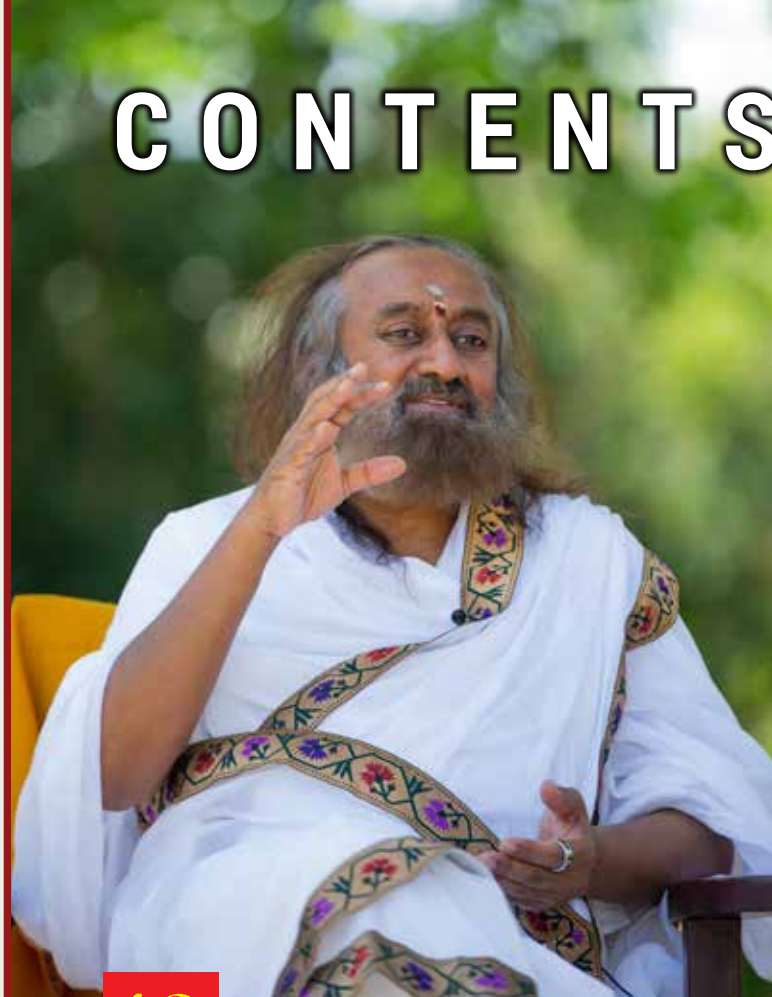
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Printed and Published by Shiv Shankar Sharma
on behalf of SAT SUKRIT MEDIA PVT. LTD.
Printed at All Time Offset Printers, F-406, Sector-63,
Noida-201301 and published from Flat No. 103, UGF,
Plot No. G-84, Sector-7, Dwarka, New Delhi-110077

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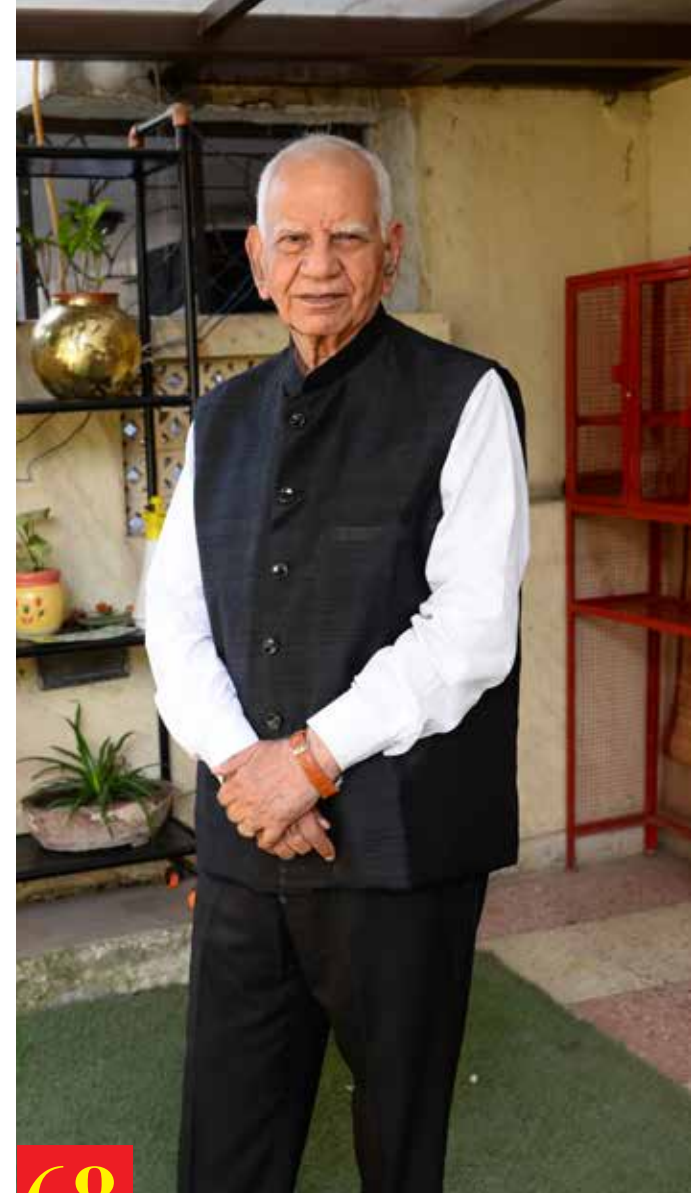
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THE ART OF COMPOSING A SYMPHONY WITH A SINGLE SMILE

Arvind Passey,
Editor, The Education Post
in conversation with
Gurudev Sri Sri Ravi Shankar,
an Indian Spiritual Leader and
Founder, The Art of Living Foundation



A smile is far more complex than just the activation of a dozen or so muscles. It is propelled by wisdom, the ability to communicate, the will to inspire others, a trust that is shared, and a divine confidence to convince others of the truth that one has realized. This was the first thought that entered my being as I sat facing Gurudev Sri Sri Ravi Shankar during the preliminary introduction minutes before our conversation began. To be in his presence was just as calming as the entire ambience of his sprawling ashram campus a few miles outside Bengaluru.

To learn and to let others learn the art of living reflected in every word that Gurudev uttered. Yes, it is easy for others to read between the lines and interpret everything according to their own sensibilities but even a short glance at the way his efforts have transformed lives will be enough to understand the way our conversation went. If being in his presence is an education, then this is exactly what his foundation has achieved over the years because “there is no better service than helping someone uplift their state of mind”.

The success story of the Art of Living foundation doesn't end with having touched 450 million lives from 156 countries in nearly 40 years in ways that go beyond wellness programs and includes initiatives that educate and enlighten. Finding sustainable happiness by being introduced to bhakti and yog sutras among other things is just the core of the way educating young minds can be initiated towards world peace. We had gone around the educational institutes run by the foundation in the city and within the campus and it was easy to understand that everything from water conservation to women empowerment to saving the girl child, from swachhata awareness to being atmanirbhar are the founding principles that have led to their having more than 470 schools in 20 States with more than 58,000 students enrolled because, after all, it is education that has “the power to bring peace to the world and alleviate poverty”. It isn't simply a dependance on text-books and skill development that take care values to a new level but the way their enrolled students learn to deal with doubts, blames, desires, rude behaviour, humiliations, anger, stress, and worry that makes various institutes and Sri Sri University rise above the

mundane. The goal of real education is to increase awareness, not just to inform. I will be writing more about Sri Sri University in another article but what matters is knowing that developing visionary thinkers with social consciousness to lead and precipitate inevitable changes that will ultimately change the way education has been defined so far.

The most heart-warming facet during this day-long sojourn to the ashram was, is, and will be the time I spent with Sri Sri as his humility reached out through the armour of sixty plus years that I came with and has given me that much needed impetus to know that our choices need to be in place. It is these choices that possibly determine the way the future will shape itself. Even as I began asking the questions that I had in my mind, Gurudev presented before me a blend of ideas that were more than just being revolutionary. I did manage to ask him all the questions that I had with me though the fact is that his answers went deeper than each of them until a new dimension of clear thoughts prevailed. You will know what I am talking about as you read through this conversation.





Education is that which makes you civilized, which makes your mind sharper. And fills your heart with compassion. If an education doesn't lead you to a space where you feel you're a complete human being, then I think one has to look back into it and see if there is some flaw in the system of education.

Arvind Passey: Sir, I am one of those few fortunate beings who happens to get the opportunity to be with the world guru, Sri Sri Ravi Shankar Ji. This doesn't happen all that often with anyone. Sometime back newspapers have reported about some judge somewhere who asked not be addressed as Your Lordship because your honor is enough, and added that any other form would be equally valid. My first question, therefore, is that when people come to you, how would you prefer to be addressed as? Guru, Guru Ji, the teacher, Sri Sri, Gurudev, or maybe just Ravi?

Sri Sri Ravi Shankar Ji: I give the freedom to them. I don't insist that anyone must address me as gurudev. Whatever people feel like, you know... it's up to them.

Fantastic. There is a quote that I'd like to read out before the next question. This was published on a website a few years back, and it is a quote by you. It says that "the trouble in today's world is not because of lack of education. But because education is being



misrepresented, misused and misunderstood". Do you think the problems with education today is because of the wrong definitions we have been brought up with? How will you define education?

Education is that which makes you civilized, which makes your mind sharper. And fills your heart with compassion. If an education doesn't lead you to a space where you feel you're a complete human being, then I think one has to look back into it and see if there is some flaw in the system of education. If highly educated people turn out to be terrorists, there is something seriously wrong in what they learned or what they have not learned. Education is supposed to make a human being blossom intellectually, emotionally, and spiritually. If this doesn't happen, then the education system has to be reviewed.

Okay, the entire education system has to be reviewed. Before we get to the solutions for this, let me first mention that you have often talked about nourishing inbuilt virtues that can impart true intelligence. Is true intelligence possible through textbooks and conventional education that goes on in our schools, colleges and universities?

See, conventional education stuffs you with lots of information, it makes you more like a computer where whatever you feed in, comes out.

Computers don't think on their own and analyse. So, it remains a simple equation of whatever going in determining what emerges as the output.

But blossoming of a personality has many other aspects and not just information.

It needs role models. It needs

inspiration. It needs to reach-in and kindle that inner fire in an individual but for this you need to tap into emotional intelligence as well.

Yes. So when you talk about role models, do you mean these role models have to be from the business world from the spiritual world?

They can be from anywhere in the world. If we go back and see how the freedom movement in this country began, we will have the answer. Of course we had iconic leaders like Mahatma Gandhi and others like Sardar Patel. The most important even then were our school teachers and we had able masters in every village. They are the role models who people used to respect and they carried some weight and a lot of dignity. They were looked upon for anything, you know, for instance, even to resolve conflicts to inspire people. They were thought to be the role models that I speak of. Now we find this zeal missing, whether it is a movement of freedom or it is the Naxal movement, or it is any political movement. The torchbearers were school teachers and college professors. Even today, they continue to be in that line a little bit. But we have moved away from that phase of really inspiring teachers.

But sir, teachers are still teaching, they're still communicating, they're still bringing about awareness, though the way they go about teaching may or may not be as productive...

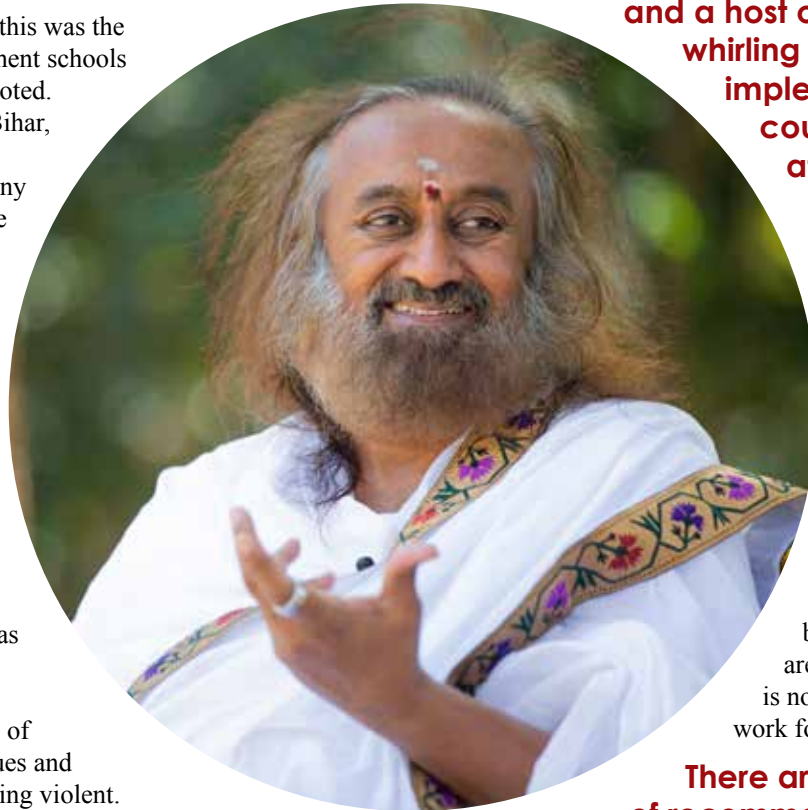
Not enough, because our population has grown many folds. And then that dignity for teachers what used to be there has somehow slid down a little bit.

Sir, you have mentioned good teachers for political movements and even for the naxals. A few years

back there was this rather controversial quote attributed to you by the media then where you were quoted as having said that government schools breed naxals and, therefore, privatization of education is essential.

A clarification did point out that this was a misquote not fully understood by the media.

I never said that this was the case with all government schools and I was then misquoted. We have worked in Bihar, Jharkhand, and in Chhattisgarh, and many of the schools that are run by government then had poor facilities. And we have seen that teachers in these states were not that responsible... so all that I was saying is that in the name of secularism in those days, no moral and spiritual education was imparted to students. As a result what we observed was a sense of dryness of social values and a sense of pride in being violent. The Communist philosophies of Karl Marx were taught more than, you know, the teachings of Lord Krishna, and as a result then children would follow those lines. This was my experience. I can't say this about all the government schools... and thus that was a misquote. I said most of these people, Naxalites in particular, didn't get the loving care and the right education that they get in institutions like our institution and many others, you know, where there is a respect for values. See, my mother herself studied in a government school. How can I call all government schools disruptive? No, that's



a misquote. That was way back in 2007 or 2008. But today, the scenario is much different. Schools, even government schools, are giving yoga lessons. There is moral education everywhere. So things are changing for the better. And this new education policy, I feel, is a big milestone. That's a big achievement for the current times, though it will need a lot of hard work to bring it to the practical realm. This may take some time and effort.

So what you're effectively trying to say is that it is very easy for a policy to be declared with great fanfare and a host of wild and whirling concepts, but implementation could need a lot of attention.

Implementation has challenges.

If so, how do you think these challenges can be effectively met?

See, whenever you want to take a big leap, challenges are going to be there. It is normal. And we have to work for it.

There are a whole lot of recommendations that the NEP 2020 has. One of them is interdisciplinary education and the other is a focus on vocational subjects. So how does Sri Sri University plan to implement these two?

Interdisciplinary system is very essential to have a blossoming of personality and even those who graduate from top colleges may find it difficult to do something as simple as writing an essay or a letter. This because they have been completely focused in just what their subject and remain unaware of what is outside their core subject. They are in darkness. So it's good to give

give our students a wide range of wisdom, a wide range of knowledge. The second important thing is that despite the best core education they're sometimes unemployable. This is a problem and we see unemployment rising so much. Even the industry needs people who can understand and do things beyond their core specialization. So we had to bring in skilled training on top of their education. If skill training is embedded

Yes sir, we do need to march ahead by leaps and bounds... but what I understand is that for these last few decades, education has been focused on theories, a lot of theories, and less of practical work. So the truth is that students must go out and apply this theory. Is it?



in education, as soon as they finish school or college, they'll get a job. See, a person who studies agriculture and is unable to go and even repair a pump and has to wait for an electrician to come, needs practical skills too. So if you skill him in relevant areas, then the nation steps towards being atmanirbhar or self reliance. Learning new skills also gives students a wider choice in employment. This interdisciplinary education alongwith skill training will make this country move forward by leaps and bounds.

What you study should be of use, and there is no point in studying about what happened in 1850 and 1617. Why spend time on memorizing facts that are there for anyone to read? See, all information is available on your fingertips quite unlike our times when we had to go to library, look for books and then search for hours together. If we need to access information today, you know, we have the right technology that makes it easy. Informations are on our fingertips. So students and even professionals don't need to memorize all that.

What the students need today is to unburden their mind and give room to creative thinking. A burdened mind cannot come up with creative ideas.

The conventional universities opt for conventional modes of imparting



education and spirituality, yoga, and meditation are not a part of the routine here. Why do you think these inclusions are important for students?

See, students want to be creative... and they want to be happy. They also want to have fun. Unfortunately, it is concepts like spirituality that have been projected as being too serious to be fun. This is not a correct conclusion. Spirituality is something that makes you more energetic and more enthusiastic.

It gives you a broader vision about yourself and your life. You know, it focuses your mind better than doing many other things would. So spirituality is needed for those who want to be intelligent and innovative. This is how I define spirituality. See, our youth today is undergoing two extreme emotions. One is aggression. Another is depression. It is the practice of meditation and yoga that helps them escape this trap of aggression and depression. It makes students physically fit... and everybody wants to be fit today. Yoga is trending unlike 40 years back when yoga had to face so much prejudice. Yes indeed, yoga is a fashion today.

So the distance between these concepts and their perception has reduced.

In fact, this is the new trend, a fashion, a fad. Today, world over more than 2 billion people are practicing yoga. Yoga makes people feel better and is more like a wellness program. More importantly, it helps you to heal yourself. In student life people fall in love and fall out of love. There are a lot of emotional scars and it is only meditation and yoga that helps them to cope and pursue a creative life. Thirdly, there is this evil called stress... tremendous stress from parents and peer pressure and the uncertainty

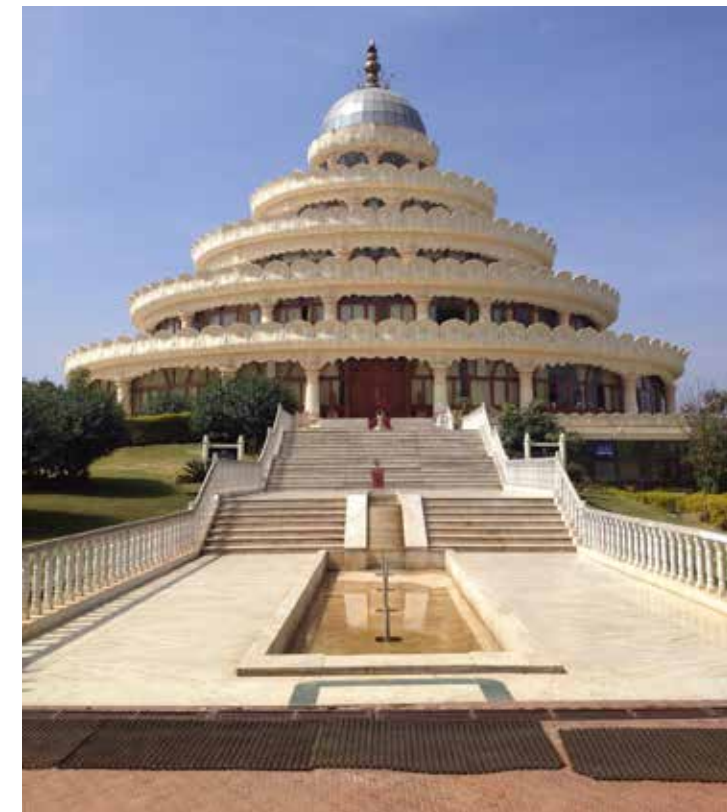
of future. Thinking about how the future will present itself causes them to feel very helpless and aggressive, and as I said earlier, depressive. These practices help them to cope up with the stress.

The right way then is to forget aggressiveness and maybe become assertive in a positive way?

Yes. See, aggression doesn't help anybody. And for some strange reason, it's considered a macho thing to be aggressive. But then it goes beyond its permissible limit and brings in misery. Such students end up making their parents miserable. They make the fellow students miserable and they create such a ruckus in the university... and they are unhappy themselves. An aggressive attitude simply means they're not happy.

Absolutely, accepted. Last two questions, sir. One: There is a lot of talk about foreign collaborations and, you know, availability of foreign investment for education. In what ways does a foreign collaboration or funding from foreign countries help India's education evolve?

See, funds from wherever they come, will always help education. This is a good thing but if they come with strings attached, they can be dangerous. That's not good. The truth is that education has no borders. Yes, politics has borders, trade has borders, but education should not have any borders. See, we have gone to 160 countries around the world. Our programs are in 78 American universities and they are all teaching our breath control workshop and they found tremendous improvement in student's performance and behavior and in their overall



well-being... and today, as we are speaking, many people are committing stress-induced suicide. I read somewhere recently that were 28 students committing suicide every day which is unpardonable. We have to jump in and give our students a stress free ecosystem for them to study. Education needs a stress free ecosystem.

Stress-free ecosystem... what are the three things which will improve this ecosystem?

First of all we must understand what stress is and then stay away from being stressed. Stress is all about having too much to do in too little time

without having the energy to deal with it. This is the way stress affects people. People do get stressed and they don't know what to do or how to get rid of stress. We need to teach them techniques like pranayama and Sudarshan Kriya and it is meditation techniques that come in handy for them. Besides stress, the other culprit is competitive spirit. Competitive spirit in itself is okay but it should not strangle one's life force. Competitive spirit should be encouraged in an

atmosphere which is not bitter, which is not hostile.

Is this possible? After all, life is survival of the fittest.

But understand that hostility can really distort the whole system. So merely having a system that works is one thing... the second vital factor is to be able to create a sense of belongingness among students. Values like friendliness and compassion... these values have to be encouraged in an individual. Non-violence is something that

we must encourage in student life.

I thought non-violence was a concept that had stopped existing...

You're right... somewhere between then and now people have forgotten this way of non-violence but we need to remind them that this is a very, very important principle and that this is a sign of civilized behavior. We talk about civilized behavior. And if people don't practice non-violence, we are not an educated society at all.

So non-violence is not to be mistaken as being submissive sir?

It's not being submissive and yet at the same time it's not being a slave to violence... as that is not the sign of a civilized society.

For our policymakers, for our teachers, for our students, and for our administrators in the world of education... a one sentence message from Gurudev.


With the new education policy, you have a lot to do. I think the aim is to build a good ecosystem and you are the foundation for a new education system to emerge from here. So

I would ask all of you give your 100%. This is the right time you know, and you are here to sow the seed, and you will find a beautiful crop that's coming up as a very civilized educated society where everyone could be happy.

