

STATUS REPORT

# INDIA'S HIGHER EDUCATION SYSTEM

MAY, 2016

**CAREERS360**

## Abstract

With nearly 8 million students entering the higher education domain each year, and a GER hovering around 20%, India would see a sustained growth in number of enrolments as well as institutions in the coming decades. As good institutes are in short supply, the scope for higher education services providers will only grow in

the coming years. The report presents an overview of the status of education in the country, number and type of institutions and their growth, aggregate enrolments and growth, nature of research conducted in Indian institutions, opportunities for joint degrees/sandwich programmes and research collaborations.

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# Unlimited potential! A nation waiting in the wings

The Indian education system is in need of a complete overhaul and presence of world-class institutions as standard setters. An overview of the current scenario. . .

*"Education is not preparation for life; education is life itself."*

*John Dewey*

India's education system, like that of any large developing country's, is full of contradictions. It has pockets of excellence surrounded by a large number of average and below average institutions across the board. Even if one considers only the top 10% as capable of paying the full economic cost of education, the potential is huge. The Table alongside communicates the numbers.

## Education market

The core issue is one of enrolments at the primary level, which progressively decreases at the tertiary level. Out of the population of 131 millions in the school-going age about 11 million children are eligible for the 12th standard. But the education statistics show only about 8.3 million children sat for the 12th exam in 2013. It is these 8.3 million students that seek quality higher education, the target for any higher education player. And the competition here is tough at one level and very easy at another level. That is another paradox.

Note 1: This means in the year 2012-13 about 11 million students were enrolled for 10+2 exams. And if we assume an average pass percentage of 80% at 10+2 level we would have about 88 lakh students being eligible to pursue to undergraduate education.

Note 2: Invariably this would mean this would be aggregate enrolment for all the years. UG programmes in India are for three years, but for Engineering and a few other specialised programme. So one could safely assume an average yearly enrolment of around 7.5 million students each year. And an additional 1.05 million for 4th year Engineering graduates. In other words, we are almost able to give a seat at the undergraduate level for every 10+2 pass out.

ENROLMENT DATA (in million)	2013
Enrolment in 10+2 (both years) <sup>1</sup>	22
UG Enrolment (all three/four years)	23.5
PG Enrolment (1/2 years )	3.3
MPhil	0.035
PhD	0.084
PG Diploma (1 or 2 years)	0.22
Diploma (three years)	2.12
UG ENROLMENT IN DOMAINS	
Arts/Humanities/Social Sciences (3 years)	9.5
Engineering & Technology (4 years)	3.8
Commerce (3 years)	3.4
Science (3 years, very few 4 years)	2.9
IT & Computer (3 years)	0.97
Medical Science (All Programmes)	0.68
Management	0.51
Law	0.23
Education	0.72
Agriculture	0.13
Others	0.37

### Where is the opportunity?

If one looks at the aggregate places in all courses of education after 10+2 the market is more or less sufficient. We have nearly 6.5 million places for the 6.25 million pass outs at the 10+2 stage. But the issue is that of quality and access. Take Engineering education as an example. India has about 2.08 million Engineering seats all over the country. Just about 1.7 million seats get filled in the first place. Of these, most colleges have a pass percentage in the range of 40%. Assuming a 60% average pass percentage, India would produce about 11 million Engineering graduates each year. Not more than 0.4 million get employed. The rest remain unemployed or under employed. And that is a big challenge for the education system. So any institution that can make the graduates employable and demonstrate that employability over the years has tremendous potential to tap the market. The extraordinary craze for admission to an IIT or an IIM is an indicator of malaise.

### What is wrong with the current system?

The Indian education system is plagued by the absence of a normal distribution of quality institutions. In a good market, there would be a range of options available for any aspiring student. Some world-class institutions with pedigree and name and quality, quite a few very good institutions, very many good institutions, substantial satisfactory ones, many average ones and some percentage of below average and bad institutions. The percentage for each category might vary, but the general rule of distribution holds. But as the subsequent discussion on quality universities in this report shows, the Indian system is marked by its absence. There are no world-class institutions (the best an Indian school could muster is about 170- 180 rank in any global ranking) in the country and a very few good institutions, with a few pockets of excellence that do work which is comparable to the global best. There are few good and still fewer satisfactory ones. And the gap between them is exceptionally wide. In fact, take any domain, Engineering, Management, Law or Medicine the gap between the best and the next is vast. And the gap widens as we go down the ladder. One can say nearly 65% of the bottom lot of institutions is undifferentiated in terms of the quality of their offering. This creates the issue of unemployability.

And it is here that good and even satisfactory institutions, that can deliver the goods add value and offer a value proposition to the prospective student, and have tremendous potential.

### The GER Hoax

This is one of the biggest myths perpetuated about India's enrolment figures. While it is technically correct, it masks the original source of the problem. GER is the ratio between the numbers enrolled to the total number of enrollable age group in the population. But the trouble with GER in higher education is that the majority of the enrollable population has already dropped out of the education stream, either at the middle or at the secondary school level. Out of a population of 131 million school-going children India is able to enrol only about 11 million at the 10+2 stage, which is the minimum eligibility for higher education. So to improve GER one has to attack the primary education level first. What is interesting is the fact that small states like Delhi, Puducherry and Chandigarh top in GER achievements. These are also the states that have the highest potential for students going abroad. States like Andhra Pradesh (and now Telengana), Gujrat and Karnataka are also potential catchment areas for higher education abroad aspirants, though their GER is quite low, their absolute numbers are much larger. The only state that does well both in absolute number as well

STATES	GER
Chandigarh	42.1
Tamil Nadu	40
Delhi - NCT	38.9
Puducherry	38.3
Uttarakhand	31.1

as GER is the state of Tamil Nadu. In addition to metros, a host of Tier-2 cities like Coimbatore, Vizag, Vijayavada, Mangalore, Surat, Indore, Amritsar (traditionally a migrant magnet) are also emerging as potential catchment area for institutions from abroad.

### Student potential

Potential foreign universities target students both at the undergraduate and postgraduate levels, with a sizable number opting for doctoral education. In fact, it is at the doctoral education stage that the attraction of a foreign degree plays out the most.

### UG/PG intake

On a per capita basis, invariably the small states score better when it comes to general undergraduate and postgraduate programmes. The Union Territory of Chandigarh scores the highest in both UG and PG. At the undergraduate level, Tamil Nadu scores next followed by Delhi, Manipur and Uttarakhand indicating better college availability. At the PG level it is Puducherry, Tamil Nadu, Sikkim and Uttarakhand. The large states are nowhere close by when it comes to enrolments, barring Tamil Nadu. The central region and the eastern parts of the country need to do the most in terms of increasing the availability of colleges, both at the PG and UG level.

TOP PG ENROLMENTS	PG
Tamil Nadu	0.49
Andhra Pradesh	0.43
Uttar Pradesh	0.38
Maharashtra	0.36
Karnataka	0.24

Enrollments in 2012-13 as per AISHE 2014

### Professional courses' intake

Including Pondicherry, which is a very small Union Territory; Andhra Pradesh & Telengana, Tamil Nadu, Karnataka and Kerala account for over 40% of the professional courses intake in the country in Engineering, Medicine and Management. Maharashtra and Madhya Pradesh do have a substantial number of seats in professional colleges, but they take a beating on per capita number of seats owing to large population. The biggest paradox in professional courses is in the east and northeast. It is much worse in northeast considering the fact that they perform the best in universal enrolment at the primary and secondary levels. So the potential target audiences remain very high in the northeast, but very little opportunity exists in the region.

### Research Intake

Research remains the backbone of any knowledge economy. According to data available through AISHE (2013), just about 84,000 individuals are enrolled in the 40,000-odd colleges and universities in the country with the majority enrolled in the top 5% of the colleges. This is an abysmally low figure by any state. Of the 84,000,

STATE	UG ENROLMENT - AISHE 2012-13
Uttar Pradesh	3.77
Maharashtra	2.65
Andhra Pradesh	2.21
Tamil Nadu	2.2
West Bengal	1.41

nearly 13,000+ students are enrolled in Tamil Nadu. And deemed universities in the state (44) contribute substantially to this number. Delhi NCT with its large number of central and state universities along with Institutes of National Importance comes at the second place with about 8200 PhD enrolments. One university, JNU alone contributes over 1500 PhD enrolments in Delhi. Andhra Pradesh, Uttar Pradesh and Karnataka make up the rest of the top 5.

### Report Structure

This report has been structured keeping in mind the needs of both an international admissions director as well as an international research coordinator. The next sections provide an overview of the governance architecture as well as the diverse regulatory bodies in the country. It is followed by a brief overview of the Indian University system which also contains a list of India's top public and private universities based on the Careers360 ranking methodology.

This is followed by a brief overview of the Indian students' preferences in the study abroad domain as well as an outline of the market conditions. A discussion on the proposed Foreign Institution Bill is also included. The last section deals with the research milieu in the Indian institutions. It provides a very brief overview of the institutional research architecture as well as the list of top public and private institutions in select popular domains.

### Way forward

India is a large and complex country. And education has been and will continue to be a prime driver in its journey of development. Internationalization is the only way it can accelerate its growth and development.

# Decoding the regulatory maze in Indian higher education system

The word 'complex' is not sufficient enough to explain the governance architecture of the system. We present the issues involved in making it responsive...

That the higher education regulatory system in the country needs an overhaul is an understatement. As Prof. Arun Nigavekar, former Chairman UGC, puts it, the country has to have a national strategy that brings coherence in policy, decision-making process and its implementation. A view wholly seconded by many directors and VCs. But it is fraught with challenges. Education remains in the Concurrent List of the Constitution and thus both the state and central governments have powers to legislate. And thanks to the policy paralysis in the last decade with respect to education, the judiciary has had a major say in dictating policy; at times even monitoring its implementation.

## Fragmented regulatory regime

The biggest challenge that the education regime is facing is its fragmented nature. Education, irrespective of its verticals has always been within a single department or ministry, world over. And considering the interdisciplinary nature of learning and the increased move towards cross-disciplinary learnings, it is eminently advisable too. In fact, the prime recommendation of the National Committee for Rejuvenation of Higher Education in India is the 'creation of an all-encompassing Commission for Higher Education, a central statutory body to replace existing regulatory bodies like the University Grants Commission, the Medical Council of India, All India Council for Technical Education, National Council for Teacher Education et al'. And it recommended that the academic responsibilities of Bar Council, Medical Council, ICAR be vested with the new body.

But turf wars appeared and a watered down National Commission for Higher Education and Research (NCHER)

Bill was proposed, which itself got into a limbo. If at all the government wants to do things in the right way, it is this report that the Minister of Education and the Prime Minister must reflect on. As Pratap Bhanu Mehta, President of Centre for Policy Research, commented in an interview to this magazine, the higher education system has to be treated as a whole and petty administrative divisions must not come in its way. But that would demand a visionary Prime Minister and sensitive ministerial colleagues who would willingly cede administrative controls and as unconfirmed reports say, lucrative deals.

## Autonomous Councils

These are professional bodies, set up by individual Legislative Acts and they govern and regulate professional education in their domain. They set standards, approve institutions and at times even conduct their own examinations to allow individuals to practice the profession. For example, while the Medical Council permits all students who graduate from MCI-approved colleges to register and practice as doctors, the Bar Council conducts exit-level exam to let graduating students to practice as lawyers.

- Pharmacy Council of India
- Nursing Council of India
- Medical Council of India
- Bar Council of India
- Indian Council of Agricultural Research
- Veterinary Council of India

## Courts have wreaked havoc

The legislative paralysis in the last decade has resulted in a host of litigations and a diverse set of judgments. Each aspect of higher education, right from notifying an institution, to-admissions-to-fees, to regulatory oversight has been subject to weighty judicial pronouncements. Take for example, the Bharatidasan versus AICTE (2001) judgment by the Supreme Court. This, based on a selective interpretation of certain clauses of the AICTE Act, decreed that universities and their constituent colleges do not need prior approval of the AICTE for starting technical courses. It thus created an anomalous situation wherein universities needed the approval of councils like MCI and BCI, but not AICTE. This anomaly was used in a recent judgment by another Supreme Court bench, which even held that affiliated colleges too do not need AICTE's permission and created havoc in education regulatory scenario. Yet another bench has overthrown the order, restoring AICTE's regulatory powers for a year.

Ten major judgments by the highest court of the land, Supreme court have made a tremendous impact on the education policy and regulatory regime of the country. For example, the judgement in the Prof. Yashpal Versus Govt. of Chattisgarh 2004 case prevented the mushrooming of one-room universities created by administrative fiat and it had very far reaching implications. But the fact is, education is too complex and has far reaching consequences to be left to the cold precision of legal luminaries.

Nothing can replace the considered perspective of a well-drafted legislation that balances at times, diverse considerations of access, equity and excellence. As Prof. Ponnvaiko, Former Vice Chancellor SRM University, Chennai and Prof. Anil Sadagopal, former Professor, Delhi University argue with vigour on both sides of the intellectual divide, opinions are diverse with respect to equity and excellence, and at times they are not very complementary either. Only a considered piece of legislation can balance these considerations. And this is sorely lacking in this scenario.

## Governance Architecture

India's higher education is governed at the apex level by the Ministry of Human Resource Development and at the state-level by the education ministries. At the apex level, the respective line ministries govern Agriculture, Law, and Medicine. All other aspects of primary, secondary and tertiary education is governed by the HRD Ministry.

## Ministry of HRD

It sets up and controls education policy, administers large-scale funding, provides scholarships, interacts with global organizations and is the nodal ministry for legislative work and responding ministry for legal issues with respect to education. It primarily administers education through a series of autonomous bodies.  
[mhrd.gov.in](http://mhrd.gov.in)

## University Grants Commission (UGC)

UGC is the apex body, mandated to regulate, guide, co-ordinate and fund universities in the country. Its regulatory role, especially with respect to governance and control, is still not well defined, but it has over the years achieved a pre-eminent position in governance of universities and higher education system in the country.  
[www.ugc.ac.in](http://www.ugc.ac.in)

## All India Technical Education Council (AICTE)

Set up in 1987, this apex council regulates technical and professional education. In addition to Engineering (both degree and diploma) it also regulates Architecture, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology.  
[www.aicte-india.org](http://www.aicte-india.org)

## National Council for Teacher Education (NCTE)

Set up in 1993, this council is mandated to regulate all aspects of professional education programmes from elementary school teaching certificate to Master's in education programmes. It approves certificate, diploma and degree programmes.  
[www.ncte-india.org](http://www.ncte-india.org)

### Is the UGC autonomous?

That the UGC needs a complete overhaul is felt by all. But attempting to restructure it without examining its role and mode would mean barking up the wrong tree. UGC, right now is a standards body, a grant-making body, an approval body and also a regulatory body. But barring withholding grants, it has no other punitive powers. Its approval is not essential for a university to exist, since a university gains its legitimacy from an Act rather than the UGC's approval. And world over, standards-making bodies do not make grants. They act as gatekeepers. And funds flow to institutions that move far beyond minimum standards mandated by the relevant body. Funding, standards-making and policing are distinct activities and must be done by agencies that are at arm's length.