Thank you so much. Guruji.

The final impression

I remember as we got up I said, 'Sir, I am not your disciple but more like your younger brother and I have learned quite a few things even in this short conversation. After all, we are born in the same month about an year apart.' He looked at me and smiled. And I could hear an entire symphony in that single smile.

For those who choose to listen to him and let his words flow up to them riding that smile will know what a sahasra veena jhankara or a taal ninaad or even a laya tarang or abhang naad mean to their immortal soul. There was some sort of antarnaad that was seamlessly pervasive on the entire ashram campus and even a few hours spent there had the power to bring about a realization that we are all a part of the celestial order that keeps giving us options. Choices. It is about these choices that our conversation had hinged on all this while and I knew that so long as thinkers and doers like Sri Sri Ravi Shankar are there in our midst, they shall continue to make the right choices clearer to us. Yes, even to the education system as such. 



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**PRAVEEN K PULA**

WOXSEN UNIVERSITY REVOLUTIONIZES THE ART OF IMPARTING EDUCATION

Praveen K Pula, Founder, President & Chancellor, Woxsen University, Hyderabad shares with **Education Post**



Education is ever-evolving and must cater to the fast-paced demands of the future generations and its impending challenges. The year 2020 saw disruption in the global education system due to the unprecedented COVID-19. While it presented a plethora of challenges, education entities were compelled to bring in innovation to drive education delivery and engagement. It is during this time when many educational institutions couldn't adapt and feathered away, some like Woxsen University spread its wings to soar high.

From launching 10+ Programs during the pandemic to adding the best of infrastructure to its 200 acre lush green campus, the vision behind making of a World-Class University is at play. The 1 Million Sqft. learning space saw addition of state-of-the-art labs like 'Bloomberg Finance Lab', 'AI & Robotics Studio', Analytics & Behavioural Lab, Design Studios to name a few, one of the best Sports Infrastructure in South Asia 'The League' and a well-equipped expansive Library 'The Vithal Gandhi Centre. Let's meet the man behind this extraordinary vision.

Mr. Praveen K Pula (Veen Pula), Founder, President & Chancellor, Woxsen University, is

Mr.Veen Pula, discusses at length, significant developments in Woxsen University and his experience in the Education Space.

Q Woxsen University is reckoned among the leading universities in India. As per the National Impact Ranking, Woxsen University is ranked among Top 8 Private Universities in India, which is a big achievement in itself! Could



a true education visionary with over 16 years of experience in higher education space. He started his education venture in 2004 in UK; followed by Woxsen School of Business, Hyderabad in 2014 and Woxsen University by 2020. His vision of creating a truly global educational institution which can make a tangible difference to the society and disrupt the education space in India, has taken Woxsen to greater heights.

you please tell us about the journey from Woxsen School of Business to Woxsen University?

Instituted in 2014, Woxsen University is a unique effort designed to re-imagine education and transform the learning



experience at UG, PG & Ph.D. level. The University currently offers cutting-edge specializations in domains of Business, Management, Design, Technology and Architecture. With a strong belief in creating a highly invigorating knowledge platform that transcends traditional academic boundaries, Woxsen's foundation rests on 4 Pillars: Academic Excellence, Applied Learning, Global Exposure, Diversity & Inclusivity.

Pioneers is bringing new-age programs, Woxsen has clearly challenged the stereotypes and offered world-class education environment to its student cohort. Industry Aligned Curriculum delivered by Global Faculty, 1:12 Faculty to Student Ratio, International Exchange Programs with world's 30+ leading universities to a purpose-built Campus loaded with the best learning facilities, collaboration spaces,



accommodation and recreation facilities for students, faculty and staff. Woxsen offers nothing but the best to its community.

Showing progressive growth, Woxsen has acquired significant global partnerships, prestigious memberships like AACSB (USA) and AMBA (UK), EFMD, RRB, PRME & GRI and accreditations in a very short period of time. In the year 2020, Woxsen achieved University status and is now amongst the first Private Universities recognized by Govt. of Telangana.

You have so many years of experience in the field of education and academics. How do you see the changes which have taken place in the higher education sector & Indian education system over the years?

Education has become more technologically driven and conventional methods of teaching are being replaced with innovative and more effective approaches. The traditional education system focused on

rote learning without much importance on practical application. But now there is a paradigm shift where theory and practice are unified.

Coming to the higher education sector, many novel programs have been introduced to fit the demands of Industry 5.0. While retaining the typical courses, new inter-disciplinary specializations are being added that cater to a range of student interests and diverse Industry needs. Stereotypes are being challenged and Innovative approaches of learning are thought of and implemented like never before at Woxsen.



What are the areas touched when someone talks about quality programs for undergraduate, post-graduate and Doctoral studies?

According to me a quality program is a one that maintains not just offers theoretical knowledge but pushes students to work on higher levels of application-based learning. There are three main factors that I consider, a program should effectively deliver on:

Promote application-based learning: Woxsen has laid high emphasis

on high-tech labs in every sphere of management education, in-line with the latest industry trends. The campus is well equipped with labs for Business Analytics, Financial Technology, Artificial Intelligence & Machine Learning, Robotics, IoT and Digital Technologies, Design Studios & more.

Industry Readiness: Corporate collaboration is an ongoing process at Woxsen University, through various modes of outreach such as research collaborations, consulting, Industry Projects, Leadership Series, Guest Lectures, Executive Education, MDPs and Certification Programs. Apart from these, students are offered internships and final placements with leading corporates. Woxsen University has achieved the milestone of conducting 200+ Industry interaction sessions for its students in the last year.

Building Entrepreneurial Skills: At Woxsen one of our prime priorities is nurturing entrepreneurship by offering programs like the Trade Tower that focus on developing entrepreneurial thinking and action. Students are encouraged to learn beyond the classroom and seek a spirit of enquiry that drives a lifelong pursuit of personal and intellectual growth.



Q With International associations what opportunities do you see for Woxsen University to play on the national or international stage?


Globalization is the trend of today and it is important for education systems to develop an international mindset. Woxsen University has partnered with 30+ Top Ranked Global Universities, involved in various activities like Student exchange, Faculty exchange, Curriculum design, Research collaborations and more.

These partnerships enable the institutes to collaborate with each other and thereby allowing to create a robust curriculum aligned to both Indian and international standards. Not just this, our students gain the experience of learning/ competing with the students of diverse cultural background and interact with some of the top faculty names from across the globe.

Q What are some of the long-range objectives that you have in mind for Woxsen University?

I envision Woxsen to be a University of great repute recognized globally for its quality of education delivery, research capabilities and entrepreneurship development. In the years to come Woxsen aims to develop the largest international academic and corporate network among Indian varsities. With extraordinary pool of faculty and students, Woxsen has its eyes set to be featured & ranked amongst the FT Global Top 100 list & receive prestigious international accreditations in the 5-8 year horizon.

Our stakeholders are one of the most important assets of our organization and I would like Woxsen to be a life-changing and influential institution to them.

To know more about Woxsen University, Hyderabad please visit woxsen.edu.in 

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Rated AAA+ in Telangana – **Careers360, 2020**
 Ranked 1st among Outstanding Engineering Colleges of Excellence (Govt. & Pvt.) – **Competition Success Review - GHRDC, 2021**
 Ranked 1st among Top 10 Emerging Engineering Colleges – **Silicon India, 2020**
 Ranked 11th among Top 25 Emerging Engineering Colleges – **India Today, 2020**
 Ranked 16th among Top 175 Engineering Institutes (Govt. & Pvt.) & 9th among Top 125 Pvt. Engineering Institutes – **Times Engineering Ranking Survey, 2021**

IBS ICFAI BUSINESS SCHOOL

Ranked 1st among Top Pvt. B Schools in A+++ Category – **Silicon India, 2021**
 Ranked 2nd among Pvt. B Schools in Telangana – **Education World, 2021**
 Ranked 8th among Top Pvt. B Schools – **Careers360, 2021**
 Ranked 8th among Top 100 B Schools of India (Govt. & Pvt.) – **Times B-School Survey, 2021**

ICFAI LAW SCHOOL

Ranked 1st among Top Law Schools of Telangana (Govt. & Pvt. Law Schools) – **Competition Success Review - GHRDC, 2021**
 Ranked 3rd among Top Leading Law Schools of Super Excellence (Govt. & Pvt. Law Schools) – **Competition Success Review - GHRDC, 2021**
 Ranked 4th among Top 10 Emerging Colleges in Law – **India Today, 2020**
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but as educators the onus is on us to **introduce programmes and new-age courses** that are in line with the demands of the modern industrial needs,

Dr. P Shyama Raju, Chancellor, Reva University, Bengaluru shares with **Arvind Passey**, Editor, Education Post

.....

From building infrastructure to building human resource... what was it that made you shift gears and change directions?

REVA University was established with a core mission to 'give back to the society' and empower more young individuals through the powerful tool of education. It was the dream of Smt. Late Rukmini Shyama Raju to see more students learned and she fiercely believed education is the pathway to create a better society. Driven by our founding philosophy 'Knowledge is Power', REVA University has been continuously striving to provide quality education to students since 2013.

Dr. P Shyama Raju
Chancellor, Reva University, Bengaluru



Today, after nearly two decades in the education sector, I am overwhelmed with our growth and the mammoth success REVA has seen in a short period of time. Although we still have a long way to go, and our vision is to become the top university in India that offers academic excellence on par with international universities, we are working every day towards achieving this goal.

Our efforts in strengthening our student community, the panel of faculty with excellent academic records, industry and international collaborations and partnerships with reputed international organizations who visit us for placements are steered towards making REVA one of the best universities in the country.

What are the two most endearing features of NEP 2020?

The National Education Policy 2020 envisions to transform the Indian education landscape. Many suggestions in the policy are revolutionary and reimagine the way conventional learning is pursued in India. However, in my personal observation, two most welcome features of NEP are:

Thrust upon quality academic research – Quality research at private universities should get a boost and I am happy to know NEP is formulated in this regard.

Making India a knowledge hub for both national and international students – It is time international universities and foreign students



consider India as the knowledge hub for quality education. In a way how our students look at foreign universities with admiration and big hopes, Indian universities too should garner equal admiration. Our vision at REVA University is to make REVA one of the top universities in India that's on a par with international universities.

What do you think needs a rethink or an amendment in the recommendations of NEP 2020?

My recommendation would be setup a redressal forum to audit the results post implementing NEP, to discuss the hurdles, and recommend suggestions for other universities to emulate. The forum will be essential to play the role of a messenger between universities, state government

bodies, and the Central government. A holistic representation of every stakeholder is the key to smoothly implement the NEP. Also, there has to be two-way communication between the representatives of institutions and governments.

There is a certain segment that believes higher education has been unfair towards the underprivileged. It is not just about unaffordable fees but also about a cruel lack of empathy that comes from a lesser aware mindset which could be because of their background. How do REVA university policies bridge these gaps?



REVA University has launched multiple facilities and special policies to make education accessible, affordable and equal to all.

The REVA CET is launched with a mission to make quality education accessible to all purely based on merit. Meritorious students, irrespective of their socio-economic background can apply to REVA CET, take up the entrance exams and based on their scores, students will be eligible to apply for different courses.

We offer exclusive scholarships to

meritorious students and there is a discounted fee structure for programmes and vocational training programmes that guarantee employment opportunities to women.

What do you think is the future of employment for those who still go on opting for conventional courses? In what ways will increasing automation affect education

choices of students? What is the future of students of pure sciences?

Employment trends change with the demand for latest technologies, and domains that have higher consumer demand most often dictate the trends. This has been the norm for several decades and to predict the future of those choosing conventional courses may be a futile attempt. However, some conventional courses have less relevance with technological

advancements and upskilling is the best way forward to make use of conventional courses.

New age certification programmes, short term courses, industry-relevant vocational training, international certifications will complement the courses.

Secondly, automation in any industry will certainly impact employment opportunities, but as educators the onus is on us to introduce programmes and new-age courses that are in line with the demands of the modern industrial needs. Students will seek courses that will make them job-ready and universities should create an ecosystem in the sense introduce industry-relevant programmes, engage industrial experts and stakeholders in designing the right curriculum, hold right internship and training programmes that will make students future-ready.

Lastly, as compared to engineering courses, fields of Pure Science has less demand because engineering courses offer high salaried jobs. As a result, innovation and research have taken a backseat in these fields. We should the programmes in Pure Sciences more lucrative for students who will be attracted to enroll in this field. We should introduce right programmes that will have high employment opportunities.

Interestingly, at REVA we are seeing a surge in new student enrollments in Applied Sciences programmes and we have overachieved our student enrollment targets for this course. New age programmes are most sought after, and in this regard, we have launched a new school for Allied Health Sciences this academic year. The School offers B.Sc in Medical Radiology and Diagnostic Imaging, B.Sc in Nutrition and Diabetics, among other programmes.

Women are still under-represented in most segments. Infrastructure sector (7%). Automotive (10%). Pharma and healthcare (11%). Information technology (28%). How do feel this skewed ratio will improve?

Equal job opportunities and enabling

accessibility to women will improve women representation in all fields. We need more policies and infrastructure at work places that will encourage and enable more women to get educated and be employed.

The sectors such as Infrastructure, Automotive, Pharma and healthcare, Information Technology will need to bring in systemic changes at policy levels to address the concerns. A sensitized & holistic approach to work force play a crucial role. Additionally providing flexi-work environment at the locational level could encourage more women to get into these sectors. Policies that encourage and support women will go a long way in addressing the issue of women

representation and productive work out comes. It is also important that women have a representation in decision making such that real concerns are easily communicated and addressed.

Universities with non-conventional genes are popping up regularly these days. We have examples of Ashoka University, Patanjali University, Sri Sri University and many others that project their unique thought-building force. Do we see a new beginning of

another race to stardom here? Will conventional universities be left for those who are left out?

To begin with, we must understand that no university is racing towards stardom. We are an education sector, and not an entertainment industry. Non-conventional learning practices are on the rise undoubtedly, and that's not just at colleges/universities-level but at school-level also. Many young parents are looking for alternate schooling methods, and similarly, universities offering non-conventional courses and teaching methods are on the rise.

Having said that, we must understand it's not

a race between conventional and non-conventional universities for one to be left out and the other, way ahead. The fundamental principles of education will remain the same for every university irrespective of its approach. We all aim to provide holistic education, mould student personalities and create an ecosystem that will foster innovation and creativity in students.

Our methodologies to achieve this may vary, but ultimately, students should be mentored to take on real-life challenges, be future-ready and have the confidence to lead in enterprising, leadership roles.

Providing the right exposure, industrial training and new-age vocational skills will assure that our students are in the right direction. **EP**





Dr Ashok K Chitkara
Chancellor
Chitkara University, Chandigarh

Industry has an extremely important contribution for the progress of education

Dr. Ashok K Chitkara outlines with Education Post

Q What is the differentiator at the Chitkara University, in what way does it empower students?

Chitkara University's logo, Explore Your Potential is the biggest differentiator in itself and it empowers the students to a large extent. If you look at our logo, you can see 3 arrows going in the upward direction, one arrow is for the students, one for faculty and the last arrow is for the stakeholders that include the society, industry, and parents. Hence, we all work in liaison with each other so as to achieve our first and foremost objective, i.e. providing the best quality education to our students and this is the major factor that probably makes us different.



From the day our students enter the university, they are motivated to excel not only in academics but also in other areas. We try our best to provide them with the best of the environment so that they can explore their potential to the fullest and hence, achieve phenomenal success in every area of their lives.

Q The universities in India are putting emphasis on research. What as per you is the scope for progressive research in India?

In India, the need of applied research is ever increasing. In my opinion, there is an urgent need to link research with its application for uplifting the quality of life of common men. This should start with carefully selecting the research problem and linking it with the purpose of improving environment, water and air quality in particular. All research efforts should be directed to reduce carbon footprint and ways of efficiently utilizing or minimizing the natural resources and maintaining the food chain and its balance. And I can assure that all the efforts in research areas of Law, Medical and Allied Areas, Economics, Management, Science and Technology can be redirected towards the same.

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

Industry has an extremely important contribution for the progress of education. What is needed currently in the industry becomes the ground for the education stakeholders to plan all their activities around it. During these fast moving times, changes happen very frequently. Technology changes so fast that in a few years, it becomes redundant. It is the industry that predicts and guides us for such changes and the need to adapt them. Industry is needed at every stage, right from the point of developing curriculum, delivering of programs till the execution of learning outcomes hence, collaboration is required from beginning till the end.

Q How important is it to develop college students as socially responsible citizens and how can this be achieved?

It is very important to develop college students as socially responsible citizens and this can be done by making them sensitized towards

the needs of the society. Along with providing the best education, we have always had the desire to do something for those who were not very privileged. We have adopted five villages in Punjab and one in Himachal Pradesh through National Service Scheme (NSS), and through this, free education is provided to the children and various opportunities for employment are provided to adults. Women are involved in different activities that have helped them become financially self-sufficient. We also provide health awareness programs in addition to extending health facilities to the villagers. A computer center has also been established in one of the adopted villages in order to create awareness amongst the residents about the latest technologies. We really believe in total commitment to society, as our major focus is to constantly make the lives of people better by uplifting them in every possible way. In addition to this, Chitkara University runs its own Community Radio by the name of Chitkara 107.8 FM. The Community Radio is completely managed by the students of Chitkara University, and is a great way to engage the community. During these unprecedented times of Covid also, we have been doing various activities as a part of CSR to help the community in need. Our students get engaged in these various activities and hence, they become socially responsible by doing such extraordinary work.

Q As a member of esteemed entities for educational progress, what do you think about the steps taken to take the Indian education system to the international levels?

It is very imperative to bring about internationalization in the Indian Education system and hence, for this, we at Chitkara University, have built a strong network with 160 Universities and Institutions all across the globe covering USA, UK, France, Germany, China, Japan, Taiwan, Singapore, Australia, and many more to make the students globally acceptable and capable. Every year we also organize an event, Global Week, that is a proven mode of internationalizing the learning experiences of our students. During the Global Week, we regularly invite faculty from accredited Institutions across the world and it helps our students to understand diverse education standards. We believe to make an International University in

India by providing International Facilities to the students. It is a matter of immense honor for us that Chitkara University has strong associations for faculty and student academic exchange with top education providers across the world.

Q What skills do students need to make a mark as professionals in the future?

As the world is constantly changing and we are living in a modern era of fast paced development, students need to have a strong skill set to make their mark as successful professionals. I believe that to remain competitive in the future job market, the main skills that students must acquire are good communication skills, strong leadership qualities, analytical and critical thinking, entrepreneurship ability and thinking, empathy, resilience. Along with all these skills, one of the most important skills required specially these days is digital literacy and competence. During these Covid times, when all the work has shifted to online systems, it is very important for students to keep themselves abreast with the latest digital technology so that they can set themselves well in this digital world. The world is changing and all of us have to adapt. The youth will decide our future and we have to prepare them for what's coming.

Q How fair do you think is the accreditation and ranking system for colleges in India?

We are all aware that Accreditation ensures that the educational programs offered by the educational institutions have attained a level that meets or exceeds standards that were developed by experts in the field and rankings are considered as reliable sources to help encourage the collection and publication of reliable national data in higher education. And we, at Chitkara University trust in these systems and totally comply with them so that there is education excellence in all the programs and initiatives that we offer. We take utmost care in ensuring that our processes and methods comply with all the rules and regulations set in for the higher educational institutions. Hence, Chitkara University, time-to-time promotes measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. We are extremely proud to share



that Chitkara University has achieved some phenomenal rankings out of which recently Chitkara University becomes the first university in India to have been awarded the coveted 'Platinum' rating by QS IGAUGE, a comprehensive and independent rating system for India's universities and colleges. We have also been listed in 'Tech100 Higher Education Institutes of India' by APAC News Network. Chitkara University was ranked in the 151–200 band among universities in India by the National Institutional Ranking Framework (NIRF) in the year 2020. Throughout its illustrious journey of providing an exceptional educational experience designed to help students, it is a matter of immense honor for us to share that Chitkara University has achieved numerous other milestones. Therefore, we totally trust in the Ranking and Accreditation systems followed in India and are doing our best to follow them and achieve the best for our university.

Q How does international collaboration help Indian universities? Are there any roadblocks to such a partnership?

Through international collaborations, we are able to enhance our reach to more diverse range

of students and faculty. Experienced professors from International Universities are guiding students and faculty on projects, joint Ph.D. and also offering internship opportunities to Indian students. Also, some International Universities need partners in India to receive funding from Europe under Erasmus funded projects and this helps partner institutions to build infrastructure with the money received from Erasmus funding. International collaborations also help in organizing joint International Conferences and two-way faculty mobility.

Q What's your motto that you would like to share with students at large?

My biggest motto in life is, "Chase excellence, success will follow." If you are determined to do your best in life, there is no one or nothing that can stop you from achieving the life of your dreams and goals. I am a firm believer of doing the best that I do and hence, I would suggest our students, our youth that whatever they want to do in life, they must do it with utmost passion and dedication. If you do what you do with all your might and heart, you are bound to achieve phenomenal success in life. So, always make the most of it and live an extraordinary life. 📚

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GRADUATION AND MASTER'S DEGREE MUST BE MADE COMPULSORY

It should not be treated as an ornament

Prof. Samit Ray, Chancellor, Adamas University, Kolkata shares with **Education Post**

Q Elaborate on the need for a common vision and ecosystem in the higher education institutions across India.

After independence, for 70 years, the primary agenda of the Indian people was to get school, college and university education. Number two was food for all people and number three was healthcare. I think most of the state governments with the help of the central government have fulfilled this agenda.

So now is the time when we have to take care about the quality of Education, right? If you think, we are following the process of Education that is according to the British systems. The difference of the British and Indian education is almost zero. But after Independence, we have attained growth in knowledge of technology, arts, science and commerce. We replaced the British administration. That was initial target of our education.

Prof. Samit Ray
Chancellor, Adamas University, Kolkata



If you consider the concept of technology, it was to make available efficient technology. Now, after 70 years, the concept has changed, and now as a powerful country, India has to provide education that will make the minds of students analytical, innovative and ensure quality. So higher education can take an important role to improve the level of education.

Right? And higher education is not be for all people, while right education is possible, till 10th standard for all students. At the same time that should be divided into two parts. One will go for the research and Innovation. Another part we go for the skill. So, graduation and master's degree must be made compulsory. It should not be treated as an ornament. So if you consider the higher education we had to make the infrastructure, lab and then the mind, because in India still today less people are aware about the difference between the college and the university. If you consider the college, it starts from 9:30 a.m. To 5 p.m. After that all the doors and the windows will be closed. When we are talking about the university, it should be 24x7 hours environment.