The University Grants Commission, or for that matter any other standards-making body, can perform its duties well, only if they are outside the control of the administrative ministry, ably supported by legislative powers. But the ministry, in the last decade, has abdicated its legislation-making powers and autonomous bodies have become adjuncts to it. The Karnataka High Court almost said so in a recent judgment. The court declared the Deemed Universities Regulations 2010 brought out by the UGC as illegal. It chastised the body for towing the lines of the Ministry of HRD. The recent flip-flop with respect to the Four Year Undergraduate Programme (FYUP) offered by Delhi University too shows the inability of the body to take a direction independent of the ministry. Unless the standing and role of the UGC is defined, no amount of restructuring would yield any result.

### States have their own stakes

Education being in the Concurrent List, states have a large stake in the higher education scenario. Though various judgments of the Supreme Court, have asserted the primacy of the federal structure vis-à-vis that of the state legislations, in terms of defining minorities, establishing institutions, admissions, permissions, fees etc., the states have a large and effective role to play. Take for example, territorial jurisdiction in Distance Learning. In this era of globalization, why should a state university be not permitted to set up a satellite campus in another state? But to do so would require amendment to territorial jurisdiction clause and states to cede some level of control to a central body. Reservation (quotas in education) is another area where different states have diverse needs, like Tamil Nadu's 69% reservation, Andhra Pradesh's quota for Muslims (stalled at the courts) etc.

Common admission test is another area, where states

do not concur easily. Tamil Nadu was one of the states which vehemently opposed common entrance tests, and only uses marks in the State Board to admit students. So unless a certain level of give and take is attained between the unique needs of the states and need of commonality at national level, many polices could come unstuck.

### Affirmative action versus minority rights

Reservations or affirmative action has been a bone of contention and raises strong passions on both sides. While the constitutional validity of reservation has been now settled in the Ashok Kumar Thakur versus Government of India 2008 majority judgment, issues with respect to reservations in minority institutions have been

#### Vocational Education Issues

- Do away with fragmented governance structure; rather, have a unified authority. Re-look at the outdated provisions of Apprentices Act of 1961.
- Access to vocational courses at first-degree level/diploma by polytechnics, universities, colleges for 10+2 pass-out; integrating VE with higher education to ease mobility (similar to dual system of apprenticeship in Germany)
- Curriculum be referenced to notified National Occupation Standards/ Qualification developed for various job roles by respective Sector Skill Councils. Encourage accreditation.
- A grievances redress mechanism be in place with mandatory response clause
- Industry/employers in the institute's vicinity should endeavour to conduct job fairs, recruitment drives, campus interviews, etc. Each school/institute to have a vocational coordinator
- Focused, short-duration, and modular programmes to be promoted by those who have a proper training set-up

left out, and the courts have termed them unconstitutional and thus invalid. Since this involves the rights of two sets of underprivileged groups, the country has to tread very carefully, though for the sake of fairness one could argue that minority institutions must be in the forefront of reserving seats for underprivileged in the society since both the groups need and deserve special consideration from the state. Legislative interventions are quite essential in this domain.

### Technical education is unwieldy

This sector has been drastically impacted by judicial activism at different times. As Prof. S.S Mantha, Former Chairman, AICTE argues, it is essential that the anomalies, pointed out by the Bharathidasan University versus AICTE, 2001 judgment be countered by a comprehensive legislation that would bring all forms of technical education under the purview of AICTE, which must necessarily include the venerable IITs. Institutional elitism and the perpetual need to seek exceptions must go away.

Technical education has been mauled by three major judgments. The Bharathidasan judgment took universities out of AICTE jurisdiction. The Delhi High Court interim judgment resulted in distance education B.Tech programme. The Supreme Court judgment by Justice Chauhan took both Management and Engineering and even affiliated colleges outside the purview of AICTE. This was partially restored for a year by another bench of the same court.

A comprehensive and foolproof legislation is the need of the hour and AICTE's mandate to regulate technical education must be respected, says Prof. A. Sethuraman, Vice Chancellor, SASTRA University, Thanjavur.

### No integration of vocational and academic streams

The biggest problem is the lack of integration between vocational and normal education streams. There has to be an imaginative framework, which lets lateral

movement of professionals, accounting fully for their learning on the job. Right now there are two competing frameworks; one from the Ministry of Labour and one from AICTE under Ministry of HRD. Since the National Vocational Qualifications Framework would demand quantifying academic merit for work experience, it is imperative that the framework is a joint initiative of both the departments so that it finds traction across institutions and corporations. A plumber, if he has the time, intellect and inclination must definitely be given an opportunity to become a water systems engineer.

### Funding is an issue

World-class universities (WCU) cost humongous amounts of money. The venerable IITs get about Rs. 500 crores on an average. The situation is much poor when it comes to state universities. Most VCs of state-funded universities find it difficult to even pay salaries, let alone fund developmental activities. India needs a complete overhaul of funding of higher education.

### Malpractices not dealt with

There is no law or regulation other than the Consumer Protection Act to come to the rescue of students who get cheated by unscrupulous institutions. There are institutes that are established under the Shops and Establishments Acts. Mushrooming of fly-by-night operators continues unchecked and both UGC and AICTE do nothing. There is no redress other than regular courts for students cheated on account of fees, false promises, lack of infrastructure. The Tribunal Bill and the Unfair Trade Practices Prevention Bills are a good start.

From education policy to malpractice prevention, from vocational education to IPR management, the challenges are innumerable. Setting up of new institutions, funding new initiatives are good beginnings. But setting the house in order, even while respecting and nurturing the autonomy of academic institutions and organizations is the immediate challenge for India.

# Indian University System

There is a rapid rise in the number of universities operating in India. Here we try to gauge the system, to understand its facets and where it is headed...

In 2013, there were 694 universities in India. Last year, the number swelled to 742. As we go to press the number stands at 824. India clearly is a nation in a hurry when it comes to setting up universities. It created 250+ universities in the last five years. Sam Pitroda, chairman of National Innovation Council wants 1500 universities. If we keep up the pace we might actually touch the figure in the next five years, if not less. But the moot question is, are these universities fulfilling their objectives? Are they discharging the lofty mandates that the country bestowed on them?

## Assembling the data

The database of universities itself is a challenge. The fact is that the Ministry of HRD or UGC do not list out the university-level institutions (read more in the regulatory structure section) that come under other ministries like Agriculture, Health & Family Welfare, Textiles, Labour etc. Some select medical institutions like Nizam's Institute or Sanjay Gandhi PGI also slip off the radar since they come as specialized institutions under respective state governments. So the UGC still lists around 712 institutions leaving out 102.

Indian university system has four major types of Institutions. In India, it is the degree-granting power that differentiates a university from other colleges and institutions. We have four types of institutions; Central, State, Deemed, and Institutions of National Importance. All of them barring Deemed-to-be-universities are backed by a Parliamentary/Legislative Act.

## Central Universities

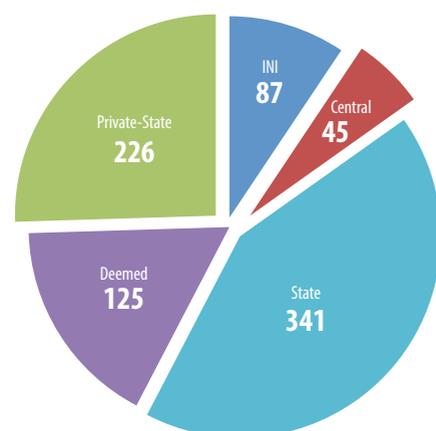
Numbering 45, these are institutions fully funded by the central government and are brought into being by

an individual Act by the Parliament. These are generally well-funded when compared to state universities and their admission, more or less, is pan-India.