An intelligent student cannot predict when the concept will come. So, 24x7 hours. Yes, there are two three universities in west Bengal, and other parts of India, including IITs that have a 24x7 environment. But I think we have to make the environment, especially for the University, compulsory to be 24x7 hours. That means research and the study should be continued 24x7 hours.

Q This should be a common ecosystem which is followed throughout India. So next I would like to come to were the framework for the progress the especially after pandemic, how are you planning to take on the progress of the University?

Of course the pandemic has disturbed some things, but due to the situation, we learnt more. Initially the basic difference between the mind of the Indian students and the mind of European students was that Indian students always think that classroom education is compulsory, and it should be surrounded by walls. Right? But after the pandemic, the online habits transformed the minds of Indian students, and at the same time the skill setting for the

faculty, teachers have improved a lot. So now we can consider the COVID-19 as a blessing to the Indian people. Now, we can almost compete with the skills of the British faculty or the USA faculty. Moreover, the Indian faculty are so technology savvy. They are now very much used to different type of software, instrument, websites, data bank and analysis. So I think after the pandemic, that we are only classroom was restricted within the boundary, but now they are absolutely boundary less. At the same time excellent professors can reach to the hardest corner of the states and the most talented students can follow the classes of the excellent teachers of the India and also all over the World. Most of the governments are now providing the tabs, laptop. They are giving the internet charges also.

I think we can take this opportunity as a founder of the University. So now we are trying to make that habit to continue because when the whole thing will be boundaryless, then you can participate with the workshops, and if there's any problem you can participate online. We are now developing our Technologies and software of online classes. We are taking the help of different foreign partners and sources also. So, in that we are trying to update ourselves.

Q So, it will be a hybrid model with both offline and online classes simultaneous. What are the current drawback which you see in the methods in which we evaluate students because it's still very traditional form of evaluation, as far as universities and colleges to even at school level? So, what are the drawbacks in that?

Actually already we have identified, not only the top leaders, but throughout India we are trying to bridge the gap between the school education, through the college and university. We are the followers of the British systems. We are transforming our knowledge from one generation to the next Generation. But now, we are trying to develop according to the new policy of Education. How one child can think in a different way, how you can motivate for innovation, for the Discovery. Well, within a period of 10 to 15 years, scenario of higher education will be changed, because there's another transformation. Because at the preliminary stage after Independence, we always believed that only the government organization

can run the schools, colleges and university. Now, there are so many private players who are running the universities, schools and colleges. So, we are very much eager to reach the world class level. So, I think there is a gap. After 10- 15 years this gap will be gone. And at the same time, the Indian students will be more research-oriented. Only the Innovation and Discovery, and study of the science can make the country more powerful.

Q Coming to the accreditation systems now by the NAAC and AICTE. How do they impact the higher education and how fair do you think it is, considering the parameters that they follow for accreditation of the universities and colleges for different courses? How fair is it and how does it help the system as a whole?

Yes, this system has a goal, and as a founder of The Institute, we're all thinking how we can reach that goal. Because during the last 70 years, no goal is set now there is a goal. So, most of the people are trying to reach the same goal. It should be transparent at the same time it should be the audited. Because this is the first time in these last two to three decades. We only heard about Financial audit. The Indian people, Indian students, parents and the faculty were not aware about Academic audit. So, this academic audit will help us to move to a more productive India.

That's why I told you that once upon a time graduation and master's degree was ornamental for Indian people. So, this is the time that the 140 crore people of India have to be made more skilled, at the same time more productive. So, I think that through this system, the goal is already set and people of this organisation are very serious. I think the audit and review can take our education system to the excellent level. So I am very much hopeful.

Q How fair is it in the method which are adopted for the ranking. Any changes which you think might make it better?

No, I have the confidence because we have already changed it now. I think after the 10 and 15 years we can raise the question. Generally, the Indian people, when a new thing is implemented, they start to ask questions and start to deviate from the purpose. I am very much hopeful.

Yes, so maybe something maybe wrong, even communication gap may be there between system and institute of education, but first we have to do



solidification of our system, for at least seven years or 8 years. Then we can have a look at what the shortcomings and we can advise.

Q So you have been a pioneer in creating education for students in less developed areas. How difficult was it to establish a new institution and what are the incentives for that? What motivated you?

Number one, we are the largest group in education in the eastern India. I have been in the education segment for over 35 years. My initial set up, in early part of 1985, was that I started professional institute. We trained students who wanted to be bureaucrat, like IAS, IPS. This whole organization and then I started international school. I have been for more than 15 years in the school education, when started University and now we are in the seventh year of the university.

As one of the exceptional persons, I notice very closely. I identify with the faculty and the teachers, every day I used to take a couple of classes. So, as a faculty, as a teacher, I watched closely the difference between the school education and the college, and the University.

So as a human being, because still today in India more than 8 to 9% children die after birth due to lack of nutrition, lack of medicine.

Till today 30 to 35 percent students are not able to go for the higher education. Even 10 to 15 percent people of India only used to take either dinner or the lunch. So, we are the privileged people and we have the responsibility to bring about the reform in the society in terms of education. Only education can change the mind. There is so much divide due to religion and there are so many riots also.

So, the only education can ignite the minds of future India. As a human being as I have the privilege, so I am very much committed to the society and the students also.

That's one thing. Another thing is that there's a challenge also. Sometimes the policy of the land, and financial systems or the financial positions of the country or the state, is a challenge. But at the same time, I think is a unique journey as a founder of the Adamas University. Starting the professional Institute to the journey to the University. All the well wishes of students, of the guardians and the success of the students, especially as a bureaucrat, or school students, inspired me every day.

Q So these policies and conditions or legalities have been a challenge or has it been supportive always?

See I think it would challenge maybe if you start your life on the morning to the night and there's no smooth bed of roses. So as a person every time you have to think that challenge will come. First you analyse the right way. Check what

is the reason for the challenge and try to understand that what is the future results? I think then you'll be able to face a challenge and to bring the solution.

Q Definitely. Tell us about the RICE, its unique concept and how has it been instrumental in getting the students ready for the competitive exams. Many of the students are at the highest positions in the government jobs. So, just tell us something about the concept and technology of training.

Actually in India, in case of the general education, we divide the students into three part. Number one is Arts, number two is Commerce and number three is Commerce. When one student wants to be a bureaucrat, having a background of the science, he or she will be made aware about the history or geography or psychology. If you want to be a successful bureaucrat, so he or she should be aware about the local history, geography. Only then he or she can be a good bureaucrat. And as a student having a background of the arts also you have to know physics, chemistry and maths also.

So, I think in our college system and the university system, it is not possible to acquire knowledge about the 20 subjects. Only this training centre can act as a finishing school and as the capacity builder, because after the graduation and master's degree, generally students face only seven to ten subjects. But when you want to be the bureaucrat, you have to face 20 subjects, you have to know these disciplines. This institute is thus the capacity builder. Now more than 40 % West Bengal govt. officers are ex-students of our organisation and more than 2.5 lakh students who are now under the state or the central government service in different parts of India, are ex-students of the organization, RICE.

So, it means that there is a requirement for this type of institute here. So, we have talented students. How we can help them, how we can guide them, how we can set an example which can inspire the students also. That is our role as an Institute.

This is the time that if you want to develop in the field of IT our people should be good program coders. We are taking care of it already. When they will do coding in the efficient way, they will be able to make a universal software. So, there is a large number of the engineers.

Q An educational institution runs with a core team, which is responsible for making all the policy decisions and taking them forward. So, what is the correct pathway do you think for building this core team? And how do you ensure that the faculty at all levels, from the World School to the university and the college, is of a superior quality?

Number one the security of the faculty had to be taken care. The security initially for Financial security. The structure of the pay scales should be better than your competitors. Number two, you have to take care of their family also. Their health and education should be covered by the insurance, and number three you have to take care regarding the health also, that is the medical



policy. And then you have to create scope for doing research. And then it is possible.

If you want to make an excellent institute, you'll have to make a core team, philosophically who will believe that we are here to make an excellent Institute and not just to run as an

official process. Yes, teaching is a profession, but I think teaching should be treated as a habit, as a hobby. So as a founder of the University or any Institute always try to create this environment and this situation. This is the agenda.

Q That is like you are mirroring your own quality in the faculty, employ and then train them for growth.

They are also under continuous training. I take the initiative when the faculty want to go outside India also, research with a foreign University. We bear the air fare or the other expenses also. Well, that's true. That's acts as instrumental in inspiring them.

Q Talking about the IT education in India. We have come a long way from what we were a decade back. But still, what is the way ahead for IT education in India to take it at a leadership position?

Yes, very important question. I think in the last three decades, 30 to 40 years, a huge number of Engineers who act as software developers, actually, they are not developers but more than 95% of the time they are engaged to cater the service to the clients. If you consider that the TCS and Infosys. Most of the engineers were engaged with the service industry.

Well, if you consider the country Israel, they have developed all the software, which is used for defence, to make Army instruments, to make satellites, even for cultivation, and to find natural gas and petrol. So even as a small country, they are earning more revenue as software developer country. So, India has a huge scope. But we have to take care regarding the development of the software.

If you consider Facebook, Google or Oracle, all the software is made by the foreign countries. If you consider Microsoft also. This is the time that if you want to develop in the field of IT our people should be good program coders. We are taking care of it already. When they will do coding in the efficient way, they will be able to make a universal software. So, there is a large number of the engineers.

At the same time, the central government and other state governments most of the time they are announcing the fund for Innovation. So, I think this is the time. Now we are thinking in a different way. Service is one of the important things and we can earn money, but at the same time when we develop some software, we can earn more money and we can become stronger. I

think that should be the next agenda.

Q We are going international with IT and training. But you have also looked into International collaboration for higher education and with the new education policy they have allowed the setting up of international universities in India. So how do you think the international collaboration will work at the higher education level and how will the Indian universities compete in this new agenda?

I think this is a great opportunity for the Indian Universities because already our university is engaged in two to three projects, which are funded by the Commonwealth and the Asian banking firms. So, if you want to get one example of the smart city. The smart city is one of the agenda for the modern civilisation. But the nature and process of the smart city will vary from place to place, because who will lead the changes in the smart city? A group of Russian people, Americans or Indian people, or a group of French people. But because of the difference of the culture and the habits of the life, the sense of the smart city may vary.

So, our project is that one university from India, the Adamas University, and another University from France, another from the USA, and another university from Russia. The four universities are now trying to make one project for the smart city. There is the exchange of knowledge.

In this exchange of technology, I think there is a huge scope to transfer the knowledge from one university to another University, which will help us to know more important developments. So according to the new policy now the Indian people will start to involve other International Universities also. If you consider the Harvard University or MIT, the funds of MIT and Harvard is so huge, it is only comparable to the fund of the USA government. From where they are getting this money? They are not earning this money only from the education by providing the graduate degree or the master's degree. Actually, they are earning only by the Research, it's the commercial research, and that money they are using to maintain the quality of Education.

So, when we will attach more to the International Universities, our mind also will transform, will change as a Founder. Yes, if you want to maintain the quality of education you need money. So, from where the money will come? Not only by providing the undergraduate certificate or a master degree, but only with the commercial research. I think in that way that is a great opportunity.

Q We have seen that you have also laid a great emphasis on developing sports in the schools and colleges. But overall, we see still there is very limited support as only some international schools are providing, but very few places in colleges where sport is encouraged. So why is this and how can the situation be changed?

Actually, I think the private founders of the university should study the case studies of International universities. I was not aware about the basic reasons to develop the university. But when I studied more and more, I found if you want to make your university reach at the International level, you have to emphasize on three fields- number one education, number two is sports, and number three is food and cultural atmosphere. These are the three fundamental area we have to emphasize if we want to make our university at the international level. So, for the first time, yesterday, one student of our university ranked first in an event that was discus throw. And now she's going to join all the world university competitions, within a short time. We have more than a hundred and twenty National players under-16, under-17, and under-19. So that is one of the agenda. We can make our university vibrant. At the same time, the name of the University can reach to the people, not only through the area of education but sports also.


You know that philosophical leaders said that the mind will be strong. Yes, knowledge is required but mind will be strong if you are physically strong. Yes, so to maintain the physio, and to reduce the pain or different diseases, from school level sports should be

one of the important agenda. So that is one of the reasons I understand that sports is one of the most important things and that every university and school must take care of the sports.

Q Now, how does a model like the knowledge city contribute to better academic as well as the socio-economic growth of the community surrounding it? And how does it then spread to the other areas neighbouring it? So, tell us about the model.

First I want to tell regarding the knowledge city. Actually, as I told you that I want to make an environment that is 24x7 hour education environment. So, 24x7 hour you have to open your medical shops, your xerox centres, health clinic, your research centres, science labs, your library. So, that concept forced me to make the knowledge city. In the knowledge city, a greater number of students are in the campus, and at the same time most of the professors are in the campus, and then the all the administrators and heads are within the campus. So, the atmosphere is like a family atmosphere. When a student likes to reach to the faculty at 8 o'clock or 10 pm, he or she can ask the professor. At the same time, any professor who are intent on research can spend that time within the lab even at the midnight. Even the students can continue to spend the time in the library till late night. So that is the result. Yes, we must make the educational area as a knowledge city.

Another thing is that when the university will be famous, a number of students will come. But all the students will not be able to stay inside the campus. They are also acquiring different hostels. We are having a committee already to recognize the hostel owners. We guide them on how they will maintain the hygiene and health, and what is the facility. So, when the student comes to ask for the admission, considering their financial capability we propose that you can stay inside the campus, or you can stay outside the hostel also.

In that way we have now already developed a cluster of house owners who have rented their house. They are the actual local guardians of the students. So, they are earning money, and there are a number of food shops and stationery shops are coming up. I think that way the economic position of the society or the surrounding area can be developed. 

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Prof. Rajita Kulkarni
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In conversation with Arvind Passey

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

We started it actually, you know, we have so many fabulous partnerships. And with the academic bank of credit, you will anyways in a way come together. And I think it was an amazing coincidence that the NEP came at the time of the pandemic. And in this virtual world, I cannot move out of my zoom app because every day we have at least 3 or 4 inter-university educators conferences, think tanks, task forces. We are talking together and for some of us it will take time. But the intent is... I am ready.

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

We are already seeing Sri Sri University, because of Gurudev's vision we were already few years ahead. We launched last year, first in the world, department of contemplative and behavioural sciences. Dr Girishwar Mishra who is the Guru in this field of psychology in India, he said that this is not only historic for Sri Sri university but historic for the field of psychology as well. So Gurudev's idea of marrying the best in the East and best in the West that's the vision for Sri Sri university, that we have the best in the East and the West. Bringing in field of contemplation from the east with the field of modern western psychology, that has art, dance, that has astrology, that has everything. It's a solid multidisciplinary program. So, we have already started it. The possibilities for that have now opened up for everybody.

Q what else is different about the SSU?

I say this every time that we are probably the only university in the world that starts its academic year with the silence program. Spirituality, service, values is the foundation of our existence. It is in our DNA; it is in our blood. Because Guru dev gave the principles for SSU that learn, lead and serve. Learn from the best source possible. See there's a lot of prejudice, there's a lot of bias, even in learning. I won't take it from this

area, I won't take it from this region. So, learning from the best source, so that you can lead, and become successful in your own area; but not just as an individual, so that you can serve. So, DNA of service, where kids do

sewa, the mindset expands. If you are complaining about more salt in your food and you go and see in a village that people are not getting two square meals a day, your context changes.

We used to do term halls, when our campus was very new, students used to say there is no light here, there is no facilities, and then we did a project with Schneider in which we distributed solar lights in villages which never had lights in their life. So, giving this exposure to students to see situations is a challenge to this generation. We are in an instant

gratification world. Pizza comes in 30 mins... kids get used to that. But cultivating that mindset that there are people who are worse off, because when you into jobs, you need to have community sensitivity. You cannot build an industry where you are sending your waste into rivers which then pollutes the livelihood of people who are living alongside that river.

So, what makes us unique is 1- that integrated service and 2- the spiritual foundation. Our students do sadhana everyday, Surya namaskar, meditation, Sudarshan kriya, breathing techniques. Even during the pandemic, 6 to 7:30 in morning, every morning we would do on Zoom we joined. That makes them solid, gives them grit, and makes able to deal with peer pressure. Thirdly, we are completely smoke free, alcohol free, drug free, vegetarian campus, respect for all lives. So, creating an ecosystem for students to live a life like this.

So, when kids come to us for say, an B.com and an MBA, in 5 years all aspects of them change, including their weight, and a lot of things. Gurudev wants every student to have a seed of enterprise. So, our placement office has a joke that one day you will not have a job. We are known as a university of start-ups. Within 3-4 years around 40 startups have got incubated by our students.

Q This intention of coming out of student phase and becoming an entrepreneur, this was mostly followed by ivy league colleges. But do you think that chaos about employment is false?

In our university, we have seen students going in multiple fields, depending on their specialization or program, many are starting their own enterprises, many go back to their family businesses. Many are fabulously employed in the private sector and the government also. Many have gone into politics, or gone back to farming. Architecture students are starting their own studio, Yoga students are starting up on their own. So, I think kids today are quite clear about what they want to do in the next 2 years, or 5 years.



Q So far as the generation of finding is concerned, how does SSU manage that. Because govt is now coming up with many collaborations also, foreign investments.

We are doing many representations. See there are private univ of many types, one that are financed by large industrial houses, they have more resourceful streams and can decide whether to deploy them or not. But our parent organization is a charitable institution.

expensive course for us to run because there's no faculty member in India. We have to fly the faculty from different countries. But we are ready to do that because we want Astropathy should come to India. People like us are ready to take that risk, at the cost of making losses, we are willing to bring in innovative programs. DCPS, we had to invest 2 years to create the curriculum because just the process of ideating something which has no precedence in the world. So, we are representing a lot so that government should look at universities like us. There are others like ours, using a different lens. Because at the end of the day,



And there are many like this. So, we are doing representations for government funding, which is for research and other things, is going to state and central universities. They are awash with funds, get pumped a lot. But we don't get that benefit.

We are bringing the agility, bringing the innovation and disruption with the kind of programs we do. We are the first university to start a course on astropathy. it took me three years to get the permissions, because no one knew who will grant the permission. No one in the system knew. And it's a very

the question is how you run it, your fee can run your administration, but for the infrastructure, you need capital. Physical and digital infrastructure, you need huge amount of capital. And top of that you need research, you need to invest time and money both in it. So, the private sector as well as the government sector will have to do it together, otherwise it will take a lot of time. Today if you look at Harvard, if you look at top 10 or 20 institutions in the world, how much private funding they are getting for research.

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

It is difficult, and who can get those grants is a question. See whenever a policy comes out, it gives a roadmap, which is then to be followed. Now the focus is more on execution. There are different stakeholders with different responsibilities. We as universities have to take that step that ok, we are going to start this program, we have to start early. Government will not go and do it. So, it has challenges, but we have to keep going.

Q We have poor students also, and the fee structure in universities like SSU might be not affordable for them.

No that is not right, we don't have an exorbitant fee structure. Like if you want to do a thing in ISB, it will cost you 25 lakhs, with us it is 8 lakhs for a 2-year MBA, which is average fee. So, students also understand that. It is Gurudeva's approach, that bite the bullet, absorb a little, and give them the best that they can afford. So, over a period, you realize the economies of it, get the benefit. But, till then you have to survive.

Q Any message for the readers of Education Post.

I think the pandemic has shown us how vulnerable we are as a humanity. As a student, we must know that how to navigate the unknown. Everybody is still navigating it. Nobody knows what will happen, like you see what is happening in the Europe. They are in different stages of lockdown. So, no one is sure what will happen after vaccine. We have had hundreds of conversations about how we will conduct when we open up. But no one knows the answers. And the state of the world is, this is how it is. In a very practical way, things are not certain. What we say about a VUCA world, it is Volatile, Uncertain, Complex and Ambiguous. It is also moving in an uncertain direction. So, how to navigate the unknown.

So, for students few things are very important. Do not just focus on what you learn, but be very, very focused on your ability to learn. Because gone are the days when you can say that I graduated and studied this when I was 20 and it's going to last me



till 80. We will all land up having 4-5 careers in our life. Like I moved from banking to education, I had to learn everything. I read and read and I participated in conferences where I only heard people speak. I had to train myself every little nuance of this field, whether it is compliance, or regulatory stuff, all of that. So, how you learn, your ability to learn is more important. So that's the first thing.



Number two, be focused on building few skills in yourself. Agility, you have to develop. Resilience, is important. See people are saying I cannot deal with my life. When you are so down and out, what can you do to pull yourself out. So, I put happiness, mental wellbeing, all in one pool. Grit, how you develop it. you

cannot buy that, you cannot learn, it has to come from within. That is why we do meditation, yoga, Sudarshan kriya, all this is very important. You know, the ability to connect to yourself, so that you can connect to the world. Every platform where I speak, this is the story for all of us. Let us focus on this for our kids. Because it doesn't matter even if they get a 20-lakh job, but they cannot communicate positively with 5 people, or

cannot deal with their own mind. So, first thing I would say the ability to learn, second is resilience, your own mental wellbeing, your grit, all that I put in one bucket.

The third thing is that learn to draw insight and not just run after information. I think we are in a world where we are bombarded with information. It no longer

matters whether when we went to college, we had a subject and there were limited books in the library and we didn't get it, it was a loss. But now it doesn't matter. There are so many sources of information. So, information is universal, it is available. But what you do with it, how you use it, how you draw insight out of it is the main thing. That is true intelligence.

I tell all my students that write a paragraph every day about not what you read about or what you know, but about what you think. They realize how tough it is to write one paragraph on a topic like Maya. So, writing, speaking is very important. Having an insight is essential and not information.

The last thing is that luck. Pandemic is again showing us. Life is throwing us into panic mode. If we continuously focus on not going into panic, but being purpose driven. So that there is a bigger purpose that guides us. Purpose that holds you up, which keeps you afloat, when in a tough time. So, these are a few things.

And to the parents I would like to tell that let your children be, just let them be.

Q How do you feel the change from consumer banking to education and why did you want to change?

It is not about why and what, as I have associated with Gurudev's work now since the mid-nineties. At certain point in my life, I wanted to move over from just working for myself to working for the society. When I was a banker also, I was a teacher and I was involved with all the service level projects. But at a certain time, I decided that I wanted to be associated full-time with Gurudev's institution. That's how I found the institution. Earlier I had a life changing experience, may be that was also a reason.

At that time Gurudev was envisioning up the university and I was part of the team, and we did anything and everything that was needed. Mr. T N Seshan ji was our first president and I was on the board that time. A few years ago, I took over the position.


Q Pre and post NEP 2020, what would be the difference?