## Deemed Universities

This is an idea brought out in the early '50s to grant institutions doing specialized work (in specific domain) degree-granting powers of a university without a concomitant act. These are institutions declared by an executive order by Govt. of India on the recommendation of UGC, the autonomous body regulating higher education. They were initially given the mandate for a specific schools/department(s)/location(s). Each addition to any of the three needs further approval. Most institutions in this category have for all practical purposes morphed

Types of Degree-awarding Institutions In India (824)



into multi-disciplinary universities and are hence accorded the status of a university under a specific Act.

## State Universities

These are institutions set up under the Acts passed by respective state legislatures and are expected to serve a specific number of districts or state. They have been predominantly public until the late '90s and there has been a marked shift to creation of private sector not-for-profit universities by many states under their respective Private Universities Acts.

## Institutions of National Importance

These are premier institutions set up either by a line ministry or by HRD ministry to cater to specialized education and research. They are standalone institutions, which enjoy substantial functional and financial autonomy and are generally well-funded.

## How do Indian Universities fare?

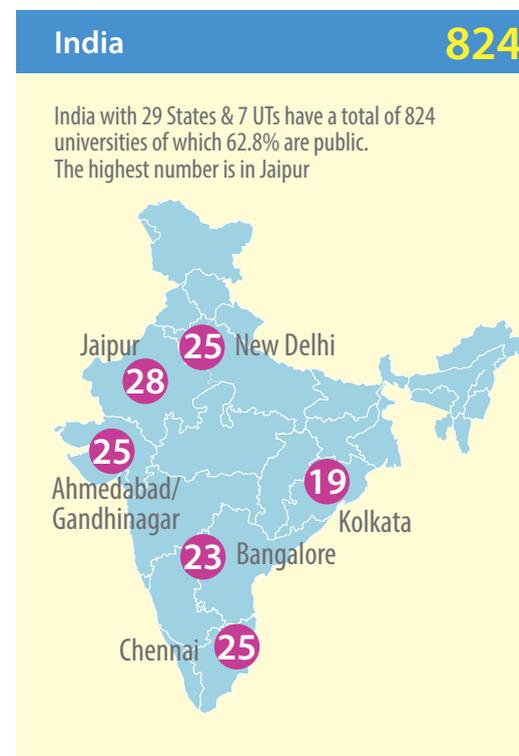
World over, universities are rated, based on Teaching, Research Output, International Outlook, Citations, and Industry Income. Barring Research Output and Citations, it is almost impossible to get information on other parameters for Indian Universities. So we used the publication record from Web of Science, Patents (both granted and applied), NAAC rating score and also used the student-faculty ratio as a proxy for teaching effectiveness.

## Which is the best

The top position amongst Indian universities is always taken by the Indian Institute of Science, performing extraordinarily well in Output, Learning, Productivity and IP. But interestingly its academic output does not reflect well when it comes to Impact. Citation counts of IISc are quite low compared to the other performers. And the Top 10 positions are completely dominated by the IITs, and only University of Delhi and Panjab University have been successful in getting into the Top 10. The big takeaway that we offer is that if the IITs compete as a single entity, India can easily be present within the Top 75 institutions globally.

## Output and Impact are not directly correlated

Only 3 of the Top 10 players with good publication record have correspondingly high citation levels. In fact the reason why Panjab University figured in THE Ranking



is because its citation score stands at 5.4 per paper, the second highest in the country. So what does the data tell us? Publications have caught the fancy of the universities. With the increased focus on international ranking, universities publish more. But not many of them are really into high impact research. And that is a frontier that they need to scale.

## Research is not everybody's cup of tea

The ranking conclusively proves that research is still elitist. As one moves down the ranking scale, both productivity and aggregate publication count drop drastically. Beyond the Top 25 players, the number of papers per faculty is in fractions. As faculty productivity conclusively proves, even in the next 25 universities of the Top 50 Research Universities List, a single faculty member accounts for over 5% of the total output of the institute. In other words, even in top research universities, the number of academics active in publishing is quite limited. In fact, the faculty productivity is above 1 per faculty only in the smaller universities. This does not augur well for the nation with superpower ambitions, at least in the knowledge domain.

### Teaching remains our mainstay

Nearly 50 universities of the Top 100 are there primarily due to higher NAAC rating, whose scores for research output and citations are minimal. But the reasonably high NAAC score does prove that most Indian universities, even at the top level remain good teaching schools. Yet another factor that stands in good stead for these universities is better student-faculty ratio. Nearly 80% of the universities for which we could get data have a S/F ratio of less than 20 and a good 40% have it less than 10. So Indian universities have a large untapped admission potential, and even with the existing faculty strength, a 50% increase in seats could be easily envisaged. Medicine could be a priority here.

### Cracking the patents game

Making money from knowledge has never been a focus area for Indian universities. The scenario is changing, but very slowly. Only half of the top 100 schools have any patent activity (they might be filing in foreign countries). Just about 8 have filed over 50 patents and about 25 have over 10. The scenario with respect to granted patents is worse. Only about 10 universities have over 10 granted patents. The system needs to go on a very high gear to be anywhere near global standards.

### Craze for patenting goes down?

When we began to rate and rank the universities, efforts to patent was at its zenith. Institutions, assisted by the liberal patent grant schemes, went on a patent spree, with the numbers peaking in 2012. We see patent applications tapering off in the last two years, quite drastically at some of the institutions. Now, commercialization and utilization of existing Intellectual Property appears to be taking precedence. But across the board, about 76 percent of the Vice Chancellors and University Presidents we spoke to vouch by patenting and Intellectual Property (IP) creation.

### Where do we go from here?

For the first time in the country we have attempted to use a diverse set of representative indicators, and a complex algorithm to rate and rank universities. Both the data sets and the methodology could do with lots of changes, additions and improvements. While we are fairly confident about the outcome, the discriminating power of the data set is even now not our satisfaction. We would like to make the evaluation much more in depth, qualitative, transparent and inclusive in the coming years. To achieve this, your comments, critiques and advice are most welcome.

Top Five Academic Institutions in India (Patent Filing/Year)				
Institution	2010	2011	2012	2013
Amity University, Noida	5	82	120	46
Indian Institute of Technology, Bombay	42	56	68	13
Indian Institute of Technology, Delhi	29	21	9	12
Indian Institute of Technology, Kanpur	26	21	8	11
Indian Institute of Science, Bangalore	26	20	8	8
Indian Institute of Technology, Madras	3	21	9	12
Indian Institute of Technology, Kharagpur	7	3	2	29

# UNIVERSITIES: PERFORMANCE IN NUMBERS

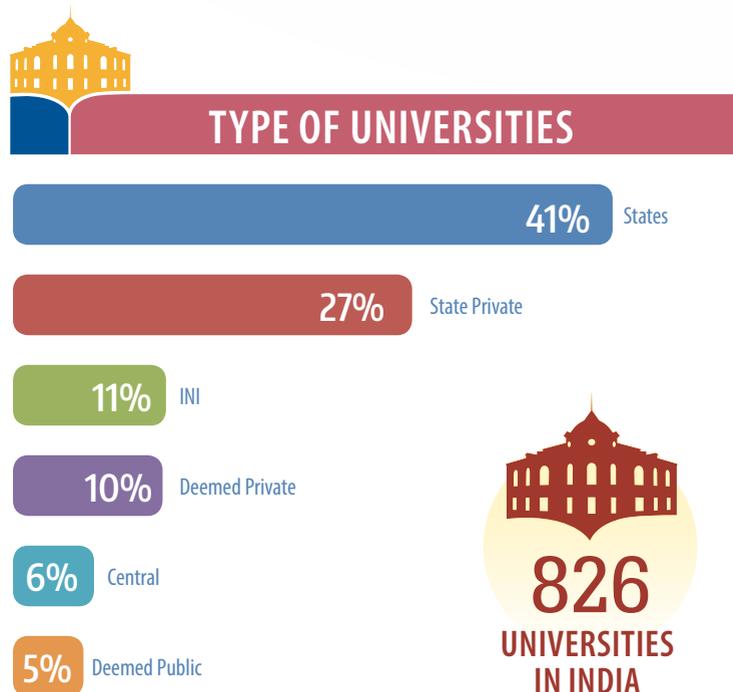
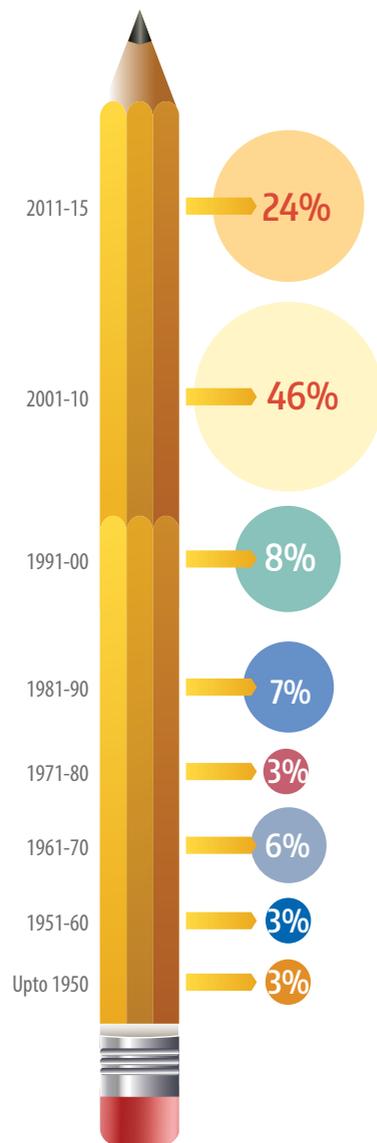
SIZE • STUDENT COUNT • SCHOLARS  
RESEARCH • INCUBATION • GRADUATES



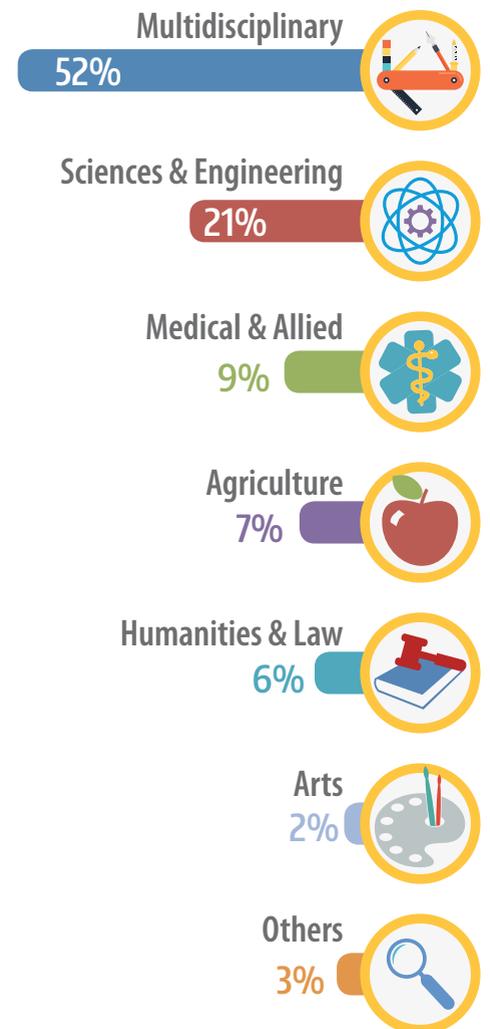
# GLOBALLY AMBITIOUS, LOCALLY ROOTED

The story of the growth and diversity of university system in India is fascinating to say the least. We present nuggets of the same in numbers...