The NEP itself has come about from inputs and ideas from educators all over India. So, a lot of it has come from what has been happening in bits and pieces in pockets around the country. If you read the entire document, there are things that some people are doing, some other thing that others are doing. But what I think is really worth celebrating for us is that

it has all been consolidated into one policy document, which shows the intentionality of the government to really push the needle to make India Vishwaguru in education. If you look at the education sector in India today; of course, we are not in the world ranking an all those things, but there are universities that are in the world ranking, which are 2-3 centuries old. You know, we get compared to Harvard. I get messages in the SSU and I tell them that we are only 7 years old. But that's a positive pressure. I like that, it drives us to do better.

So, what the NEP has done is that it has consolidated this for us as a country. It has generated incredible excitement, there is an incredible aspirational value to wanting to do something different, to wanting to be someone different. the execution implications are very tall, especially in terms of school education. If you look at the GER targets that the government has taken, which means we have to open up 50 new schools every week, which means we need 50 new principals, for the next 7-8 years, every week. So, execution implications are very tall.

But I feel very energized about it. It has created an aspirational value for the entire education system. It is the first time that, in a very concerted and universal way we are talking about breaking silos. This was Gurudev's idea that we must balance left and right brain. You know, students who are studying science should also have a thing on arts. But even if our students want to do it, our education system doesn't provide that opportunity. If you wanted to study in IIT today, you can't have physics, and organic chemistry and dance. So, it is inter-disciplinary, breaking the silos.

Even in the free entry and exit education policy is like that. Now it is a national policy, so there are more people who want to do it. So, when you look at rural India, there are many students who don't have the money to enroll for a full 4-year program, so let them come, study one year, let them go back, earn some money and come back. I think it's a very revolutionary conduct. the 'academic bank of credits' is a very far sighted idea, which pushes the universities to collaborate. Today everybody is competing for the same limited resources; resources, like capital, human resources. But you can collaborate. Since I have become president, I keep saying that why are we only looking at international collaboration? Only if you have 50 MoUs, 50 logos on your website that means you are somebody who has done something. I say, why don't we collaborate within India? There are many universities that are specialized in their own areas. So, those who are not can look at ways to collaborate. 

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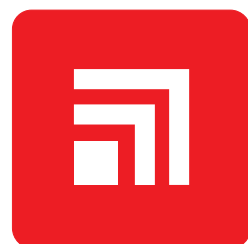
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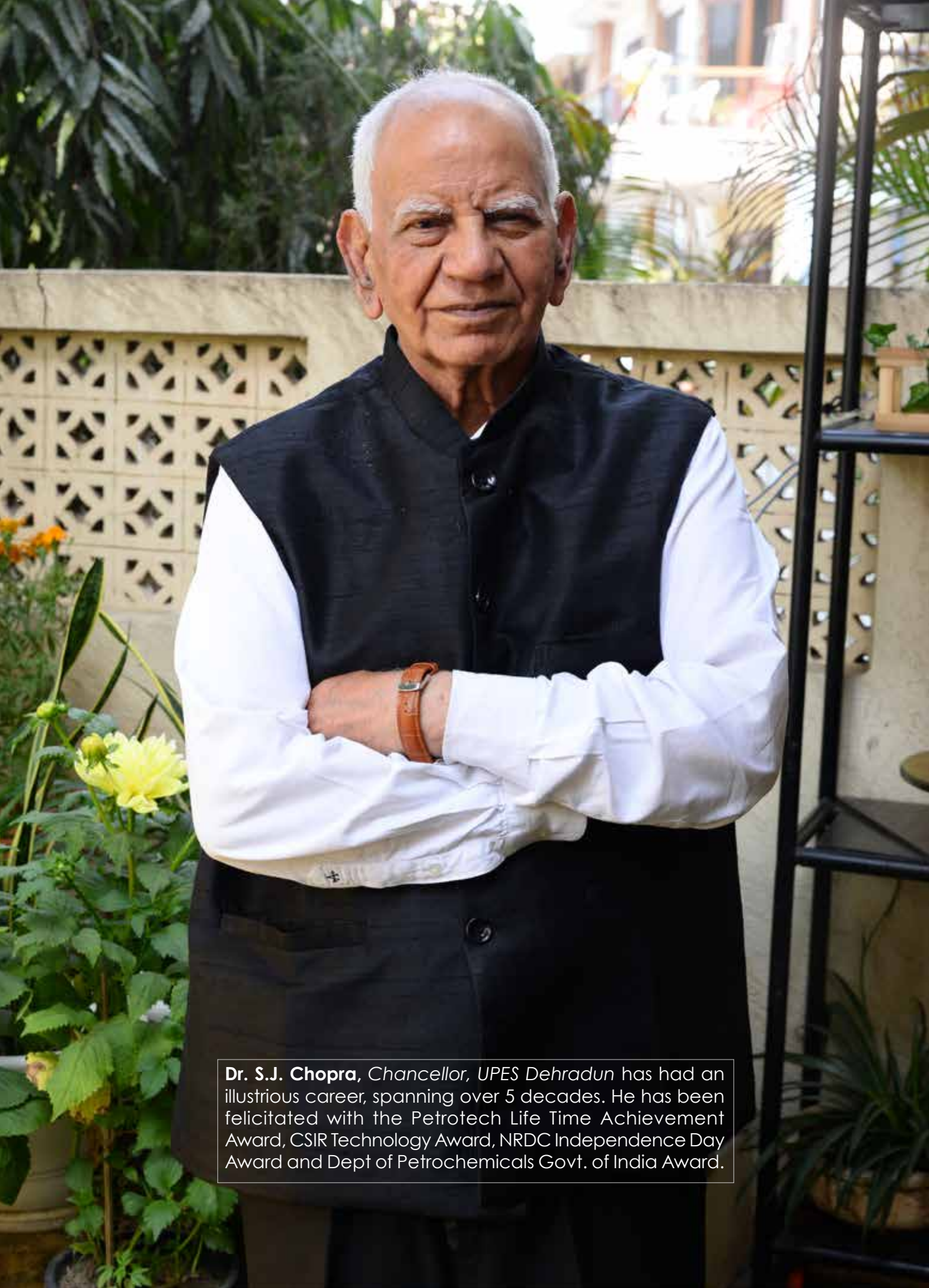
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Dr. S.J. Chopra, Chancellor, UPES Dehradun has had an illustrious career, spanning over 5 decades. He has been felicitated with the Petrotech Life Time Achievement Award, CSIR Technology Award, NRDC Independence Day Award and Dept of Petrochemicals Govt. of India Award.

INDUSTRY AND ACADEMIC

have to collaborate for the Enhancing R&D Activities, Developing Knowledge, Ensuring Proto-type Development and ommercialization of Developed Technologies

Dr. S.J. Chopra, Chancellor, UPES Dehradun shares his personal experience with **Education Post**

Position Held

My professional life started as a simple Shift chemist/In charge at Grasim Industries, in Nagda (M.P), where I worked from 1962 to 1965. After that, for one year, I worked as Production Superintendent with a small pharmaceutical company in Indore (M.P). Deciding to pursue research work after that, I moved to IIT Delhi as a Senior Research fellow. This led me to Engineers India Ltd in New Delhi, where I joined as General Manager-R & D in 1970 and worked till 2001, leaving the company as Chairman and Managing Director.

From 2001 to 2003, I took the position of Executive Director with Centre for Higher Technology, New Delhi. In 2003, I joined the University of Petroleum & Energy Studies (Hydrocarbon Education Research Society), where I am serving currently as Founder Chancellor. Over the years, I have acted as a Visiting Professor at IIT Delhi and IIT Roorkee.

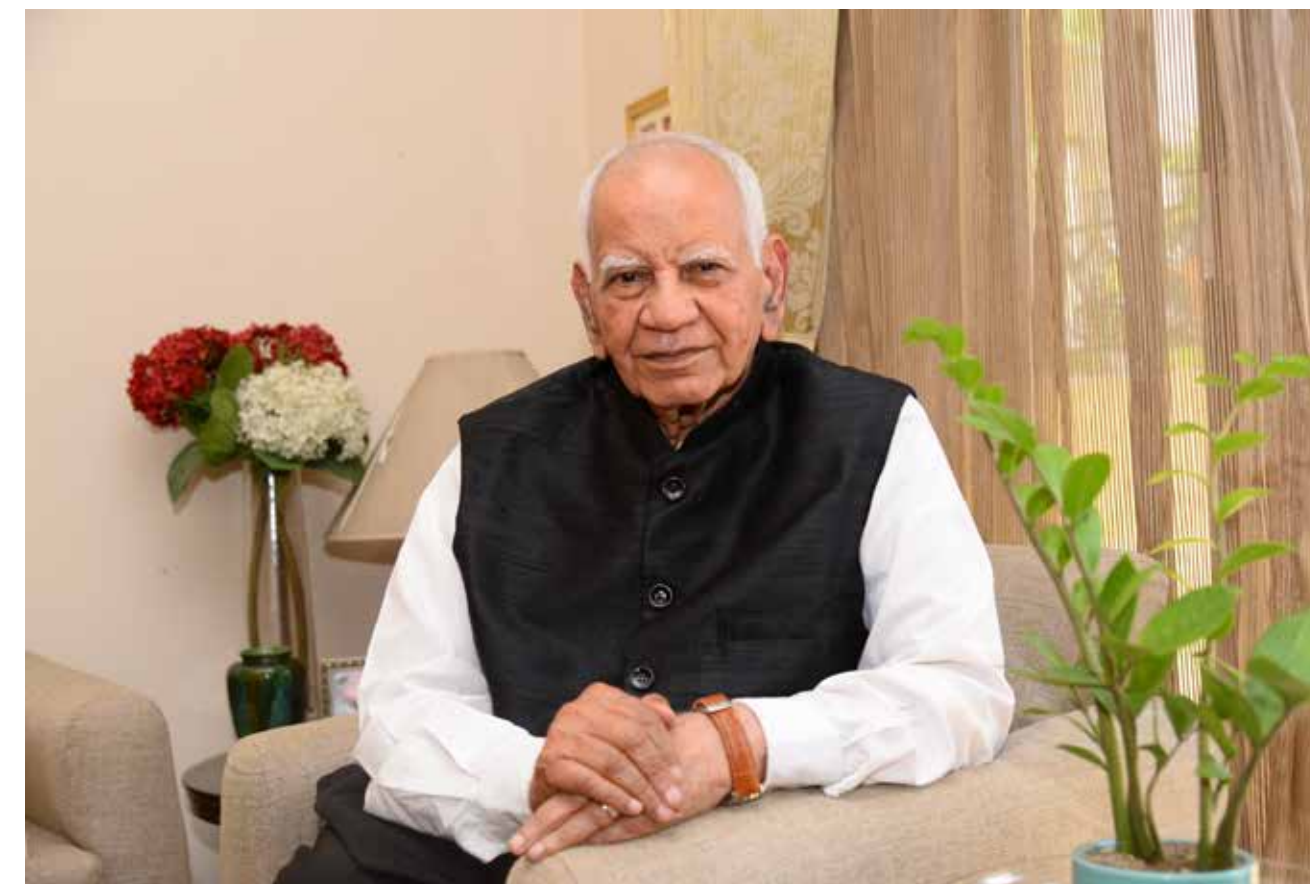
Leadership Style

I strongly believe in compassion, Empathy and Cross fertilization of Ideas. I have grown by eliminating any potential hindrance to learning and encouraging lifelong learning. I am generally practical in approach and able to drive people. I even encourage colleagues to challenge themselves, while giving autonomy to the team & trusting their abilities. Leading with intellectual Integrity and being a good listener is very important for managing the playing areas and developing competencies required.

Challenges and Opportunities at EIL

I joined the EIL-R & D in its initial stages and got many opportunities. It is a great place to learn and work with a very healthy culture and friendly environment.

We get freedom to work and one could spend almost 20% of his time on pursuing areas of interest to self. We also do extensive networking with premier research as well as industrial organizations in the country. Starting with recruitment of Creative Researchers with ability to collaborate to Sustained Engagement of recruited young work force and Integration of professionals, collaborating on a specific job, the institute has a seamless process. Moreover, it enjoys membership of International Collaborative Research Forums like IFRF, Centre for process Integration at UMIST, HTRI, HTFS, FRI, PSRI, Centre for process Design at Carnegie Mellon University etc. We focus on developing



abilities for wholesome approach to take a technology from laboratory skills to commercialization. Lastly, we believe in celebrating each-other's success and remaining connected.

Some challenges that were initially present were regarding Integration with the rest of the organization, and Commercialization of Indigenous technologies- with insistence on a reference unit for implementation of developed technology. We also have to face the Rising cost of R&D activities and meagre funding support from internal sources.

Resource Management for Oil and Gas Sector

India is the third largest energy consumer globally and economic growth is linked to the energy consumption. However, India has not been served well by nature towards the availability of Oil and Gas. So, the country continues to import very large quantity of hydrocarbon resources to meet its burgeoning demand. India's import bill for crude oil for 2019-20 was in excess of \$100 Billion with India's refining capacity close to 250 MMT and indigenous production of 30.5 MMT only.

But India has taken measure to encourage investment in Oil and Gas sector. Crude oil consumption is expected to grow at a CAGR of 3.60% to 500 MMT by 2040. Anticipating this demand, OVL (ONGC Videsh Ltd) has been investing abroad in various exploration & production projects to help country meet its energy demand. The expected investment in exploration and production is expected to be of the order of U.S \$ 25 Billion. The Govt is encouraging FDI in upstream and refining sectors. Even in the PSU refining projects, FDI has been raised to

49%. OALP & CBM policies have been liberalized to encourage investment.

The GoI has also developed the Hydrocarbon & Exploration licensing Policy (HELP) to vigorously pursue upstream activities. This provides for a revenue sharing model with freedom for marketing and pricing for any hydrocarbons produced. We have also looked at exploiting small and marginal fields. The discovered small field policy 2015 aims to bring such fields into production. The contractors are allowed to market the production in the domestic market exclusively through a transparent bidding process.

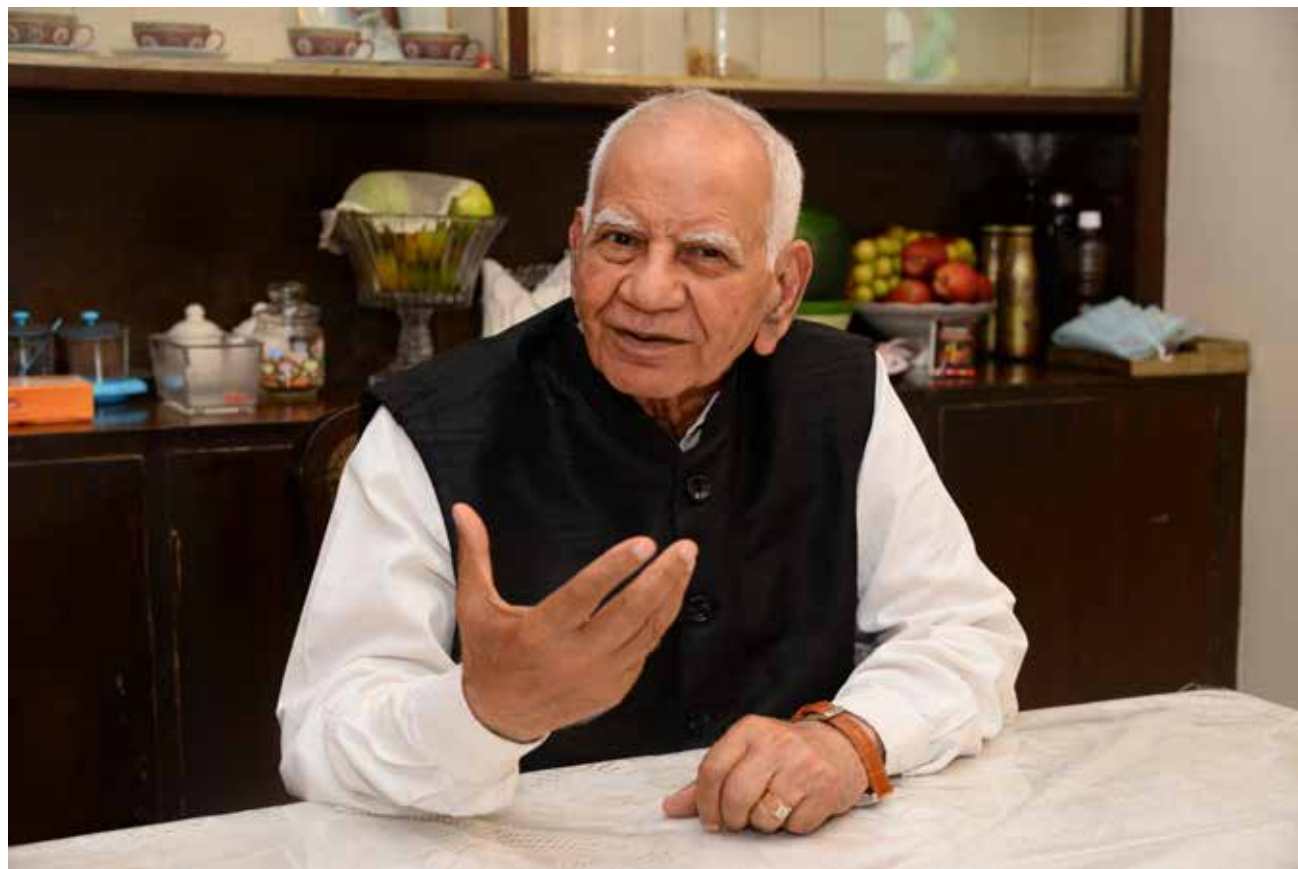
The hydrocarbon vision document 2025 envisages upgradation of technology and capacity to make the industry globally competitive, promoting healthy competition, improving customer service and ensuring oil security for the country. The petroleum and Natural Gas Regulatory Board also oversees the various facets of the hydrocarbon industry. By and large the Government is on the right track to ensure that investments are made in the hydrocarbon sector for meeting our requirements.

Advances in Academic Research in India and Industry Support

The Ministry of Science and Technology had released the Framework of the Industry-University Linkages in Research in 2019. It brought out that optimum cooperation between industry and academic is not happening.

The industry and academic have to collaborate for the enhancing R&D activities, developing knowledge, ensuring proto-type development and commercialization of developed technologies. These collaborations/ partnerships help to ensure that the work force created through academic institutions is contemporary and meets





industry requirements.

The industry, generally, is biased towards developing short term solutions of commercial importance. Academia wants to develop new knowledge. It is important for the policy makers to develop a dual-job concept where Industry personnel and academia can migrate to the other side to cross-breed solutions that can be useful for the industry.

It will be beneficial if the working team for the industry sponsored R&D Projects at academia institute provides for involvement of an industry person in the team and is stationed at the academic institute on a continuous basis. Positive benefits can come out of involvement of international experts in such projects. The Govt. of India has taken steps for developing Research Parks and Technology Incubators are becoming the order of the day at all leading institutes.

India's Gross Expenditure on R & D has been on the rise but is still at a dismal 0.81% of GDP which is well below the international levels. India has one of the largest networks of HEI and with the young tech-savvy workforce available, it is imperative that academia & industry work together towards developing corporate research laboratories. This can help in ensuring that undergraduate students go to such Research labs and that their creative, innovative as well as entrepreneurial

skills are enhanced.

Learnings from the Corporate World application in the education sector

The learning from the corporate world are very much applicable to the education sector. We learn to be flexible and innovative, as well as develop individual skills for the faculty and staff. We need to involve people consistently to work on something "New" because with IT and other Technology and Innovation revolution, the nature of the jobs will change. Also, attracting and retaining talented people is a huge challenge.

Regular comprehensive documentation is required, along with time bound review (every quarter) and feedback. Developing Multi-skilling capabilities in the students and a separate HR function is the order of the day. The future is going to be exciting and we are here to "WIN".

Effective Learning Environment

An effective learning environment has to be a hybrid model, based on both face to face and online

simulations, animations, videos and personal touch. It has to be Project and Internship based learning. We should be integrating data sets. It is important to bring out, what I call, the "Discretionary Energy" of the learner.

The environment has to ensure that the learner develops compassion and respect for the fellow beings and passion for work, besides looking at personalized learning. Collaborative learning and group activities have to be encouraged.

Opportunities for talented students as well as slow learners have to be provided. The environment must create pathways for practice and growth, provide safe environment and freedom to express views. It has to be engaging and positive and help in developing communication and other personality traits.

Finally, the learners must be developed to ask the right questions rather than giving the right answers.

Organize, plan and prioritizing work for the University

The best thing is to have an outcome-based approach, which is student and faculty centric, and promotes capacity building. Implement delegation and empowerment, and assign accountability.

Creating communities and connections is also important. This can be done by prioritizing and addressing psychological challenges, encouraging parents, teachers and students' interaction. The last aspect is developing Inclusive learning solution and Quality Assurance Mechanisms. We put focus on integrating Meditation, Yoga and CSR activities in the syllabi.

Changes in the Higher Education Sector and Indian Education System

The gross enrollment ratio in Indian Education Sector is about 26-27% with over 40,000 Colleges and more than 1000 Universities. This ratio is set to increase to 50% during this decade. The new Education Policy (NEP 2020), which if implemented in totality, is very Quality Centric and will result in survival of the fittest.

The Universities will have to go for internationalization across all the three pillars of infrastructure, students as well as faculty. The HEI's will necessarily have to be multi-disciplinary with life

science added on to the current syllabi.

It is believed that value added courses from leading universities and 'Industrial Work Integrated' learning will become the order of the day. India with increased research output will become a hub for international talent.

Indian Academicians performing on a global stage

Persons of Indian origin have done well both in the industry and education abroad. One can keep on counting the number of top positions held by Indians in either of these sectors. This is due to the environment that is provided abroad. We, in the education sector, hope that all these eminent people are developing linkages to improve the quality of education in their home country.

The New Education Policy should provide a fillip to Indian Academicians seeking collaboration with other global players. There are various areas of Research as well as Education policy which are of vital importance and I am sure that, Indians can contribute quite a bit in the international areas.


Indian academicians have expertise in the areas of waste plastic utilization, CO2 management, Biomass to chemicals, Minimization of Reactor sizes, and have the capability to develop competitive technologies, which can be offered at the global level. The Indian knack of "Start-ups" can also be used at the global level.

Sharing with students

The first and foremost message that I will like to share is "RESPECT"- respect for others, respect for processes, respect for the person on the street, respect for diversity. You must remember that you are a "lifelong learner" and must always address anxiety. Be calm, don't react, take a breath before you respond.

Integrity and ethics are very important human values which need to be cultivated and adhered to.

Be a good listener, be humble, develop humility and invest in yourself. Develop mental toughness and resolve to complete a given job. Remember that you cannot succeed in 21st century by using 19th century tools. Broaden your learning so that you can build on those for success when "change" comes in.