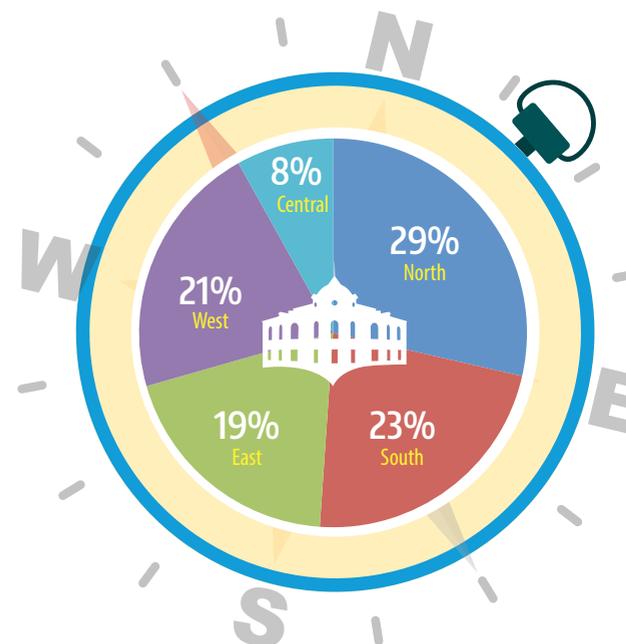
## THE GROWTH OF UNIVERSITIES IN INDIA



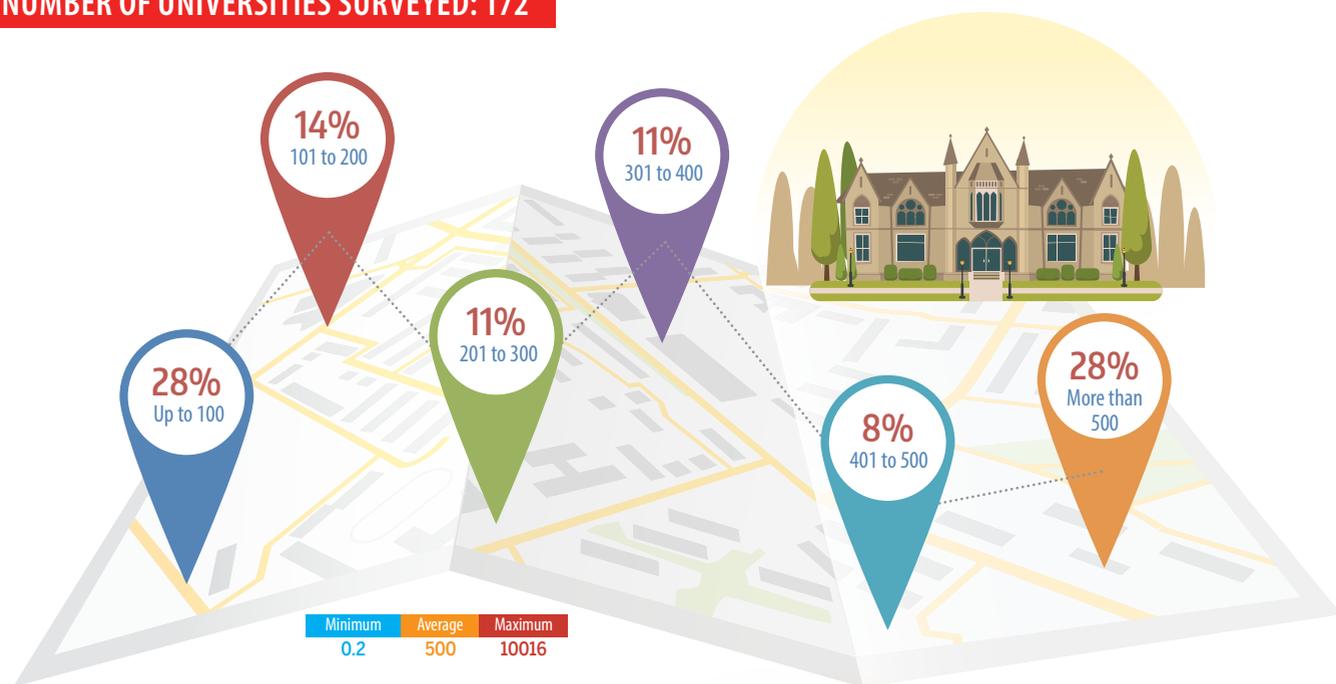
## DISCIPLINE-WISE UNIVERSITIES



## ZONE-WISE UNIVERSITIES

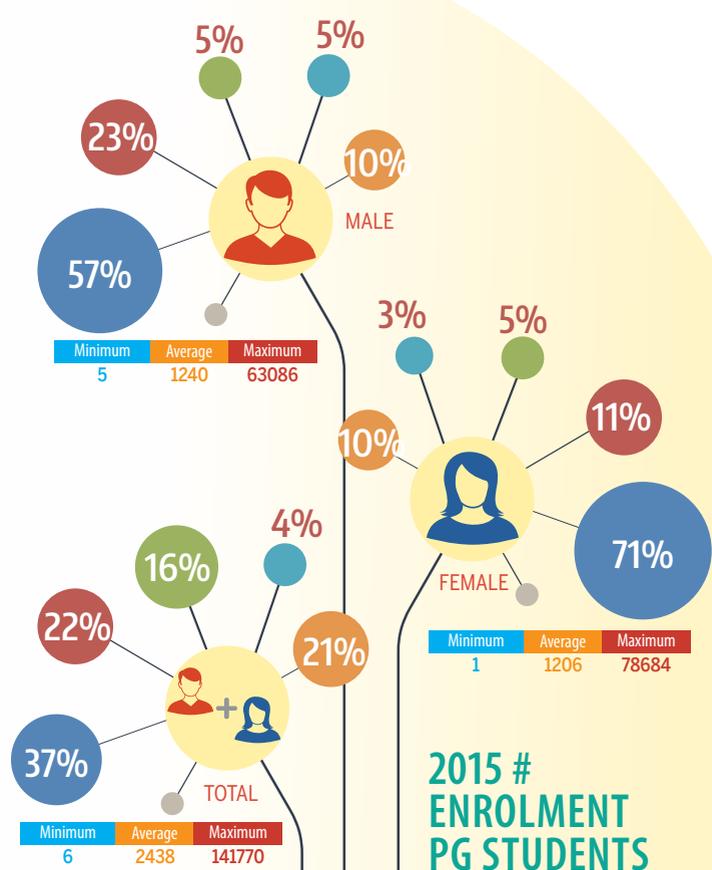
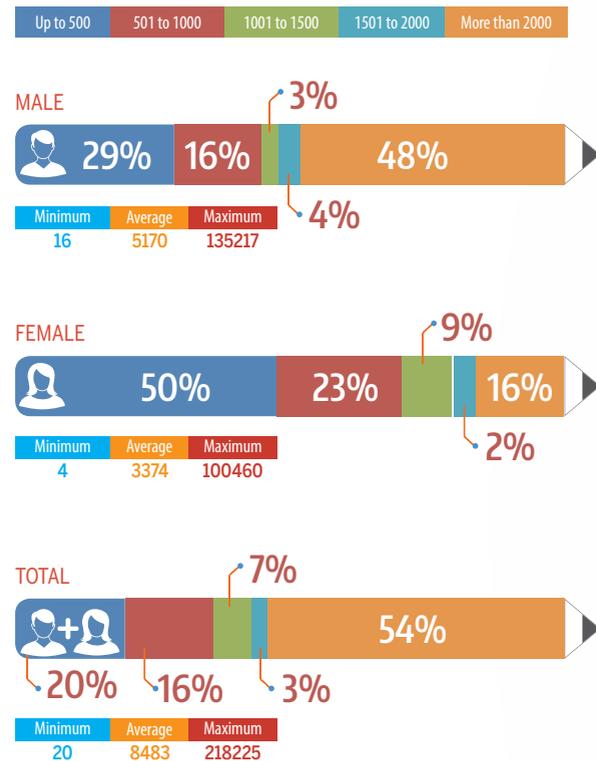