Finally, the Team is always bigger than self. Each individual has limitations and drawbacks-the team helps us to overcome these. 



Piyush Chakraborty
Officiating Head, ESSCI

Skill India campaign was launched by Prime Minister Narendra Modi on 15th July 2015 to train the people in different skills. This month Skill India Mission has completed six years. Electronics Sector Skills Council of India (ESSCI) has been launched with a primary mandate of enhancing and to build a capacity in skill development. One of the salient features of the ESSCI is designing of the training programmes, based on industry demands of different segments and to ensure that all successful trainees are certified through accredited assessment agencies.

Piyush Chakraborty, officiating Head, ESSCI reasons out the need for the Skill India Programme. He talked about the nitty-gritty of Skill India—how the scheme

accommodates the needs of the whole nation and how ESSCI contributing to the achievement of the skill India vision and road map for the next years.

Q Skill India Mission completed six-years on July 15. How do you see the last six years of this mission?

The Skill India Mission or the National Skills Development Mission of India was launched by the Honourable Prime Minister in 2015 with the launch of the Pradhan Mantri Kaushal Vikas Yojana-PMKVY to train over 40 crore people in India in different skills by 2022. The whole country has seen an unprecedented growth in the skill development of the youth in the country. It is managed by the National Skills Development Corporation of India.

The focus of the Mission and its Various initiatives are:

- National Skill Development Mission
- National Policy for Skill Development and Entrepreneurship, 2015
- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Skill Loan scheme
- Rural India Skill

The whole paradigm shift has been achieved in the approach to skill development because of the mission and skill has become an important part of the national youth to adopt and pursue a job and career. The National Skill Qualification Framework has further added to the programme in making it a nationally benchmarked one. The country now has an umbrella framework and it is consistent across the country in delivering training and setting standards benchmarked to the national standards aligned to global standards.

Q Tell us about the key achievements of your Sector Skill Council since its inception?

The Electronics Sector Skills Council of India (ESSCI) has had a glorious run since its inception and emerged as a frontrunner for skill development in the country. The council has ensured the electronics skill training becomes a skill of choice and ensures good prospects for

candidates undertaking training in electronics job roles. ESSCI has embarked upon building a robust and expansive skill development network and currently has over 1100 training partners having over 4550 training centres across the country, that are well equipped to undertake skill development across job roles in all segments of ESDM. ESSCI has developed 185 Qualification Packs (QPs) and over 250 National Occupation Standards (NOS).

The council has trained and certified over 14,00,000 candidates in various job roles across the electronics product lifecycle and sub-sector spectrum and is poised to support the Atma Nirbhar Bharat initiative by ensuring supply of appropriately skilled manpower in electronics job roles for the companies setting up shop in India. The council is developing new job roles in new age economies like AI, IoT, Industry 4.0, Automation, robotics, 5G and other emerging technologies. As the council stands today it is the result of untiring effort put by the leadership to ensure a truly effective and high-class council for skill development in the electronics sector.

Q How is ESSCI helping in skilling human resources for the electronics industry?

The council conducted several Sub-sector wise research, Skill Gap analysis, Demand Aggregation, Demand Analysis, built NOS committees with Industry support and collaboration, SIG groups, Industry membership and empanelment of Subject Matter Experts to create a formidable eco-system for seamless and high quality training delivery in electronics job roles. The QP, Content, Curriculum, Labs, centres, Training partner affiliation and assessment partner affiliation were diligently undertaken and built, and training of Trainer and training of Assessors led to building a robust system for skill training and assessment / certification. The Electronics Sector Council of India has aligned itself to the Government of India vision to make India the skill capital of the world and has done extensive work towards creating a vast mechanism and eco-system to deliver the skill development in electronics.

Q What are the challenges you've faced during your journey and what you see ahead?

The council took up a challenge to conduct a deep analysis of the sector and a detailed

quantitative and qualitative analysis as to what job roles would be in demand going forward and in what quantities.

The biggest challenge in up-skilling people is to mobilise a large number of people of the same qualification and requiring the same upskilling. The council identifies key projects and one such project where ESSCI is upskilling and certifying 1,00,000 AC technicians in the best practices and use of environment friendly gases under the HMPM project in partnership with the ozone Cell under the Ministry of Environment, Forests and Climate Change. The council has embarked Upon developing a robust delivery mechanism using their state of the art Learning Management System- LMS for delivery of training online and through remote mechanism of using IT and digital tools with AR/VR, DIY, Videos and host of easy learning tools.


Q With the rise in automation and digitalisation, what kind of new skillsets are needed in employees??

The next five years are going to be extremely exciting as far as the electronics sector is concerned due to automation and digitalisation. The Council is in the process of reinventing itself and deeply studying the trends which are going to define the electronics sector. The National Policy for Electronics 2019 specifically launches the Production Linked Incentive Scheme (PLI) for Large Scale Electronics Manufacturing. PLI for Large Scale Electronics Manufacturing proposes a financial incentive to boost domestic manufacturing and attract large investments in the electronics value chain and aims to create many Jobs. The jobs expected to be created would mostly be related to the factory manufacturing job roles for assembly line operators, PCB assembly, EMS operators, maintenance engineers and trained in robotics, automation, and Industry 4.0 related job roles.

Q Any information you would like to share with our readers?

The current Pandemic has resulted in the Electronics Industry gaining momentum and opportunities for job and business emerging is a silver line, the dark cloud. The Electronics Sector is a sunrise sector currently and is expected to

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grow in the coming months. The immediate trends in the sector are expected to be development of contactless Customer care remote services, Online videos solution / IoT based solutions through cloud computing for remote troubleshooting, Installation & Commissioning of affordable, Intensive health care unit (Ventilators, Mini ICU) at home, Education and assessment through online learning management platform, DIY Kits based learning models for school students, Virtual labs Simulated with AR / VR technology for Higher education, Use of IoT for remote process management, Advancement in networking solutions and cybersecurity, Computer literacy beyond PMG- Disha and rural entrepreneurship, Personal Hygiene based solutions (Sanitization Tunnels, Thermal Scanning through Drones etc) for offices & marketplaces, Faster adoption of Industry 4.0 & Data Analytics in ESDM industries thus bringing about a new energy and opportunities in the sector. 



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CAN A **BAD BANK** REVIVE THE BANKING INDUSTRY

A PERSPECTIVE



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Former Professor
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T

he present market situation exacerbated by COVID-19 pandemic has slowly but steadily affected economic sectors across the board. India is facing a growing problem of Non- performing assets (NPAs) and the figures have grown substantially in the last few years. The rising NPA is a symptom of an ailing banking sector and it adversely impacts the bank's profitability, efficiency, net interest margins, capital adequacy ratio, return on assets, return on capital employed etc. Non- performing assets (NPAs) of banks have come under severe stress and this is a cause of concern. Various experts have pointed out that the existing bad loans is huge problem and without taking tough and stringent measures to recover non-performing assets, all other measures to revive Indian public sector banks would remain cosmetic. According to the Reserve Bank of India (RBI) Governor "Maintaining the health of the banking sector remains a policy priority and preservation of the stability of the financial system is an overarching goal." The surge in NPAs in the wake of contraction in the economy along with the adverse impact of the pandemic has been behind the proposal to establish a bad bank by the RBI and the Government. The announcement by the Finance minister in the Budget 2021 for establishing a bad bank is significant as it will seek to provide financial stability to the banking sector. The move may also help to relieve banks of their stress temporarily given the present market scenario.

The existing levels of bad loans is a big worry for the Public sector banks (PSBs). With the NPAs set to witness a further spike as a result of the second wave of the pandemic, the idea of setting up a bad bank appears to be the need of the hour. A vicious cycle has emerged in the Indian banking sector as rising stressed assets calls for higher provisioning requirements resulting in capital adequacy concerns. Also, banks do not possess the required expertise to recover the stressed assets. Thus, in order to stay ahead and concentrate on their normal banking functions, setting up a bad bank appears to be a way forward.

What is a bad bank?

The Indian Bankers Association (IBA) had suggested to RBI to set up a bad bank which could free the banks from the mounting NPAs. The Confederation of Indian Industry (CII) has also suggested to the government the creation of 'multiple bad banks' to address the concern of state owned lenders. Keeping in view the fact that the government dominates the banking system, it is important that the government takes the lead in setting up the Bad bank.

- ◆ A bad bank is a special bank that buys the

a positive outlook to the new loans and also clean up their balance sheets.

- ◆ The bad bank is similar to an Asset Reconstruction Company (ARC).

Proposed Model for a Bad Bank?

In the recent Budget 2021, the Finance Minister Nirmala Sitharaman said "The high level of provisioning by public sector banks of their stressed assets calls for measures to clean up the bank books. An Asset Reconstruction Company



bad loans or non-performing assets of other banks and institutions at a discounted price.

- ◆ The bad bank then works towards the resolution and recovery of these assets over a period of time.
- ◆ This helps the banks and institutions to have

Limited and Asset Management Company would be set up to consolidate and take over the existing stressed debt and then manage and dispose of the assets to Alternate Investment Funds and other potential investors for eventual value realization."

Budget 2021-22 had announced that RBI will look into the proposal for the creation of

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a bad bank. The proposed structure envisages setting up of a National Asset Reconstruction Company to acquire stressed assets, which will be resolved by the National Asset Management Company. The setting of a bad bank in the form of an Asset Reconstruction Company (ARC) or an Asset Management Company (AMC) will help the commercial banks resolve the problem of bad loans and in the process help them clean up their balance sheet. An ARC and AMC will take over the existing stressed debt. It will then hold the problem loans until the assets can be sold to Alternate Investment Funds and other potential investors at a reduced price for value realization. The new framework will help clean up the balance sheets of public sector banks and make future requirements of capital less onerous.

The announcement in the budget for the creation of a bad bank is in line with global practices. The first bad bank was created in 1988 in US by US-based Mellon Bank to hold its stressed assets. After this, other countries including Finland,

France, Sweden and Germany have also implemented this concept. India is learning from the success experiences globally in establishing a bad bank. The concept has worked in some countries with active participation by the government. However, the difference is that other countries did not have any Asset Reconstruction Company like structure in India functioning for nearly two decades.

The process

To begin with, professionals with domain knowledge will manage the bad bank. A bad bank will buy the bad loans of other lenders and financial institutions to help them clean their balance sheet. These bad assets will then be resolved by the bad bank over a period of time. This will help the banks to have a positive outlook towards their existing and new businesses.

The structure proposed by the IBA is that the bad bank should buy toxic assets from a good bank

at a price below their book value. The bad loans are normally transferred below their book value (which could be the asset value minus bank provisioning against the stressed assets). The next step will be selling stressed assets to prospective buyers at arm's length principle, recovering as much as possible and resolving the crisis in the system. However, in the current uncertain situation, this may be a significant challenge.

It is important to ensure that banks do not compromise on their due diligence merely because a bad bank will buy the stressed assets. Also, shifting, or transferring the assets from one entity to another should not be considered as a solution to the problem of non-performing assets.

What would setting up the bad bank do?

The proposal to establish a bad bank will help the banks sell the stressed assets to clean up their balance sheet of the toxic assets. Public sector banks need a high level of provisioning of their stressed assets. This will not only help the banks to clean up the balance sheet but also use their capital more optimally. In other words, banks will be able to:

- ◆ Focus on their normal banking functions and core activities like lending, borrowing, credit growth etc instead of loan recovery. This could also lead to an enhancement in their valuations.
- ◆ Improve their credit rating with a cleaner balance sheet.
- ◆ Be better placed to mobilise capital from the market.
- ◆ Free the banks from the mounting burden of the NPAs

Thus, a bad bank will help the commercial bank clean up their balance sheet by resolving the problem of bad loans. However, it will not be involved in the normal banking functions of lending and taking deposits.

How will a bad bank operate?

As the idea is suggested by the government, the majority ownership is likely to rest with state-owned banks. This will help to have more participation from Public Sector Banks (PSBs). Two, as the proposed bad bank is being set up as a government initiative, the valuation of the bad loan and the corresponding

The terms on which the bad bank will be formed might not rescue Indian banks from their NPAs completely but surely will be critical in shaping the banking system.

discount on loans will be a relatively smoother process.

Third, in all likelihood RBI is likely to relax the provisioning norms for banks on assets sold to an ARC and with respect to the requirement of 15 percent capital payment as the proposal is a government initiative.

Finally, a Government backed institution will have a higher capacity to negotiate deals and help free up banks from carrying the stressed assets on their books.

Will a bad bank solve the problem of NPAs

The problem of NPA is a serious cause of concern for the banking sector. The rising stress that the banking sector is facing, more so after COVID-19, calls for an effective resolution mechanism. However, even before COVID-19, banks were facing a spate of corporate defaults over the last few years. The second wave of COVID has come as a big worry for banks and the NPAs are likely to escalate even further. According to the Financial Stability report released by RBI in 2021, the NPAs of the banking sector are projected to surge to 13.5 per cent of advances by September 2021, from 7.5 per cent in September 2020. In a severe stress scenario the ratio may escalate to 14.8%. The impact

of the pandemic-induced disruptions on asset quality will be spread over FY21 and FY22, with bad loans expected to rise to 9.6-9.7% by 31st March, 2021, and to 9.9-10.2% by 31st March, 2022.

In the wake of a slowdown in economic activity and a hike in NPAs, banks may witness the creation of a bad bank that may be part of a strategy to tackle bad assets. According to the chairman of SBI 'this is the right time for a structure along the lines of a bad bank as most banks are holding very high levels of provisioning of NPAs. High NPAs impair a bank's ability to borrow, lend or conduct business as usual.'

To tackle bad assets, the banking sector under the IBA had two years ago proposed an asset management company called 'Sashakt India Management Company' to resolve large bad loans. The proposal was prepared by a panel set up by 2018 interim finance minister Piyush Goyal on the faster resolution of stressed assets in public sector banks. It was headed by Punjab National Bank chairman Sunil Mehta to resolve NPAs over Rs 500 crore. A three-tier system involving an asset reconstruction company, an asset management company and an alternate investment fund was proposed. The implementation of the idea is complicated which is why Indian policymakers have only toyed with it. A banking institution has to keep in mind its choices of assets to be transferred into the risky category, business case, portfolio strategy, and the operating model (Accessed online).

To solve the problem of mounting NPAs, some suggestions could be

- Improve Corporate Governance and enhance due diligence to the desired level
- Give more powers to banks to recover NPAs
- Have an efficient system of credit appraisal of the projects and assessing the credit worthiness of the clients


Stringent NPA recovery rules by the banking sector. Initiate fast track resolution mechanism of the stressed assets.

The way forward

The idea of setting up a bad bank has been under discussion for a very long time. It is a great initiative being proposed by the government. The extraordinary stress situation and elevated bad debts arising due to the first and second wave of COVID-19 pandemic is also leading to a change in perception to provide an out of

the box solution. If the structure of the proposed model is optimally designed and supports the eco-system it may help to address the twin balance sheet problem of bad loans and capital adequacy concerns thus opening up a new chapter in the Indian banking landscape.

Three factors on which the success of the business model will depend are First, the ability to attract the right professionals with the relevant expertise who can work with dedication to complete the processes within the defined timelines. Delays in completion of the process not only discourage investors but also increase costs. Second, the type of assets acquired and the price paid by the bank for those assets. If the price is right, the chances of resolution are better. Finally, allowing market driven platforms and business models to sell bad loans to improve the valuation and price discovery process for non performing assets.

The terms on which the bad bank will be formed might not rescue Indian banks from their NPAs completely but surely will be critical in shaping the banking system. It can also provide some relief to the Indian banks in this difficult time when the entire economy is under pressure. However, a critical factor for its success will depend on developing and designing a unique and sustainable business model. In addition, greater governance and monitoring of loans for early warning and distress signs will be required to deal with the problem. Thus, a bad bank is a good idea, but may not solve the problem of NPAs for Indian banks given the uncertain and weak economic environment due to the pandemic. 

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A SMALL HYPHEN

A small hyphen (-) is the key factor for not achieving serenity in the American social framework that is hindering its economic, political and spiritual advancement even after having so much wealth, talents, and natural resources. Hate is in the air, greed, and lust in the eyes, dishonesty, deception, and vulgarity in the language, and, love and compassion in life-support.

I always wonder and become dazzled when I learn that very small things, acts, or places are caused and could cause enormous problems. Such as (a) damage to the small thermal tile- shields on the space shuttle Columbia burnt down the Shuttle on its fateful return journey to the earth on February 1, 2003; (b) in vertigo small calcium carbonate particles clumped together in our inner ear, and we completely lose our balance. We feel the whole world around us rotating. It is the feeling that we often get just right after getting off of a merry-go-round; (c) a small nail could bring disastrous consequences to strong moving vehicles by causing a flat tire; (d) Small and overlooked damage to the foundation of a residential tower, e.g.,



Surfside Condo tower, Florida, caused catastrophic incidence; and (e) attacked on Poland caused WW2.

Take the time to identify someone. This shows one's willingness to learn, widen the world's cultural and social views and understanding that leads to recognition.

Recognition is the first step in respectfulness and eventual liking. Without this, we will always have dissociations, distances, and otherness. That leads to hate and animosity.

What the Administration should and must do is to stop profiling its citizens by race, language, and stupid color (as a color has nothing to do with cultures, economics, and emotions). However, Government should profile its citizen purely based on economics as Government's primary task is to

move the societal system forward through the good times and bad times. It is the economy that dictates this movement. Color, race, language, and emotion do not. Differentiations based on these caused obstacles, political opportunity-ism, and social unrest.

I did not find any articles in our constitution that require or advise the government's any branches to divide and/or profile its citizen based on color, race, language, religion, or size. Rather, the constitution asked the system to treat everyone equally.

Whatever may be the intent, keeping the whole society divided on papers, and storing it digitally, is similar to keeping nails on the road for disaster to happen to a moving vehicle. A vehicle is analogous to a moving society through the economy that the government is in charge of driving using the constitution. **EP**



Dr. C N Narayana

THE FUTURISTIC ORGANIZATIONS

A New 7 Rung Ladder to be climbed with utmost care

Knowledge creation and organizational wellbeing are closely interconnected as they leverage talent management in a disruptive but growing organization. While it is desirable to have more humane organizations, it is also critical for organizations to change with changing times where technology plays a vital role for the sustainability and growth of organizations. "If you want to understand something, try to change it" - I evoke the statement of Kurt Lewin who helped many organizations to change and look forward to such change decades ago. Artificial Intelligence (AI) continues to change the world around

us with a pace difficult to comprehend. The ladder of inference in management consulting covers aspects of covering the loop between rungs starting from observable facts, data, meaning, assumptions, draw conclusions, adapts beliefs to finally action. However, with unprecedented challenges driven by technology and demographic shifts, organizations need to venture beyond traditional strategies. Creating Online quality content, self and quick learning of process with the aid of technology tools, ability to grow the organization with remote operations, enhance productivity and customer satisfaction even working from home are critical in this hour of high complexity.

Is Technology driven platforms are only solutions to futuristic organizations, Educational Institutions?

AI is not just the ignition but is going to be engine which will run the horsepower of Mercedes vehicle in an organization which is poised for a faster growth. While we appreciate the quantum jump of the technology driven organizations especially amidst unprecedented times, where work from home has become a new normal and organizations are investing heavily on better communication, platforms to connect, process to ensure timely completion of tasks and retaining the client base when the business is nose diving due to various reasons beyond anybody's guess.

AI must be used effectively and carefully with a measured augmentation of human activity. A common question which crops up in working from home atmosphere is the missing socio-quotient and peer learning in a physical office atmosphere is still unanswered and worth doing further research as to how AI can make it more interesting to address the mental health issues which can arise working from home for longer time, which the social scientist will be able to throw some light. A human-Compatible AI could be the solution organizations should look into.

Innovation to Commercialization

The second rung of the ladder is the understanding of commercialization of innovation which the service dominant logic (SDL) which predominantly deal with customer value creation with the product or service which is offered.

Working from home by thousands of employees requires standard content creation, communication uniformity, common message coding along with better tools to be used to explain and ensure customer value creation. Even a communication barrier could create a customer dissatisfaction. Therefore, organizations while saving the cost of operations of larger enterprise space, rental, operational cost must invest heavily on better communication tools, seamless connectivity for thousands of employees including the remote access betterment. Any innovation which is to be commercialized successfully needs this support system if the future work force is going to be operating in different sets of conditions. This approach calls for interaction and trust between the company, and the customer and employees involved in the early stages of innovation where the customer can be even treated as the co-creator and the value can be created together for the customer.

Breaking with tradition and integrating with the Core through AI

As the AI and ML is shaking up every industry and even in educational institutions the way academic material is delivered will lead to a complete paradigm shift. Open AI's mission to organizations is to ensure general intelligence and organizational capability is enhanced through proper augmentation. A good example is human empathy spilling into AI by assisting healthcare professionals in preventing deadly diseases and infections like COVID spread. This clearly indicates integrating the business with the Core with a human touch through technological platforms. The Intel AI in recent times published how humans and AI can cure deadly diseases. Advanced countries like Israel uses AI and those organizations which are breaking with tradition and integrating the core businesses with AI are fast growing. Financial Services and banking sector will witness the AI-fuelled growth if they break away from the tradition and merge the core through AI.

Digital Transformation building Agility & Resilience

The next rung of the growth ladder which will help a future proof business is a challenging environment for the leadership is to reassess

mindsets as well as business operations addressing both talent retention operating remotely, offer continuous skill upgrading, and business acumen with resilience due to the prevailing uncertainties. This in other words means adapting to disruptions as many of the leaders have been through into the crucible of change. Disruptions will crop up in every corner of business and leaders must make sure that they are moving quickly by more cloud spending and digitization by bringing most of the processes under digital platform and AI. A significant digital acceleration for transformation will foster new partnerships and alliances and ease of conducting business, protecting both the top and bottom lines.

Transformation through single minded focus and Execution

Knowledge creation, content creation, dissemination, training and development are critical when disruptions in businesses are highly unpredictable. However, the next rung is the real result which is parallelly running along with workforce productivity and digital customer solution is the sharp focus of leaders on strategies and how to execute changes and transformation at a pace required and doing so effectively. The recent crisis has shown the need for more resilient operations and infrastructural support to future-proof business, enhance security alertness, ensure and enable financial performance at a higher level even during difficult times ahead. Any transformation through digital technologies should result in virtualization of better business, tech-enabled processes, get closer to customers by integrating remote and in-person networks. Businesses should shed the myth of legacy systems which ensure only comfort zone not ready to face new challenges which are far more dependable using technologies than a mere trust factor.