**NUMBER OF UNIVERSITIES SURVEYED: 172**

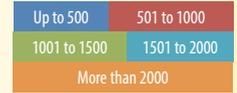


**AREA (MAIN CAMPUS) IN ACRES**

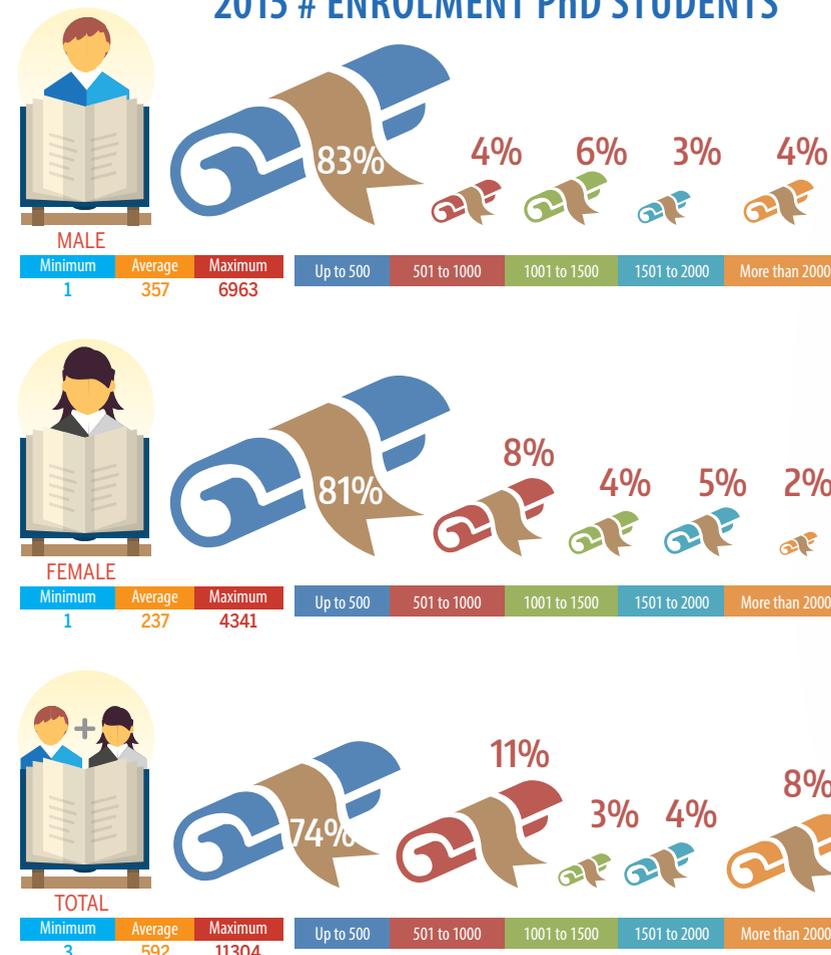
**2015 # ENROLMENT UG STUDENTS**



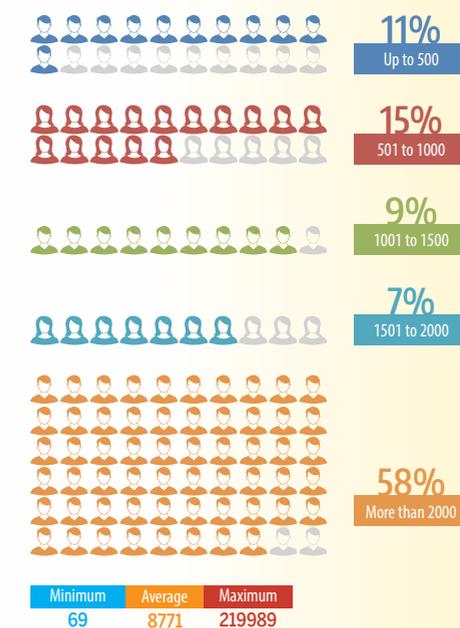
**2015 # ENROLMENT PG STUDENTS**



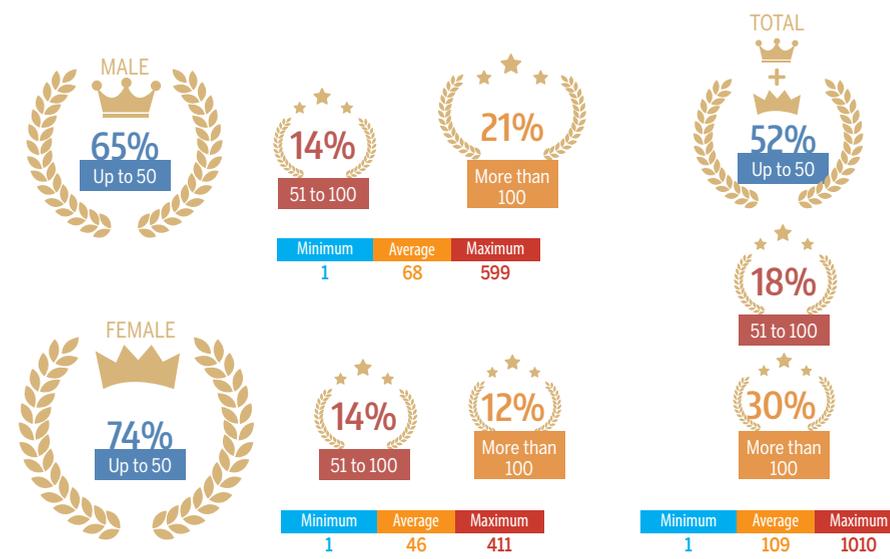
**2015 # ENROLMENT PhD STUDENTS**



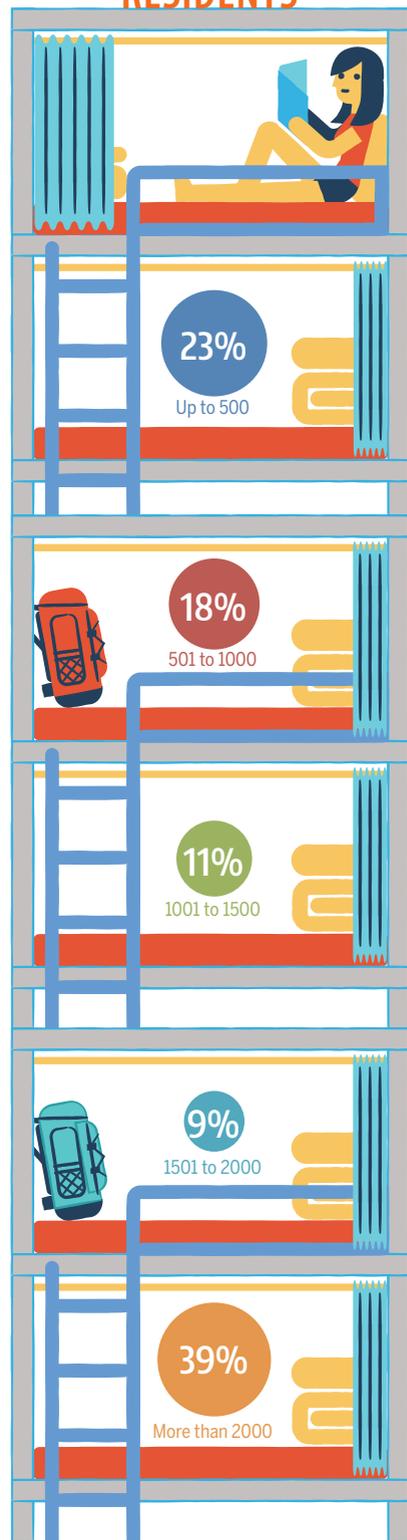
**2015 # ENROLMENT UG+PG+PHD STUDENTS**



**2015# PhDs AWARDED IN 2014-15**

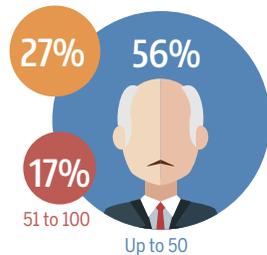


### 2015# TOTAL HOSTEL RESIDENTS



Minimum	Average	Maximum
44	2439	15965

More than 100

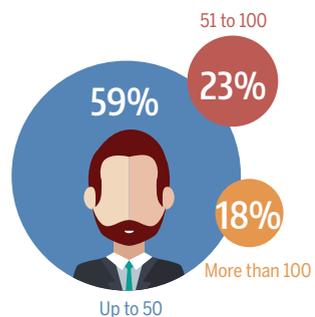


### 2015# PROFESSORS

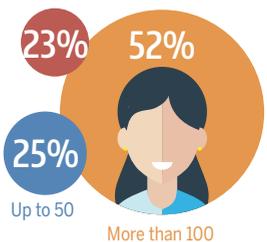
Minimum	Average	Maximum