Aesthetic Learning & Development

The complex organizational systems which are legacy in nature must be pruned to bring technology in the forefront so that capabilities within the organization for quick learning with the help of digital

tools, technology support to enhance overall performance of the organization in the marketplace taking the organization closer to satisfying changing customer requirements. Leadership in this rung should find and share clarity, create curiosity and creativity to make the organization innovative and impart training and give tools that will empower and give courage to the workforce to lead in complex times.

Change Management the Core

The final rung is overly critical as the pandemic forever changed the agility, cost management, workforce resiliency, innovation etc. is to prioritize all these capabilities with the safety and security in mind while ensuring agility and profitability. Opportunities for a new era is on the cards, which is an uncertain future. Looking at that as an opportunity is the new mantra. Change remains the name of the game while the strikingly greater focus on transformation through partnership and better customer relationship. One of the tough roles leaders must play is to outmanoeuvre uncertainty by turning massive challenges into meaningful change. This includes a careful navigation of financial and operational challenges while addressing the safety needs of employees, customers, clients and suppliers. Leaders must ensure regaining eminence and emerging stronger leveraging technology.

To conclude, organizations must quickly adapt to aesthetic learning process connected with usage of digital platforms, bots, AI and Machine Learning to leverage business opportunities. Individuals must build different and flexible capabilities. Organizations must look at more effective design practices for developing leaders. In complex situations and environments, the capacity of an organization to learn is critical for both the organizational sustainability and growth. Mechanical models based on analytical-rational, command and controls driven by AI are also found insufficient in finding clarity, creativity and courage to lead complex times like this. Therefore, leveraging on technology without losing human emotions and touch is critical for futuristic organizations to survive, sustain and grow using the ladder of inference and beyond. 📌



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10	Birla Institute of Technology (BIT)	Mesra	239.9	213.6	182.8		152.9	75.0	62.5	42.8	969.61	Jharkhand	1	Pvt.	2
11	Jamia Hamdard	New Delhi	222.8	213.6	188.5		155.4	79.0	66.8	43.4	969.47	Delhi	3	Pvt.	3
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18	Amrita Vishwa Vidyapeetham	Coimbatore	236.5	210.5	174.2		145.7	77.0	66.8	44.0	954.62	Tamil Nadu	1	Pvt.	6
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23	Vellore Institute of Technology	Vellore	222.8	197.9	179.9		150.5	75.0	66.8	44.0	936.91	Tamil Nadu	2	Pvt.	7
24	Indian Law Institute	New Delhi	233.0	194.8	177.1		145.7	79.0	57.4	44.6	931.48	Delhi	6	Govt.	
25	Forest Research Institute	Dehradun	233.0	194.8	171.4		143.2	77.0	63.4	44.6	927.34	Uttarakhand	1	Govt.	
26	Tata Institute of Fundamental Research	Mumbai	215.9	210.5	177.1		150.5	70.0	55.7	44.6	924.20	Maharashtra	8	Govt.	
27	Indian Veterinary Research Institute	Izatnagar	226.2	210.5	174.2		140.8	71.0	53.1	44.6	920.35	Uttar Pradesh	1	Govt.	
28	Manipal Academy of Higher Education	Manipal	229.6	204.2	168.5		138.4	71.0	60.0	44.6	916.20	Karnataka	3	Pvt.	8
29	Bharath Institute of Higher Education & Research	Chennai	229.6	194.8	168.5		145.7	70.0	61.7	45.1	915.35	Tamil Nadu	3	Pvt.	9
29	S.R.M. Institute of Sciences and Technology	Kancheepuram	233.0	204.2	159.9		143.2	69.0	60.8	45.1	915.35	Tamil Nadu	3	Pvt.	9

All India Rank*	Name	City	Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)		Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	Overall Index Score	State	State Rank	Status	All India Pvt. Rank
30	Kalinga Institute of Industrial Technology	Bhubaneshwar	229.6	194.8	157.1		155.4	69.0	61.7	42.8	910.35	Odisha	1	Pvt.	10
30	Sathyabama Institute of Science and Technology	Chennai	226.2	207.3	159.9		143.2	70.0	60.8	42.8	910.35	Tamil Nadu	4	Pvt.	10
30	Meenakshi Academy of Higher Education and Research	Chennai	212.9	200.9	161.6		148.5	75.0	62.0	44.1	910.34	Tamil Nadu	4	Pvt.	10
31	Institute of Liver and Biliary Sciences (ILBS)	New Delhi	226.2	185.4	165.6		148.1	72.0	59.1	43.4	899.78	Delhi	7	Pvt.	11
32	Punjab Engineering College	Chandigarh	222.8	188.5	159.9		143.2	68.0	56.5	44.6	883.50	Punjab	2	Govt.	
33	Banasthali Vidyapith	Banasthali	219.3	194.8	162.8		140.8	62.0	60.0	41.1	880.79	Rajasthan	2	Pvt.	12
34	National Museum Institute of History of Art, Conservation and Musicology	New Delhi	219.3	182.2	168.5		133.5	70.0	61.7	42.3	877.51	Delhi	8	Govt.	
35	Deccan College of Post-Graduate & Research Institute	Pune	215.9	185.4	168.5		133.5	68.0	59.1	44.0	874.36	Maharashtra	9	Govt.	
36	ICFAI Foundation for Higher Education	Hyderabad	215.9	182.2	171.4		145.7	60.0	54.8	42.3	872.22	Telangana	1	Pvt.	13
37	Sri Sathya Sai Institute of Higher Learning	Anantapur	229.6	175.9	157.1		128.7	70.0	61.7	44.6	867.51	Andhra Pradesh	1	Pvt.	14
38	Narsee Monjee Institute of Management Studies	Mumbai	226.2	188.5	148.5		126.2	70.0	60.0	45.1	864.51	Maharashtra	10	Pvt.	15
39	SYMBIOSIS International	Pune	222.8	191.6	157.1		133.5	62.0	49.7	44.6	861.23	Maharashtra	11	Pvt.	16
40	Lakshmibai National Institute of Physical Education	Gwalior	219.3	188.5	157.1		131.1	65.0	54.8	42.3	858.09	Madhya Pradesh	1	Govt.	
41	Bharati Vidyapeeth	Pune	215.9	188.5	151.4		131.1	69.0	54.8	44.6	855.23	Maharashtra	12	Pvt.	17

All India Rank*	Name	City	Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)		Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	Overall Index Score	State	State Rank	Status	All India Pvt. Rank
42	Sant Longowal Institute of Engineering and Technology (SLIET)	Sangrur	215.9	182.2	159.9		135.9	65.0	54.0	37.1	850.09	Punjab	3	Govt.	
43	KLE Academy of Higher Education and Research	Belgaum	226.2	182.2	157.1		126.2	61.0	51.4	42.8	846.95	Karnataka	4	Pvt.	18
44	International Institute of Information Technology (BLR)	Bangalore	215.9	175.9	157.1		131.1	66.0	55.7	41.1	842.81	Karnataka	5	Pvt.	19
45	Central Institute of Higher Tibetan Studies	Varanasi	212.5	175.9	145.7		133.5	72.0	59.1	40.0	838.66	Uttar Pradesh	2	Govt.	
46	Sri Ramachandra Institute of Higher Education and Research	Chennai	209.1	182.2	157.1		135.9	60.0	49.7	42.8	836.81	Tamil Nadu	5	Pvt.	20
47	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology	Chennai	212.5	185.4	148.5		121.4	67.0	59.1	41.1	834.95	Tamil Nadu	6	Pvt.	21
48	Pravara Institute of Medical Sciences	Ahmednagar	205.6	185.4	148.5		123.8	68.0	58.3	41.1	830.67	Maharashtra	13	Pvt.	22
49	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	205.6	172.8	165.6		133.5	60.0	48.8	42.3	828.67	Tamil Nadu	7	Pvt.	23
50	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	Thanjavur	212.5	182.2	142.8		123.8	67.0	54.8	42.8	825.96	Tamil Nadu	8	Pvt.	24
51	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	205.6	172.8	165.6		133.5	58.0	48.0	42.3	825.81	Uttar Pradesh	3	Pvt.	25
52	Dr. M.G.R Educational and Research Institute	Chennai	205.6	175.9	157.1		133.5	60.0	48.8	44.6	825.53	Tamil Nadu	9	Pvt.	26
53	International Institute of Information Technology (HYD)	Hyderabad	198.8	182.2	157.1		133.5	60.0	48.8	44.6	824.96	Telangana	2	Pvt.	27
54	Dr. D.Y. Patil Vidyapeeth	Pune	215.9	182.2	142.8		121.4	63.0	58.3	40.0	823.53	Maharashtra	14	Pvt.	28

All India Rank*	Name	City	Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)		Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	Overall Index Score	State	State Rank	Status	All India Pvt. Rank
55	Saveetha Institute of Medical and Technical Sciences	Chennai	198.8	188.5	154.2		131.1	59.0	48.0	42.8	822.39	Tamil Nadu	10	Pvt.	29
56	Gurukul Kangri Vishwavidayala	Hardwar	212.5	185.4	145.7		121.4	64.0	50.6	42.8	822.24	Uttarakhand	2	Govt.	
57	Jain University	Ramanagara	205.6	185.4	145.7		121.4	63.0	57.4	42.8	821.24	Karnataka	6	Pvt.	30
58	D.Y. Patil Educational Society	Kolhapur	198.8	175.9	157.1		133.5	60.0	49.7	42.8	817.82	Maharashtra	15	Pvt.	31
59	Christ, Hosur Road	Bangalore	198.8	175.9	157.1		133.5	60.0	48.8	42.8	816.96	Karnataka	7	Pvt.	32
60	Datta Meghe Institute of Medical Sciences	Wardha	205.6	182.2	142.8		133.5	60.0	48.8	42.8	815.82	Maharashtra	16	Pvt.	33
61	Kalasalingam Academy of Research and Higher Education	Virudhunagar	198.8	175.9	157.1		133.5	60.0	48.0	42.3	815.53	Tamil Nadu	11	Pvt.	34
62	Vel's Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	198.8	182.2	142.8		121.4	75.0	50.6	42.8	813.53	Tamil Nadu	12	Pvt.	35
63	JSS Academy of Higher Education & Research	Mysore	205.6	172.8	142.8		121.4	72.0	54.8	42.8	812.25	Karnataka	8	Pvt.	36
64	Ramakrishna Mission Vivekananda Educational and Research Institute	Howrah	198.8	185.4	142.8		121.4	64.0	54.8	42.8	809.96	West Bengal	1	Pvt.	37
65	Avinashilingam Institute for Home Science & Higher Education for Women	Coimbatore	198.8	188.5	142.8		121.4	57.0	56.5	43.8	808.82	Tamil Nadu	13	Public	
66	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya	Kancheepuram	198.8	191.6	142.8		121.4	61.0	48.8	43.4	807.82	Tamil Nadu	14	Pvt.	38
67	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	202.2	175.9	142.8		121.4	67.0	54.8	42.8	806.96	Rajasthan	3	Public	
68	Padmashree Dr. D.Y. Patil Vidyapeeth	Mumbai	205.6	175.9	148.5		123.8	62.0	48.0	42.8	806.68	Maharashtra	17	Pvt.	39

All India Rank*	Name	City	Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)		Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	Overall Index Score	State	State Rank	Status	All India Pvt. Rank
69	Tilak Maharashtra Vidyapeeth	Pune	205.6	172.8	148.5		123.8	62.0	50.6	42.8	806.11	Maharashtra	18	Govt.	
70	Institute of Advanced Studies in Education	Churu	205.6	175.9	142.8		121.4	58.0	58.3	42.8	804.82	Rajasthan	4	Govt.	
71	Jain Vishva Bharati Institute	Nagaur	209.1	172.8	142.8		121.4	62.0	50.6	45.1	803.68	Rajasthan	5	Public	
72	Gandhigram Rural Institute	Gandhigram	198.8	185.4	142.8		121.4	62.0	48.0	45.1	803.39	Tamil Nadu	15	Public	
73	NITTE University	Mangalore	198.8	172.8	157.1		121.4	58.0	50.6	44.6	803.11	Karnataka	9	Pvt.	40
74	Karunya Institute of Technology and Sciences	Coimbatore	198.8	175.9	142.8		121.4	64.0	54.8	45.1	802.82	Tamil Nadu	16	Pvt.	41
75	Krishna Institute of Medical Sciences	Karad	205.6	175.9	142.8		121.4	57.0	54.8	44.6	802.11	Maharashtra	19	Pvt.	42
76	Gujarat Vidyapith	Ahmedabad	205.6	175.9	142.8		121.4	62.0	49.7	44.6	801.96	Gujarat	1	Govt.	
77	Graphic Era	Dehradun	205.6	172.8	142.8		121.4	62.0	54.8	42.3	801.68	Uttarakhand	3	Pvt.	43
78	Jaypee Institute of Information Technology	Nodia	202.2	175.9	142.8		121.4	62.0	50.6	45.1	799.97	Uttar Pradesh	4	Pvt.	44
79	Gandhi Institute of Technology and Management (GITAM)	Visakhapatman	205.6	163.4	142.8		133.5	61.0	48.8	44.6	799.68	Andhra Pradesh	2	Pvt.	45
80	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	205.6	175.9	142.8		121.4	56.0	53.1	44.6	799.39	Haryana	4	Pvt.	46
81	Karpagam Academy of Higher Education	Coimbatore	198.8	172.8	142.8		121.4	62.0	54.8	45.1	797.68	Tamil Nadu	17	Pvt.	47
82	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	198.8	172.8	142.8		121.4	64.0	53.1	44.6	797.40	Tamil Nadu	18	Pvt.	48
83	North Eastern Regional Institute of Science & Technology	Itanagar	198.8	175.9	142.8		121.4	63.0	48.8	45.1	795.82	Arunachal Pradesh	1	Govt.	

All India Rank*	Name	City	Placement Performance	Teaching Learning Resources & Pedagogy	Research (Volume, Income and Reputation)		Industry Income and Integration	Placement Strategies & Support	Future Orientation	External Perception & Interational Outlook	Overall Index Score	State	State Rank	Status	All India Pvt. Rank
84	Vignan's Foundation for Science, Technology and Research,	Guntur	202.2	175.9	142.8		121.4	59.0	48.8	45.1	795.25	Andhra Pradesh	3	Pvt.	49
85	The LNM Institute of Information Technology	Jaipur	202.2	175.9	142.8		121.4	57.0	50.6	45.1	794.97	Rajasthan	6	Pvt.	50
86	Manav Rachna Internationa Institute of Research & Studies	Faridabad	202.2	175.9	142.8		121.4	58.0	48.0	45.1	793.40	Haryana	5	Pvt.	51
87	Shiksha 'O' Anusandhan	Bhubaneswar	205.6	172.8	142.8		121.4	57.0	48.0	44.6	792.11	Odisha	2	Pvt.	52
88	Kerala Kalamandalam, Vallathol Nagar	Thrissur	205.6	160.2	142.8		121.4	62.0	52.3	44.6	788.83	Kerala	2	Public	
89	Shobhit Institute of Engineering & Technology	Meerut	205.6	160.2	142.8		119.0	63.0	51.4	45.1	787.11	Uttar Pradesh	5	Pvt.	53
90	Hindustan Institute of Technology and Science (HITS)	Chennai	205.6	163.4	142.8		121.4	58.0	50.6	44.0	785.69	Tamil Nadu	19	Pvt.	54
91	B.L.D.E. Bijapur	Bijapur	205.6	157.1	142.8		121.4	58.0	54.0	45.1	783.97	Karnataka	10	Pvt.	55
92	IIS, Gurukul Marg	Jaipur	198.8	157.1	142.8		121.4	62.0	54.8	45.1	781.97	Rajasthan	7	Pvt.	56
93	Dayalbagh Educational Institute	Agra	202.2	157.1	142.8		123.8	60.0	51.4	44.6	781.83	Uttar Pradesh	6	Pvt.	57
94	Sri Devraj Urs Academy of Higher Education and Research	Kolar	205.6	160.2	142.8		121.4	57.0	49.0	44.6	780.55	Karnataka	11	Pvt.	58
95	St. Peter's Institute of Higher Education and Research	Chennai	202.2	160.2	142.8		121.4	57.0	51.4	44.6	779.55	Tamil Nadu	20	Pvt.	59
96	MGM Institute of Health Sciences	Navi Mumbai	205.6	157.1	142.8		121.4	57.0	50.6	44.6	778.97	Maharashtra	20	Pvt.	60
97	Sri Balaji Vidyapeeth	Pillaiyarkuppam	202.2	157.1	142.8		123.8	57.0	51.4	44.0	778.26	Puducherry	1	Pvt.	61
98	Vinayaka Mission's Research Foundation	Ariyanoor	202.2	160.2	142.8		121.4	57.0	49.7	44.0	777.26	Tamil Nadu	21	Pvt.	62



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1	Indian Institute of Science (IISc)	Bangalore	Karnataka	Deemed
2	Indian Agricultural Research Institute, Pusa	New Delhi	Delhi	Deemed
3	Tata Institute of Social Sciences (TISS)	Mumbai	Maharashtra	Deemed
4	Homi Bhabha National Institute	Mumbai	Maharashtra	Deemed
5	Indian Institute of Foreign Trade (IIFT)	New Delhi	Delhi	Deemed
6	Indira Gandhi Institute of Development Research	Mumbai	Maharashtra	Deemed
7	Birla Institute of Technology & Science	Pilani	Rajasthan	Deemed
8	Defence Institute of Advanced Technology	Pune	Maharashtra	Deemed
9	University Institute of Chemical Technology	Mumbai	Maharashtra	Deemed
10	Birla Institute of Technology (BIT)	Mesra	Jharkhand	Deemed
11	Jamia Hamdard	New Delhi	Delhi	Deemed
12	Thapar Institute of Engineering & Technology	Patiala	Punjab	Deemed
13	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	Deemed
14	Vellore Institute of Technology	Vellore	Tamil Nadu	Deemed
15	TERI School of Advanced Studies	New Delhi	Delhi	Deemed
15	National Brain Research Centre	Gurgaon	Haryana	Deemed
16	Manipal Academy of Higher Education	Manipal	Karnataka	Deemed
17	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	Deemed
18	S.R.M. Institute of Sciences and Technology	Kancheepuram	Tamil Nadu	Deemed

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Rank *	Name	City	State	Status
18	Dhirubhai Ambani Institute of Information and Communication Technology	Gandhinagar	Gujarat	Pvt.
19	AMITY University	Noida	Uttar Pradesh	Pvt.
20	Shiv Nadar University	Dadri	Uttar Pradesh	Pvt.
21	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	Deemed
22	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	Deemed
23	O.P. Jindal Global University	Sonipat	Haryana	Pvt.
24	Nirma University	Ahmedabad	Gujarat	Pvt.
25	Reva University	Bangalore	Karnataka	Pvt.
26	Azim Premji University	Bangalore	Karnataka	Pvt.
27	Sri Sri University	Bhubaneswar	Odisha	Pvt.
27	International Institute for Population Sciences	Mumbai	Maharashtra	Deemed
28	Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra	Deemed
28	Dayanand Sagar University	Bangalore	Karnataka	Deemed
29	Jawaharlal Nehru Centre for Advanced Scientific Research	Bangalore	Karnataka	Deemed
30	Indian Institute of Space Science and Technology	Thiruvananthapuram	Kerala	Deemed
31	National Institute of Food Technology Entrepreneurship & Management (NIFTEM)	Sonepat	Haryana	Deemed
32	SYMBIOSIS International	Pune	Maharashtra	Deemed
33	Bharati Vidyapeeth	Pune	Maharashtra	Deemed
34	ICFAI Foundation for Higher Education	Hyderabad	Telangana	Deemed

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Rank *	Name	City	State	Status
35	Punjab Engineering College	Chandigarh	Punjab	Deemed
36	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu	Deemed
37	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh	Deemed
37	Chitkara University	Patiala	Punjab	Pvt.
38	Banasthali Vidyapith	Banasthali	Rajasthan	Deemed
39	AMITY University	Jaipur	Rajasthan	Pvt.
40	Forest Research Institute	Dehradun	Uttarakhand	Deemed
41	Tata Institute of Fundamental Research	Mumbai	Maharashtra	Deemed
42	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	Pvt.
43	Chandigarh University	Mohali	Punjab	Pvt.
44	ITM University	Gwalior	Madhya Pradesh	Pvt.
45	AMITY University	Gurgaon	Haryana	Pvt.
46	Shoolini University of Biotechnology and Management Sciences	Solan	Himachal Pradesh	Pvt.
47	Ahmedabad University	Ahmedabad	Gujarat	Pvt.
48	National Dairy Research Institute	Karnal	Haryana	Deemed
49	ICFAI University	Dehradun	Uttarakhand	Pvt.
49	Ganpat University	Mehsana	Gujarat	Pvt.
50	Lovely Professional University	Phagwara	Punjab	Pvt.
50	Sir Padampat Singhania University	Udaipur	Rajasthan	Pvt.

*Page 6 (Disclaimer)



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FOR METHODOLOGY

VISIT

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Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
1	Dhirubhai Ambani Institute of Information and Communication Technology	Gandhinagar	Gujarat	1	West	1
2	AMITY University	Noida	Uttar Pradesh	1	North	1
3	Shiv Nadar University	Dadri	Uttar Pradesh	2	North	2
4	O.P. Jindal Global University	Sonipat	Haryana	1	North	3
5	Nirma University	Ahmedabad	Gujarat	2	West	2
6	Reva University	Bangalore	Karnataka	1	South	1
7	Azim Premji University	Bangalore	Karnataka	2	South	2
8	Sri Sri University	Bhubaneswar	Odisha	1	East	1
9	AMITY University	Jaipur	Rajasthan	1	North	4
10	ITM University	Gwalior	Madhya Pradesh	1	Central	1
10	AMITY University	Gwalior	Madhya Pradesh	1	Central	1
11	Dayanand Sagar University	Bangalore	Karnataka	3	South	3
12	AMITY University	Gurgaon	Haryana	2	North	5
13	Centre for Environmental Planning and Technology University	Ahemdabad	Gujarat	3	West	3
13	Apeejay Styra University	Sohna	Haryana	3	North	6
14	Chitkara University	Patiala	Punjab	1	North	7
15	Ahmedabad University	Ahmedabad	Gujarat	4	West	4
16	Shoolini University of Biotechnology and Management Sciences	Solan	Himachal Pradesh	1	North	8

*Page 6 (Disclaimer)

Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
17	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	1	North	9
18	Chandigarh University	Mohali	Punjab	2	North	10
19	ICFAI University	Dehradun	Uttarakhand	2	North	11
20	AMITY University	Mumbai	Maharashtra	1	West	5
21	Ganpat University	Mehsana	Gujarat	5	West	6
22	Lovely Professional University	Phagwara	Punjab	3	North	12
23	Pandit Deendayal Petroleum University	Gandhinagar	Gujarat	6	West	7
24	Centurion University of Technology and Management	Paralakhemundi	Odisha	2	East	2
25	AMITY University	Raipur	Chhattisgarh	1	Central	2
26	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	13
27	MATS University	Raipur	Chhattisgarh	2	Central	3
27	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	4	South	4
28	ICFAI University	Jaipur	Rajasthan	2	North	14
29	PES University	Bangalore	Karnataka	5	South	5
30	NIIT University (NU)	Neemrana	Rajasthan	3	North	15
31	Sir Padampat Singhania University	Udaipur	Rajasthan	4	North	16
32	Alliance University	Bangalore	Karnataka	6	South	6
33	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	5	North	17

*Page 6 (Disclaimer)

Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
34	Presidency University	Bangalore	Karnataka	7	South	7
35	ADAMAS University	Kolkata	West Bengal	1	East	3
36	CMR University	Bangalore	Karnataka	8	South	8
37	BML Mumjal University	Gurgaon	Haryana	4	North	18
38	University of Science & Technology	Ri-Bhoi	Meghalaya	1	East	4
39	Ashoka University	Sonepat	Haryana	5	North	19
40	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	Haryana	6	North	20
41	Mody University of Science and Technology, Lakshmangarh	Sikar	Rajasthan	6	North	21
42	Chitkara University	Solan	Himachal Pradesh	3	North	22
42	Garden City University	Bangalore	Karnataka	9	South	9
43	SRM University	Sonipat	Haryana	7	North	23
44	The NorthCap University	Gurgaon	Haryana	8	North	24
45	The Indira Gandhi Technological & Medical Sciences University	Ziro	Arunachal Pradesh	1	East	5
46	Flame University	Pune	Maharashtra	2	West	8
47	G.D. Goenka University	Gurgaon	Haryana	9	North	25
48	Jagran Lakecity University	Bhopal	Madhya Pradesh	2	Central	4
48	VIT Bhopal	Bhopal	Madhya Pradesh	3	Central	4
49	MIT Art Design & Technology University	Pune	Maharashtra	3	West	9

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Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
49	Sharda University	Greater Noida	Uttar Pradesh	3	North	26
50	GLA University	Mathura	Uttar Pradesh	4	North	27
51	Navrachna University	Vadodara	Gujarat	7	West	10
52	Uttaranchal University	Dehradun	Uttarakhand	3	North	28
53	Manav Bharti University	Solan	Himachal Pradesh	4	North	29
54	Adesh University	Bhatinda	Punjab	4	North	30
55	CT University	Patiala	Punjab	5	North	31
56	Ajeenkya D Y Patil University	Pune	Maharashtra	4	West	11
56	Abhilashi University	Chachyot	Himachal Pradesh	5	North	32
57	Galgotias University	Greater Noida	Uttar Pradesh	5	North	33
58	Techno Global University	Vidisha	Madhya Pradesh	4	Central	5
59	Kalinga University	Raipur	Chhattisgarh	3	Central	6
60	Sushant University	Gurgaon	Haryana	10	North	34
61	Techno India University	Kolkata	West Bengal	2	East	6
62	Assam Don Bosco University	Guwahati	Assam	1	East	7
63	Martin Luther Christian University	Shillong	Meghalaya	2	East	8
64	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	7	North	35
65	K.R. Mangalam University	Sohna Road	Haryana	11	North	36
66	Suresh Gyan Vihar University	Jaipur	Rajasthan	8	North	37

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Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
67	Oriental University	Indore	Madhya Pradesh	5	Central	7
68	ITM University	Raipur	Chhattisgarh	4	Central	8
69	Dev Sanskriti Vishwavidyalaya	Haridwar	Uttarakhand	4	North	38
70	MVN University	Palwal	Haryana	12	North	39
71	Maharaja Agrasen University	Solan	Himachal Pradesh	6	North	40
72	Rayat Bahra University	Mohali	Punjab	6	North	41
73	Desh Bhagat University	Mandi Gobindgarh	Punjab	7	North	42
73	Manav Rachna University	Faridabad	Haryana	13	North	42
74	Himalayan University	Itanagar	Arunachal Pradesh	2	East	9
75	Maharishi University of Information Technology	Lucknow	Uttar Pradesh	6	North	43
76	Sarvepalli Radhakrishnan University	Bhopal	Madhya Pradesh	6	Central	9
77	LNCT University	Bhopal	Madhya Pradesh	7	Central	10
78	Spicer Adventist University	Pune	Maharashtra	5	West	12
79	IIHMR University	Jaipur	Rajasthan	9	North	44
80	JIS University	Agarpara	West Bengal	3	East	10
81	J.E.C.R.C University	Jaipur	Rajasthan	10	North	45
82	Sandip University	Nashik	Maharashtra	6	West	13
83	J. K. LakshmiPat University	Jaipur	Rajasthan	11	North	46

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Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
84	Medi-Caps University	Indore	Madhya Pradesh	8	Central	11
85	O.P. Jindal University	Raigarh	Chhattisgarh	5	Central	12
86	Mandsaur University	Mandsaur	Madhya Pradesh	9	Central	13
87	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	10	Central	14
88	Arunachal University of Studies	Namsai	Arunachal Pradesh	3	East	11
89	Himgiri Zee University	Dehradun	Uttarakhand	5	North	47
90	Parul University	Vadodara	Gujarat	8	West	14
91	Invertis University	Bareilly	Uttar Pradesh	7	North	48
92	Sri Sai University	Palampur	Himachal Pradesh	7	North	49
93	Assam Down Town University	Guwahati	Assam	2	East	12
94	Usha Martin University	Ranchi	Jharkhand	1	East	13
95	Sikkim Manipal University	Gangtok	Sikkim	1	East	14
96	Institute of Advance Research	Gandhinagar	Gujarat	9	West	15
97	P.K. University	Shivpuri	Madhya Pradesh	11	Central	15
98	A.K.S. University	Satna	Madhya Pradesh	12	Central	16
99	University of Engineering and Management	Jaipur	Rajasthan	12	North	50
100	Shree Guru Gobind Singh Tricentenary University	Gurgaon	Haryana	14	North	51
101	Brainware University	Kolkata	West Bengal	4	East	15
102	Geetanjali University	Udaipur	Rajasthan	13	North	52

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Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
103	Seacom Skills University	Birbhum	West Bengal	5	East	16
103	Poornima University	Jaipur	Rajasthan	14	North	53
103	Shri Ramasamy Memorial University	Gangtok	Sikkim	2	East	16
104	Manipal University	Jaipur	Rajasthan	15	North	54
105	The Neotia University	Sarisa	West Bengal	6	East	17
106	Mewar University	Chittorgarh	Rajasthan	16	North	55
107	Bhagwant University	Ajmer	Rajasthan	17	North	56
109	Rabindranath Tagore University (Formerly AISECT University)	Raisen	Madhya Pradesh	13	Central	17
110	ICFAI University	Durg	Chhattisgarh	6	Central	18
111	Jaypee University of Engineering & Technology	Guna	Madhya Pradesh	14	Central	19
112	People's University	Bhopal	Madhya Pradesh	15	Central	20
113	Swami Vivekananda University	Sagar	Madhya Pradesh	16	Central	21
114	Arunodaya University	Itanagar	Arunachal Pradesh	4	East	18
115	Team Lease Skills University	Vadodara	Gujarat	10	West	16
116	Integral University	Lucknow	Uttar Pradesh	8	North	57
117	DIT University	Dehradun	Uttarakhand	6	North	58
118	Bahra University	Solan	Himachal Pradesh	8	North	59
119	DAV University	Jalandhar	Punjab	8	North	60

*Page 6 (Disclaimer)

Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
120	RIMT University	Mandi Gobindgarh	Punjab	9	North	61
121	Techno Global University	Shillong	Meghalaya	3	East	19
122	The Assam Kaziranga University	Jorhat	Assam	3	East	20
123	I.E.C University	Baddi	Himachal Pradesh	9	North	62
124	A P Goyal Shimla University	Shimla	Himachal Pradesh	10	North	63
125	Graphic Era Hills University	Dehradun	Uttarakhand	7	North	64
126	AURO University of Hospitality and Management	Surat	Gujarat	11	West	17
127	Shobhit University	Saharanpur	Uttar Pradesh	9	North	65
128	Calorx Teacher's University	Ahmedabad	Gujarat	12	West	18
129	Sri Satya Sai University of Technology & Medical Sciences	Sehore	Madhya Pradesh	17	Central	22
130	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	Jabalpur	Madhya Pradesh	18	Central	23
131	ISBM University	Gariyaband	Chhattisgarh	7	Central	24
132	Vivekananda Global University	Jaipur	Rajasthan	18	North	65
133	Apex professional University	East Siang	Arunachal Pradesh	5	East	21
134	Sunrise University	Alwar	Rajasthan	19	North	66
135	Shri Vaishnav Vidyapeeth Vishwavidyalaya	Indore	Madhya Pradesh	19	Central	25
135	North East Frontier Technical University	West Siang	Arunachal Pradesh	6	East	22
136	Charotar University of Science & Technology	Anand	Gujarat	13	West	19

*Page 6 (Disclaimer)

Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
137	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	10	North	67
138	Indus University	Ahmedabad	Gujarat	14	West	20
139	Himalayan Garhwal University	Pauri Garhwal	Uttarakhand	8	North	68
140	C.U. University	Surendranagar	Gujarat	15	West	21
140	Swami Vivekananda Subharti University	Meerut	Uttar Pradesh	11	North	69
141	Babu Banarasi Das University	Lucknow	Uttar Pradesh	12	North	70
141	Shri Ramswaroop Memorial University	Barabanki	Uttar Pradesh	13	North	70
142	G.L.S. University	Ahmedabad	Gujarat	16	West	22
143	William Carey University	Shillong	Meghalaya	4	East	23
144	Arni University	Tanda	Himachal Pradesh	11	North	71
145	Sri Guru Granth Sahib World University	Chandigarh	Punjab	10	North	72
145	Raffles University	Neemrana	Rajasthan	20	North	72
146	Guru Kashi University	Talwandi Sabo	Punjab	11	North	73
147	Mahatma Gandhi University	Ri-Bhoi	Meghalaya	5	East	24
148	University of Patanjali	Haridwar	Uttarakhand	9	North	74
148	Jaypee University	Bulandshahar	Uttar Pradesh	14	North	74
150	Motherhood University	Haridwar	Uttarakhand	10	North	75

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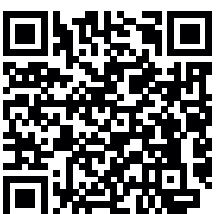
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Preferential Rank*	Name	City	State	State Rank	Zone	Zone Rank
151	GSFC University	Vadodara	Gujarat	17	West	23
152	Rai University	Ahmedabad	Gujarat	18	West	24
153	IMS Unison University	Dehradun	Uttarakhand	11	North	76
154	Baddi University of Emerging Sciences and Technology	Baddi	Himachal Pradesh	12	North	77
155	Xavier University	Bhubaneswar	Odisha	3	East	25
156	Eternal University	Sirmour	Himachal Pradesh	13	North	78
157	Akal University	Bhatinda	Punjab	12	North	79
158	Sant Baba Bhag Singh University	Khiala	Punjab	13	North	80
159	Indus International University	Una	Himachal Pradesh	14	North	81
160	GNA University	Hargobindgarh	Punjab	14	North	82
162	The Assam Royal Global University	Guwahati	Assam	4	East	26
163	Birla Global University	Bulandshahar	Odisha	4	East	27



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Preferential Rank*	Name	City	State	Estd.
1	JSS Science & Technology University	Mysuru	Karnataka	2016
2	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	2018
3	St. Joseph University	Dimapur	Nagaland	2016
4	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	2016
5	Karnavati University	Gandhinagar	Gujarat	2017
6	VIT-AP University	Amaravati	Andhra Pradesh	2016
7	SRM University	Amaravati	Andhra Pradesh	2017
7	Anant National University	Ahmedabad	Gujarat	2016
8	Marwadi University	Rajkot	Gujarat	2016
8	Sri Guru Ram Das University of Health Sciences	Sri Amritsar	Punjab	2016
9	Symbiosis Skills and Professional University	Pune	Maharashtra	2017
9	G.H. Rasoni University	Chhindwara	Madhya Pradesh	2016
10	World University of Design	Sonipat	Haryana	2018
10	Starex University	Gurugram	Haryana	2016
11	D.Y. Patil International University	Pune	Maharashtra	2018
11	Sage University	Indore	Madhya Pradesh	2017
12	Dr. Vishwanath Karad MIT World Peace University	Pune	Maharashtra	2017
12	Avantika University	Ujjain	Madhya Pradesh	2017
13	Centurion University of Technology and Management	Visakhapatnam	Andhra Pradesh	2017
13	ISBM University	Gariyaband	Chhattisgarh	2016

*Page 6 (Disclaimer)

Preferential Rank*	Name	City	State	Estd.
14	Sarla Birla University	Ranchi	Jharkhand	2017
15	St. Xavier's University	Kolkata	West Bengal	2017
15	National Rail and Transportation Institute (NRTI)	Vadodara	Gujarat	2018
16	Vishwakarma University	Pune	Maharashtra	2017
17	Gujarat Maritime University	Gandhinagar	Gujarat	2017
18	Saveetha Amaravati University		Andhra Pradesh	2018
19	Era University		Uttar Pradesh	2016
20	Mansarovar Global University	Sehore	Madhya Pradesh	2018
21	Sister Nivedita University	Kolkata	West Bengal	2018
22	Krishnaguru Adhyatmik Visvavidyalaya	Barpeta	Assam	2017
23	The Global University	Itanagar	Arunachal Pradesh	2017
24	K.K. University	Nalanda	Bihar	2017
25	Bhartiya Skill Development University	Jaipur	Rajasthan	2017
26	Dr. Ram Manohar Lohia Institute of Medical Sciences	Lucknow	Uttar Pradesh	2018
27	AAFT University of Media and Arts	Noida	Chhattisgarh	2018
28	Gandhi Institute of Engineering & Technology University	Rayagada	Odisha	2018
29	Renaissance University	Indore	Madhya Pradesh	2017
29	Central Institute of Technology (CIT)	Kokrajhar	Assam	2018
30	Shri Guru Ram Rai University	Dehradun	Uttarakhand	

*Page 6 (Disclaimer)

Preferential Rank*	Name	City	State	Estd.
31	Chhatrapati Shivaji Maharaj University	Navi Mumbai	Maharashtra	2018
32	KREA University	Sricity	Andhra Pradesh	2019
33	ASBM University	Bhubaneswar	Orissa	2019
34	Gopal Narayan Singh University	Jamuhar	Bihar	2018
35	Swarnim Startup & Innovation University	Bhoyan Rathod	Gujarat	2017
36	Sardar Patel University	Dongariya	Madhya Pradesh	2018
37	Eklavya University	Damoh	Madhya Pradesh	2020
38	Apex university	Jaipur	Rajasthan	2018
39	Adichunchanagiri University	Javarana Hally	Karnataka	2018
40	Dr. C.V. Raman University	Vaishali	Bihar	2018
41	Shri Krishna University	Chhatarpur	Madhya Pradesh	2018
41	G.H. Rasoni University	Amravati	Maharashtra	2018
42	PDM University	Bahadurgarh	Haryana	2016
43	IILM University	Gurugram	Haryana	2018
44	Sandip University	Madhubani	Bihar	2017
45	Gopal Narayan Singh University	Rohtas	Bihar	2018
46	Plastindia International University	Valsad	Gujarat	2016
47	Quantum University	Roorkee	Uttarakhand	2017
48	Sri Sathya Sai University for Human Excellence	Navnihal	Karnataka	2019
49	Lords University	Alwar	Rajasthan	2018
50	University of Technology	Jaipur	Rajasthan	2017

*Page 6 (Disclaimer)

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A GLANCE INTO WOXSEN UNIVERSITY'S AWE-INSPIRING CAMPUS

E

education infrastructure like the Academic Buildings, classrooms, laboratories, Library are crucial elements of learning environment. Which is why state-of-the-art learning facilities like Bloomberg Finance Lab, AI & Robotics Lab, Analytics & Behavioural Lab have been built and offered to the students. The program curriculum is crafted in a way that students learn by engaging in practical application of skills, theories and models.

Bloomberg Finance Lab

Woxsen University, with its exclusive MBA & BBA (Financial Services), will unleash the power of technology & information through the Iconic Bloomberg Lab. The real-world experience that students will garner, will confer an unmatched advantage in both business & finance. With 20 Bloomberg terminals and theatre-style seating Woxsen University's Bloomberg Finance Lab is amongst the largest in India.

There are many advantages to students! First-off the Bloomberg-Integrated



Curriculum, that is designed exclusively in collaboration with Bloomberg Finance Lab and the same will be delivered through Bloomberg Terminals.

Second being, through this suite, students will acquire Knowledge, Skills and Ability (KSA) in a whole range of Financial services like Capital Markets, Equity Research, Credit Ratings, Debt Markets, Bond Markets, Commodity Markets, Equity Markets, and various products like Indices and Linkages, Futures, Options and Swaps.

Thirdly, Students will have access to Real-time Global Market Data. Given the volatile nature of the markets, predicting market trends is nearly impossible, but with the help of Bloomberg Terminal, Woxsen students will have the ability to track and analyze data across the globe and extrapolate future trends using cutting-edge Technical Analytical tools.



AI & Robotics Lab

Woxsen continuously strives to update the core facilities of Artificial Intelligence and Machine Learning laboratory. Powered with latest GPUs from NVIDIA to updated IMAC's, the laboratory is



well equipped to run complex algorithms.

The facility is open 24X7 for students, faculty and staff of Woxsen, aiming to enlighten the knowledge base in the areas of data science, data analytics, predictive analytics and more.

Analytics & Behavioral Lab

The 'Analytics & Behavioral Lab' is a platform for students, scholars, researchers, and practitioners to collaborate and learn business data analysis for meaningful and reliable insights for a better future. The lab aims to work on and solve industry and behavioral related

scenarios through experimentation and data analysis. The Analytics and Behavioral Lab is highly equipped with advanced software, technology, and equipment required to conduct high-end advanced data analytics.

Design, Architecture & Technology - Labs, Studios &

on projects. University offers access to cutting-edge research facilities which is accessible to the School of Design, Technology, and Architecture.

Our undergraduate labs and workshops are fully equipped with advanced technology that meets industry standards



Workshops

Woxsen University provides a creative environment and expert support for students to develop, experiment, and collaborate

promoting applied learning. These labs are curriculum-aligned, helping in differentiated learning so that students acquire the necessary skills to foster innovation. We have an open lab culture that encourages students to explore, create, and transcend, making learning more interactive and experimental.

There are two new additions to Woxsen's elaborate Campus they are "The Vithal Gandhi Centre" recognized amongst the Largest libraries in India. Built on an expansive area of 70,000 Sq. Ft., Woxsen University's Library will provide students access to over 10,000 books and journals and 33000+ online

resources and "The League" a professional grade Mega Sports Complex. The New Sports Complex will be home to FIFA Standard Football Fields, ITF Standard Tennis Court, Professional league Box Cricket Arena and more.

To know more log on to the www.woxsen.edu.in



APEEJAY STYA UNIVERSITY

India's 1st Industry-Centric Technology and Liberal Arts University focused on Research & Innovation™



Apeejay Styta University (ASU) is a seat of global learning, situated at Sohna-Palwal Road, Gurugram, in the state of Haryana, offering wide-ranging opportunities for innovative teaching-learning, creativity, and research across disciplines. It aims to bring about the transformation of society through value-based education, man-making, and nation-building by blending the dual identities of a technology and research-based university with a Liberal Arts institution. ASU is duly recognised by the University Grants Commission (UGC), the nodal government body that regulates education in India.

ASU has been a pioneer of a dynamic education model that broke artificial barriers of disciplines. It ushered in trans-disciplinary education that is industry-oriented and prepares its graduates for the real world. It champions a Liberal Arts approach to teaching methodologies

with a focus on research-based pedagogy and technology.

Founded by the legendary Dr Styta Paul (Founder Chancellor), Apeejay Styta University is being taken forward under the remarkable stewardship of his daughter and only child, Mrs Sushma Paul Berlia, who is the Co-Founder and Chancellor of the University. She has made an outstanding contribution in the realm of education and beyond.

Multiple Schools/Disciplines at ASU

ASU is renowned for its strong industry linkages. It has been established on the academic pattern of the Ivy League universities, offering an array of innovative inter-disciplinary programmes across disciplines including Engineering & Technology, Pharmaceutical Sciences, Design & Visual Arts, Biosciences, Management Sciences, Journalism & Mass Communication, Education and Legal Studies.



Research Forms the Backbone of All Programmes at ASU

ASU aims to promote academic autonomy and empowerment, risk-taking, and commitment for exploratory research across disciplines among its faculty and students. It encourages aspiring researchers and scholars to pursue their research ambitions, which are aligned to the university's vision and emerging trends in the global market.

Research at ASU has its base at the graduate level, both for process and product, and extends to a new level at post-graduate and doctoral programmes. Faculty and students involved with the undergraduate programmes have easy and effective inter-connection in knowledge sharing, research, and project work with postgraduate students. Since its inception, ASU has been promoting research-based academic pedagogy. The Schools of Pharmaceutical Sciences and Biosciences at ASU have published numerous research papers in international journals of repute.

Best Teaching Practices

At ASU, critical and innovative thinking is encouraged at all levels to usher in creativity and problem-solving skills. Best teaching practices from the world over as also the latest in ICT enable a rich and personalised teaching-learning experience.

The faculty at ASU comprises reputed academicians and renowned scholars. The University embraces students and faculty from various countries to promote diversity, and the interaction and sharing of knowledge, experiences, and cultures.

ASU offers the freedom to realign educational goals wherein a student can choose to change his/her degree or major even in later semesters and re-apply credits already gained. ASU allows students to graduate at their own pace (early or late) by choosing their customised path. ASU adopts a system of formative assessment and evaluation across the curriculum, based on the application of knowledge, project, and research work, in addition to term examinations.

With its emphasis on multidisciplinary learning, choice of a wide range of subjects, and emphasis on holistic education, ASU is evoking great interest among the new generation that is willing to look beyond job-centric professional education. ASU prepares students not just to acquire knowledge but also endows them with the skills to gather new knowledge continually.

The Apeejay Styta University has signed MoUs

academicians from Stanford and Harvard Universities, comprise the Advisory Board of ASU. Industry Advisors/Mentors are engaged from the beginning of the curriculum development, in sync with industry requirements in the current global scenario.

Seamless Industry Interface

Centre, and has a unique Incubation Centre supported by leading industries across diverse sectors of the economy. Thus, ASU is fully in sync with the need of the hour, which is industry-oriented professional education. ASU's industry-based 10 months training in the Management course is aligned with an approach towards being «industry-centric». ASU has always strived to let the students imbibe critical thinking and professional skills.

The Apeejay Education Legacy

ASU carries forth Apeejay Education's strong legacy of over 50 years of excellence in education. Apeejay Education, with a heritage of more than five decades in quality education through 24 educational institutions, offers quality education from Pre-Primary to Doctoral levels. The vision & mission of AES is reflected in its commitment to quality education of global dimensions leading to man-making and nation-building. The Apeejay Styta family comprises more than 40,000 students, 60,000 alumni, and 2500 faculty. All Apeejay Styta institutions are guided by value-based holistic education.

The new NEP 2020 recommends de-compartmentalising Indian education. Thus, while technical institutions will integrate their curriculum with Arts and Humanities, students in the latter will study Science and vocational subjects to a greater extent. Interestingly, ASU has been pioneering this best practice ever since its establishment. Also, in sync with the ethos of the new National Education Policy, action-oriented research comprises ASU's core expertise. Similar to ASU's aim and objectives, the National Education Policy 2020 propagates holistic, flexible, multidisciplinary education, suited to 21st Century needs aiming at bringing out the unique capabilities of the students.

Further, on its part, the new National Education Policy has given a big nod to flexibility in education wherein for a three-year degree course, students will get a certificate even if they leave after one year and a diploma if they do so after two years. In the new NEP, a special four-year undergraduate programme is meant only for those who want to pursue research in higher studies. A four-year degree course geared towards research has been one of the pioneering endeavours of the Apeejay Styta University, that's already in practice. Research is another area where the new education policy gives intensive importance, an area that ASU has been committed to from day one.

ASU gives special emphasis to assess the overall aptitude and suitability of students for admission to its different programmes and not based on marks alone in the school-leaving Board Examinations. A balanced approach has always been adopted which gives due credence to the assessment of the candidate by ASU, based on criteria that include academic record, entrance tests, interviews, and social work. This kind of approach has now been highlighted by the new NEP which has certainly limited the all-important nature of the Board Examinations. Indeed, in more ways than one, the new NEP seems like a vindication of the ASU vision which was always futuristic and ahead of its times.

In the new National Education Policy's recommendations, liberal education has been envisaged as an ideal that should be geared towards 'seva' (service), broadly construed as service to the community, nation, and the world. This is precisely what ASU strives for, wherein community service is embedded in its curriculum and is mandatory to graduate. In a well-thought-out trajectory, ASU's liberal education aims to produce socio-technocrats who indulge in pragmatic 'seva', a socio-techno-political

with a number of international institutions of repute to provide global exposure to its students and its world-class faculty. Campus life at ASU exudes a cultural vibrancy and myriad extra-curricular pursuits. ASU provides affordable spacious girls and boys hostels and studio apartments within the campus, besides state-of-the-art infrastructure which includes a Wi-Fi-enabled campus with 24/7 broadband internet access.

Well-known global academicians, including

The Corporate Resource Centre of the University provides a dynamic platform for engagement with industry stakeholders. ASU has been able to maintain excellent placement records for its graduates as also internships for its students at leading national and international companies and organisations.

ASU has multiple associations with industries across the globe and nurtures the concept of entrepreneurship through E-Cell, Corporate Resource

Huge Resonance with NEP 2020

At ASU, the philosophy that had been adopted for long has found huge resonance with the new National Education Policy (NEP) 2020, in such crucial areas as Liberal Arts philosophy, inter-disciplinary approach, credit-based programme structure, multiple exit options, and freedom to choose one's majors and minors.



work that amalgamates academic knowledge, practical technologies, funding arrangements, and governance solutions. ASU follows the Liberal Arts approach in letter and spirit and encourages students to understand the crucial interface areas of various disciplines.

A Vibrant Campus Life

Campus life at ASU exudes a cultural vibrancy and a range of eclectic extra-curricular pursuits. A choice of clubs caters to a wide variety of interests including music, dance, dramatics, fine arts, photography, etc. ASU also has state-of-the-art facilities for sports.

Scholarships

Apeejay Styta University – a social commitment of Apeejay Education, is offering several scholarships for its undergraduate and postgraduate programmes. Further, ASU understands that pursuing quality education can be an expensive proposition. However, limited financial means should not bar meritorious students from receiving an Apeejay education. Admission counsellors at ASU can assist prospective students in exploring a variety of options suited to their circumstances and financial needs. Some of these include merit-cum-means



scholarships as well as research grants and teaching fellowships to those applying for Masters and Doctoral programmes.

ASU Awards & Accolades

ASU has been bestowed upon with numerous awards and accolades including top rankings by some of the most esteemed ranking bodies. Among its many awards, ASU has been recently awarded as 'Best University in Placements' at the Times Ascent World HRD Congress 2021 Conference and Awards. Very recently, Apeejay Styta University has been conferred the 'Outstanding

Private University of the Year' award in June 2021 at the Global Education Summit and Awards 2021 organised by the International Centre for Excellence in Education and Society for Perpetuation of Art, Culture & Education.

ET Now presented the Making of Developed India Awards and Pride of India - Corporate Leadership Award to Apeejay Styta University as the 'OUTSTANDING UNIVERSITY'. Apeejay Styta University has been felicitated for its valuable contribution to promoting Liberal Arts Education at TIMES EDUCATION ICONS 2019-2020. ASU has been ranked among India's Top 5 Private Higher Education Institutions for 'Quality of Campus Life' in

the Education World India Private Higher Education Grand Jury Awards 2019-20. Apeejay Styta University has been recognised as a 'Great Place to Study' at the House of Commons, London, UK, in June 2019. DNA presented the 11th Innovative Education Leadership Awards to Apeejay Styta University, as the 'Best Private University in North India' (2018-19).

Uninterrupted Online Education @ ASU

In the wake of the Covid-19 global pandemic, there is no lockdown on the continuum of learning at all ASU Schools, thanks to the swift and dynamic manner in which it has leveraged the power of technology and the internet to provide a seamless and joyful learning experience to its students. Professors are connecting with the students via video conferencing and multiple online platforms for interactive online lessons every day. Online platforms such as MOODLE and virtual Zoom-enabled classrooms are ensuring that ASU students can make the most out of the present-day challenges.



ASU Vision and Mission

ASU Vision

The vision of the Apeejay Styta University is to provide a supportive and nurturing environment that produces young renaissance men and women who would be the leaders of today and tomorrow.

ASU Mission

- ◆ The Apeejay Styta University is founded on four main pillars:
- ◆ To take potential minds and propel them towards greatness
- ◆ 📖 To explore and expand the human knowledge base
- ◆ To deepen the understanding of the human condition, fostering universal values while being rooted in the Indian experience
- ◆ 🌍 To do public good, and benefit society and the country as a whole

At the Apeejay Styta University, we believe that the journey to discovering the answer to the question, "Who am I?" is a noble pursuit. We seek to be at the cutting-edge of all fields that we teach, and from there, push the boundaries forward. **EP**





SRI SRI UNIVERSITY

Envisioned by **Poojya Gurudev Sri Sri Ravi Shankar Ji**, Sri Sri University was established as a State Private University by the Odisha State Legislative Assembly-Sri Sri University Act, 2009 which started its first academic year in 2012. The University offers a range of pivotal, unique, and cutting-edge undergraduate, postgraduate degree programs under seven Faculties/Schools, short-term, diploma and certificate courses, Doctoral studies (Ph. D.), that seek to preserve the ancient wisdom of the East and offer the best of Western innovation.

The impressive list of undergraduate programmes offered at Sri Sri University includes B. Sc. (Data Science), B. Sc. (Osteopathy), B. Sc. (Psychology & Contemplative Studies), B. Sc. (Food, Nutrition, and Dietetics), B. Sc. (Agri-business), Bachelor in Interior Design, etc., and that of post graduate programmes offered includes M.Sc. Osteopathy (first time in Asia), MBA (Entrepreneurship), MBA (General Management), MBA (Agri-Business Management), M.Com., M.A./M. Sc. in Psychology and Contemplative and Behavioural Sciences, M.Sc. Environment Studies, etc.

Located in a sprawling 188- acre campus between Bhubaneswar and Cuttack cities of Odisha, India, Sri Sri University takes pride in offering a curriculum that enriches both domain expertise and life skills. It provides a unique social culture that nurtures a rich learning environment and aids excellence in students through its virtually smoke-free, alcohol-free, drug-free, and completely vegetarian campus. The University defines Excellence as an academic process of motivating the students to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel which defines our core value of Learn-Lead-Serve.

Global Recognitions

Sri Sri University was ranked 1st in Odisha, 7th in India, and 304th in the world in UI Green Metric World University Rankings, 2020.

Sri Sri University was ranked by Times Higher Education World University Rankings on Sustainable Development Goals (SDGs) under the band of 801-1000 based on all 17 SDGs. Individually, Sri Sri University was ranked under the band of 201-300, 301-400, 201-301 for SDG 2: Zero Hunger, SDG 14 Life below Water, and SDG 15 Life on Land respectively.

Sri Sri University has conceived from the very beginning the various aspects of holistic and integrative system of medicine by setting first in Asia, **Osteopathy Department, Yogic Sciences, Naturopathy under the Faculty of Health & Wellness, Sri Sri College of Ayurvedic Science and Research Hospital.**

National Recognitions

Sri Sri University is bestowed with the following accolades and awards:

- ◆ Ranked 6th in the list of Top 25 Universities in India by Higher Education Review, 2020;
- ◆ Inspiring Green Mentor Award 2019 at the 3rd NYC Green School Conference, 2019;
- ◆ Green U Award and Inspiring Climate Educator Award 2019 for bringing Nature into Higher Education at the National Green Mentors Conference, Ahmedabad, 2019;
- ◆ IGBC Green Champion National Award by Indian Green Building Council, 2018;
- ◆ Global Powerhouse of Peace by Non-Violence & Peace Foundation, Geneva, 2018;
- ◆ India's Best University East India Region – India Education Excellence Award, 2018;
- ◆ Second Best Institution in Agri-Business



Management Award at the 7th National Conference and Game Changer Awards, 2017 at Mumbai under the Excellence in Agri Education (Agri-Business Management) category;

- ◆ Best University – Trendsetting Synthesizer of Traditional and Global Outlook Award presented by Dr. Prakash Javdekar, Hon'ble Minister for Human Resource Development, Govt. of India at the 10th ASSOCHAM Higher Education Summit, 2017;
- ◆ Odisha Inc Award for Green Campus and Peace' from Odisha Diary presented by Hon. Health Minister Shri Pratap Jena; Prakruti Mitra Award, 2016.

- ◆ Initiatives on the lines of New National Education Policy, 2020

Integrated System of Medicine

Sri Sri University has conceived from the very beginning the various aspects of holistic and integrative system of medicine by setting first in Asia, Osteopathy Department, Yogic Sciences, Naturopathy under the Faculty of Health & Wellness, Sri Sri College of Ayurvedic Science and Research Hospital. In the next phase of development, Allopathic Hospital and Medical College is planned to be established by 2022.



Faculty of Contemplative and Behavioural Sciences

Sri Sri University is pioneer in creating the Department of Contemplative and Behavioural Sciences (DCBS) under the Faculty of Contemplative and Behavioural Sciences which is one of its kind in the world. In consonance with the New Education Policy 2020, DCBS is all about upholding, nurturing and integrating (research in) the rich multi-disciplinary global heritage of 'contemplative paradigms' and 'ancient Indian Knowledge traditions' with 'modern approaches' in order to build a critical mass of practitioners, through scholarship, training and field practice, embarking on a journey towards Self-realization.

Faculty of Emerging Technologies (FET)

As Technological innovation and advancements have brought about massive societal change, so to groom the student as per the guidelines of National Education Policy, 2020 along with the needs of ongoing Industry 4.0 and the incoming Industry 5.0, Sri Sri University is establishing Faculty of Emerging Technologies (FET) in collaboration with IBM, CDAC, CYBERPEACE FOUNDATION, and NASSCOM. Under FET the student will not only develop professional skills but also will be groomed with human values under a spiritual platform of Art of Living and social ethics which can help the them to be healthy, happy, and socially responsible citizen of the country.

Atmanirbhar Bharat: Innovation & Startup Ecosystem at Sri Sri University

Entrepreneurship Development Cell

To inculcate the entrepreneurial spirit among the students, Sri Sri University has started a center for Entrepreneurship and Innovation namely 'SRINOVATION' with all required infrastructure.

The center regularly organizes meetings and seminars with various industry officials and successful entrepreneurs.

The University has a tie-up with the National Innovation Foundation (Wadwani Group) to create awareness among the students on entrepreneurship. The University has also tied up with the Ministry of Corporate Affairs, Government of India to offer courses on Corporate Social Responsibility and Social Entrepreneurship.

These collaborations and workshops have been significant in uplifting the entrepreneurial zeal among the vast diverse set of students.

Incubation Centre

Sri Sri Innovation Pvt. Ltd. is the Incubation center of Sri Sri University which has been recognized by the Government of Odisha. It provides free incubator support to all MBA (Entrepreneurship) students upto 6 months even after completion of work. The center is proud of its alumni network which is a large network of budding entrepreneurs. Many of our alumni have started their ventures in the areas of solar energy, IT, agriculture, organic trading, skill development, education and have achieved noble turnover within a period of 3-4 years of time.

The central incubation center holds incubatees who have graduated from our University and currently, the University has eleven incubates in the areas of agriculture, food processing, fitness, and healthcare. Sri Sri University is recognized as a Nodal agency for registering, evaluating, and recommending funding for startups registered in Odisha in the

areas of Agriculture, Food Processing, and Social Entrepreneurship.

Innovation & Startup Initiatives

The startup activities have always been inspired since the inception of the University under the brand Srinovation Incubation Center, i.e. Sri Sri University Innovation Pvt. Ltd., incorporated in the year 2018. Startups from Sri Sri University has access to more than 20 mentors in India, the University incubation center is shortlisted as a nodal point that has tied up with a wide range of startup ecosystem partners such as; Ambuja Neotia, Samunnati Financial Services Private Limited, Google Business Group Europe, Lexmantra, etc for Startup mentoring, networking, legal, and funding. So far 24 patents have been filed by the Faculty members, students, and startups.

Sri Sri University was bestowed with the Best Boot Camp Startup Award by the Government of Odisha, 2018 and The Best Innovative University Campus in Odisha Award presented by Smt. Mridula Sinha, Her Excellency Governor of Goa at the 2nd National Education Summit and Educational Excellence Awards, 2017.

Sri Sri University's contribution has been acknowledged by the Office of the Development Commissioner, MSME, Government of India by approving it as Host Institute for establishment of Business Incubator.

Centres of Excellence at Sri Sri University

The Global Resource Centre in Sri Sri University has been established to emerge as a center of excellence in the innovative fields of studies and relevant societal and environmental issues. This has been mandated that the Global Resource Centre would be responsible for providing out-of-the-box solutions for real-time issue, affecting the multilayered structure of our country. Under this banner, following are the centres established:

- ◆ Sri Sri Centre for Advanced Research in Kathak (largest in the world kathak department)
- ◆ Sri Sri School of CyberPeace (World's first School for cyberPeace in association with CyberPeace Foundation)
- ◆ Sri Sri Centre for Translation and Interpreting Studies (First in India)

- ◆ Sri Sri University Resource Centre for Climate Change & Sustainability Education & Practices
- ◆ Sri Sri Advanced Global Centre for Conflict Resolution and Peace Studies
- ◆ Sri Sri Centre for Advanced Research in Water Resources and Environment Management
- ◆ Sri Sri Centre for Advanced Research in Bharatanatyam

Placements and Careers

The Placement Department has successfully engaged companies like KPMG, Adani Ports and SEZ, Byju's, Home Town, ICICI Bank, Federal Bank, Reliance Jio, Decathlon, Broadvision, Curefit, Jaro Education, Sri SriTattva, Sumeru Software Solutions, Home First Finance Company, Ramco cement, Adani, Inference Labs, X Cubes Labs, and Simplotel.

Our students have performed distinctively in various prestigious academically inclined events with incredible performances in premier B-Schools like IIM-C, IIFT – Kolkata, Google startup Weekend at XIMB, KIIT University.

Over the years we have multi-faceted homegrown events where we have brought together candidates from prestigious B-Schools and industry experts to explore ideas and pioneer changes in existing business trends. Some prominent examples are Research Conclaves (Department Wise), Start-up Forerunner (E-Cell), Orion (Annual fest), and Agribition (Agribusiness event) to name a few.

Institutional Social Responsibility (ISR)

For the educated youth to become the flag bearers of important societal changes, it's necessary that they grow in an environment witnessing social responsibility at the core of individual and organizational development. Keeping that same tone of faith, Institutional Social Responsibility (ISR) in Sri Sri University is of topmost priority.

Here's a brief outlook of some of the eminent steps of ISR as undertaken by the University:

Sri Sri Gurukul

With the vision and mission of reviving & sustaining the ancient Indian tradition of Vedic wisdom, Sri Sri Gurukul has been established in the premises of Sri Sri University wherein, 39 students from Odisha, Bihar, Chhattisgarh, and North East are learning Samveda, Atharveda, and Yajurveda.


VIDYA

A training and skill development center under the name VIDYA (Construction and Skill Training Centre) was formed under the PMKVY Project of the Government of India and SSRDP. It focuses on providing vocational skill development training like Masonry and Bar bending and Steel fixing for the underprivileged and school drop-out youths. In due course, a MoU was signed between Sri Sri University and Larsen & Toubro Limited wherein over 1000 youths received training and got placed under this project.

Sri Sri Koushal Vikas Kendra

Schneider Solar Electrician Training Center was set up under the Sri Sri Koushal Vikas Kendra (SSKVK) at the premises of Sri Sri University in association with Schneider Electrics on the 21st Dec 2015. Over 900 trainees have been imparted skill development training in different sectors like solar electrification, security guard training, hospitality, housekeeping, to name a few.

Sri Sri Gaushala

Sri Sri Gaushala was started in 2020 with the aim to revive the gaushala system as well as preserve indigenous cattle breeds, the Sri Sri Gaushala at Sri Sri University today houses 42 indigenous breeds of cows and calves. They provide pure A2 milk, and other dairy products along with manure for organic farming. 

MATHEMATICS CHALLENGE

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

CMT-2020/ 17 :

For $x > 0$ and $y > 0$, α and β are acute angles, if

$$17x^2 + 19y^2 - 34x - 95y = 521; \quad 7x^2 + 11y^2 - 14x - 55y = 259;$$

$$\frac{374}{x \tan \alpha + y \tan \beta} - \frac{399}{x \tan \alpha - y \tan \beta} = 120; \quad \frac{561}{x \tan \alpha + y \tan \beta}$$

$$+ \frac{266}{x \tan \alpha - y \tan \beta} = 24; \text{ and } \left(\frac{\tan \alpha + \sec \alpha - 1}{\tan \alpha - \sec \alpha + 1} \right)$$

$$- \left(\frac{\tan \beta - \sec \beta + 1}{\tan \beta + \sec \beta - 1} \right) = \frac{p}{q}, \text{ where } p \text{ and } q \text{ are}$$

coprime natural numbers, then, $p + q = ?$

CMT-2020/ 18 :

If $m = u^5 + v^5$ and $n = x^{20} + y^{24} + x^{28} + y^{32} + \dots + x^{100}$, where

$$u^2(u^2 + 3v^{-2}) + v^{-2}(3u^2 + v^{-2}) = 4uv^{-1}(v^{-2} + u^2);$$

$$(u - v)^2 - 10(u + v) + 29 = 0;$$

$$x^9 + y^9 = \sqrt{2}, \text{ and } x^8 + y^{-8} = 2x^4 y^{-4},$$

then,

$$\frac{25n^3 - m}{50n^7} = ?$$

- composed by -
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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.

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<http://www.ganitmath.in/Books.aspx>

ANSWERS : CMT-2020/15: 2 ; CMT-2020/16: 51

Answers will be published in the next issue. You can ask any queries and send your solution to
Email : ganitmath.india@gmail.com, M: +91 8826337312, Website : www.ganitmath.in

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- Pharmaceutical Sciences
- Design & Visual Arts
- Education
- Biosciences
- Legal Studies

Key Highlights

- Several international collaborations
- Excellent placements
- Several merit-cum-means scholarships available
- Separate hostels for boys and girls with all modern facilities
- Transport facility available from key pick up points in Delhi NCR
- Excellent faculty including academicians with international experience

Awards & Accolades

- Conferred **Outstanding Private University of the Year** award at Global Education Summit & Awards 2021 by International Centre for Excellence in Education and Society for Perpetuation of Art, Culture & Education

- Awarded **Best University in Placements** at World HRD Congress 2021, presented by Times Ascent

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Toll Free: **1800-103-7888**

university.apeejay.edu



Apeejay Stya University is
a social commitment of the
Apeejay Stya Group

TAKE A STEP IN THE RIGHT DIRECTION

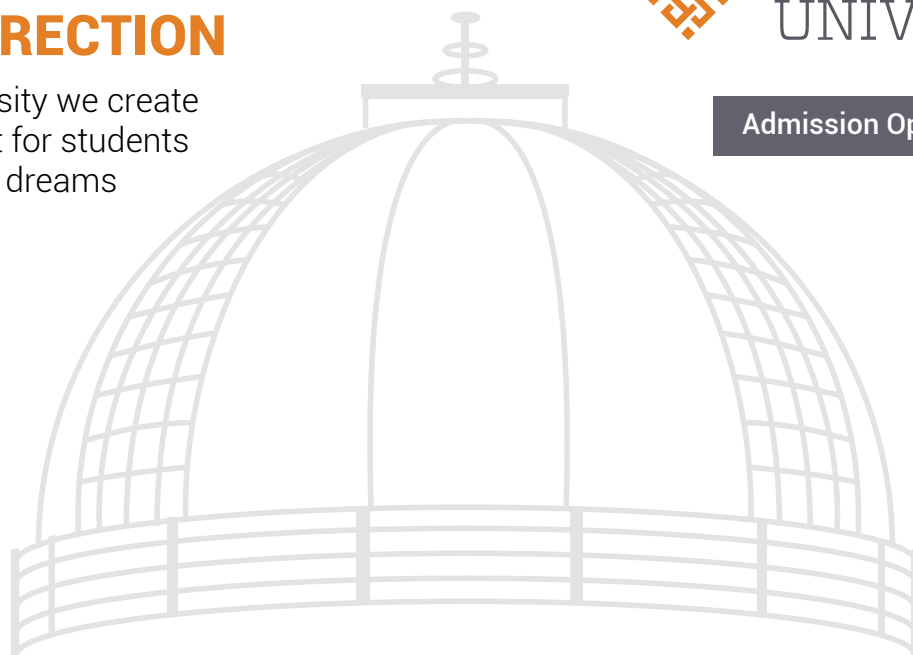
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