1	87	603

### 2015# ASSOCIATE PROFESSORS

Minimum	Average	Maximum
1	61	629



51 to 100



### 2015# ASSISTANT PROFESSORS

Minimum	Average	Maximum
1	186	2015

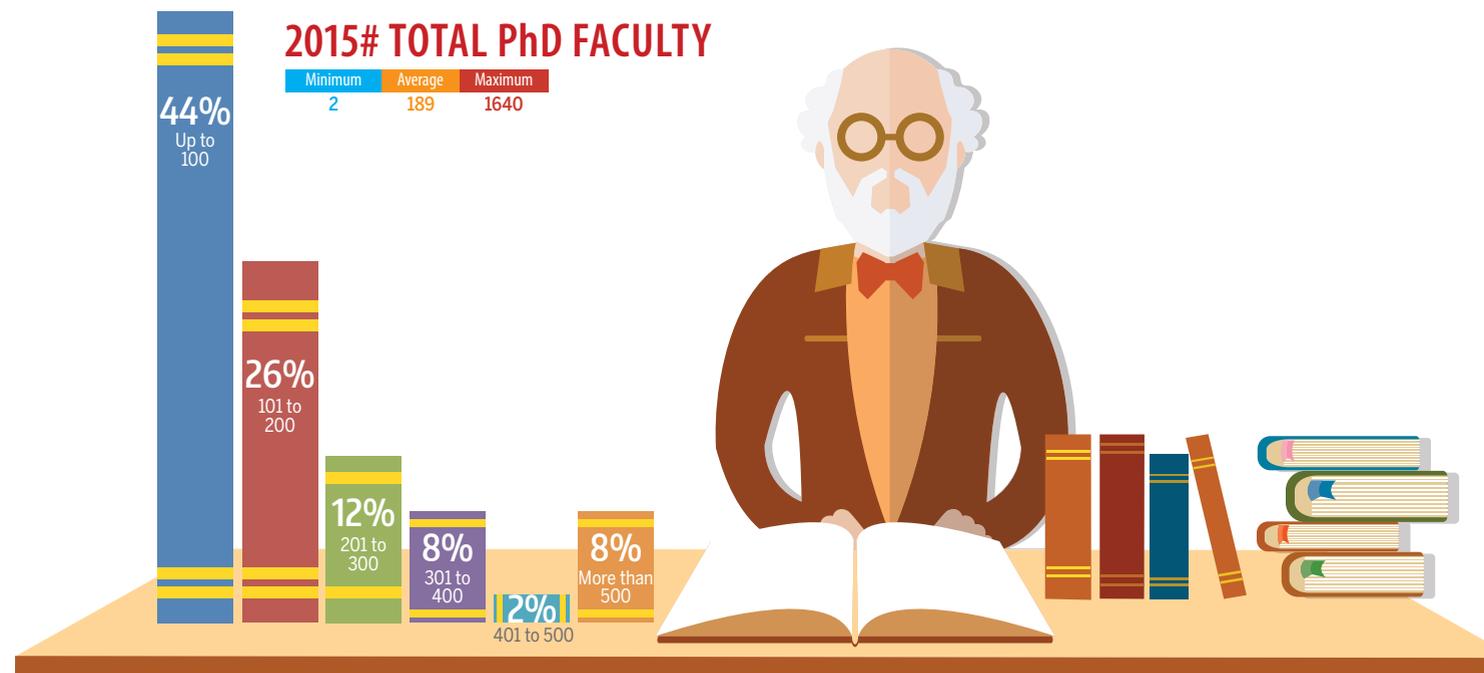
### 2015# TOTAL NO. OF FACULTY

Minimum	Average	Maximum
3	355	2815

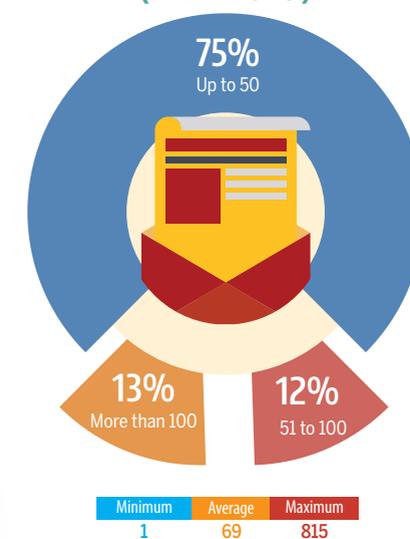


### 2015# TOTAL PhD FACULTY

Minimum	Average	Maximum
2	189	1640



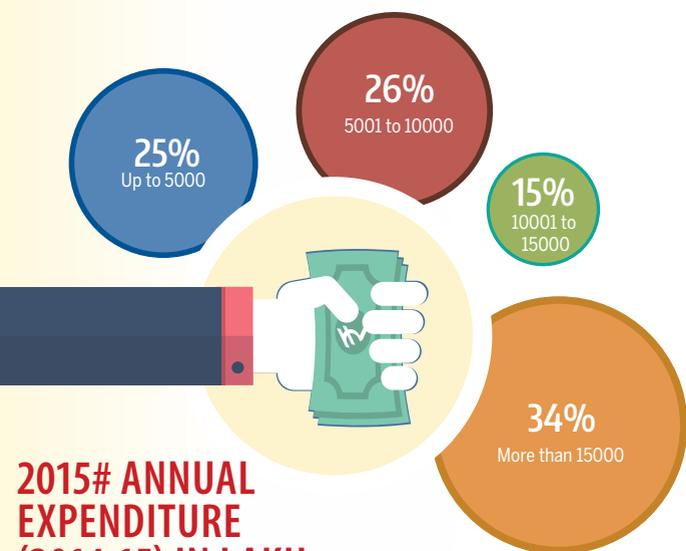
### NO OF IPRS FILED (TILL 2015)



Minimum	Average	Maximum
1	69	815

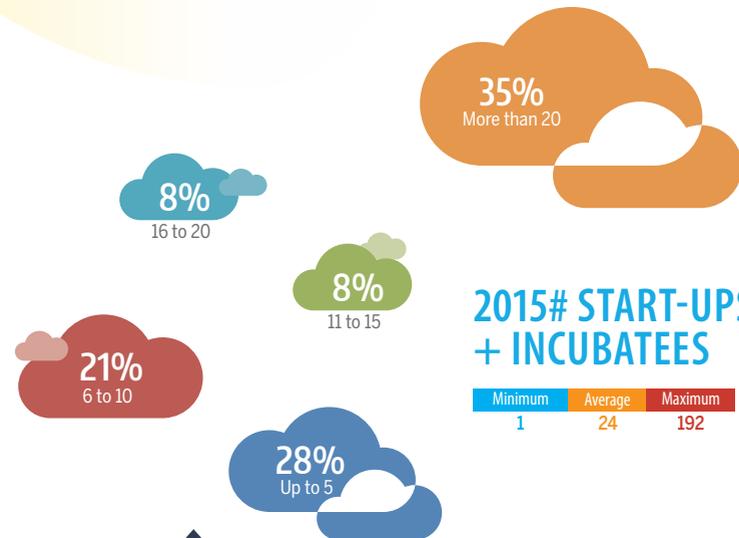
### 2015# ANNUAL EXPENDITURE (2014-15) IN LAKH

Minimum	Average	Maximum
33	19718	294244



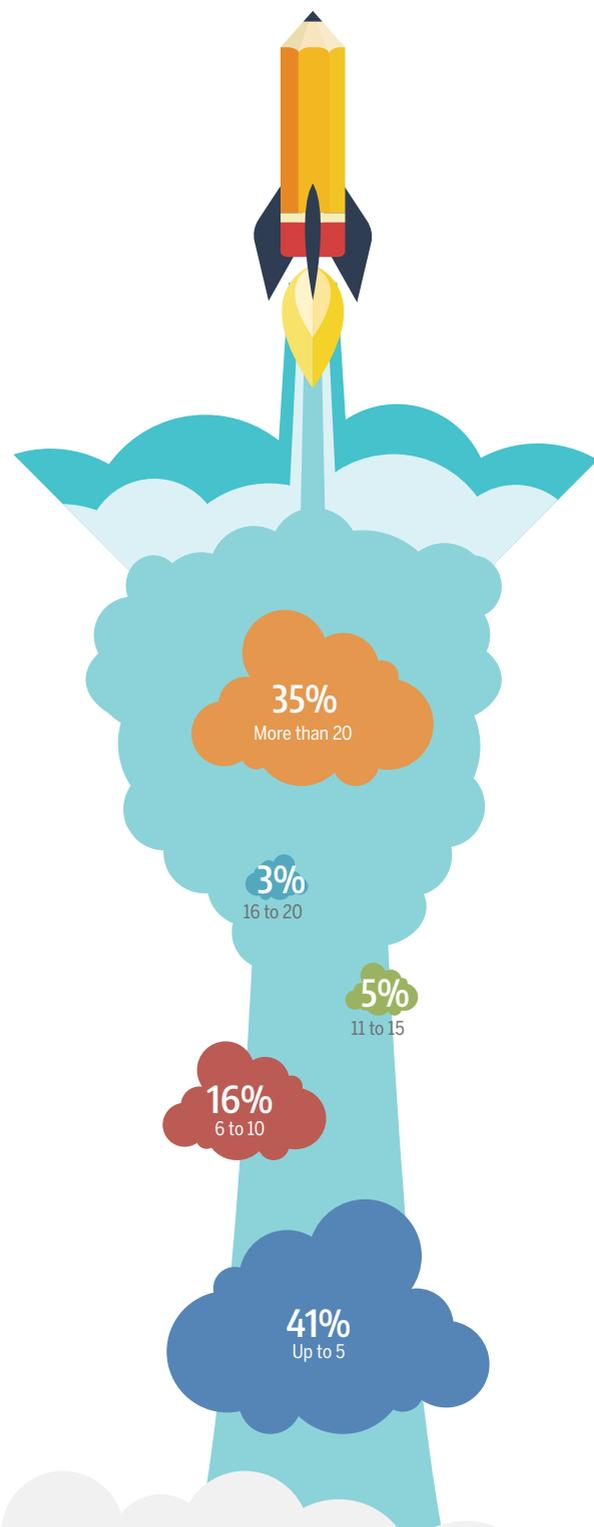
### 2015# START-UPS + INCUBATEES

Minimum	Average	Maximum
1	24	192



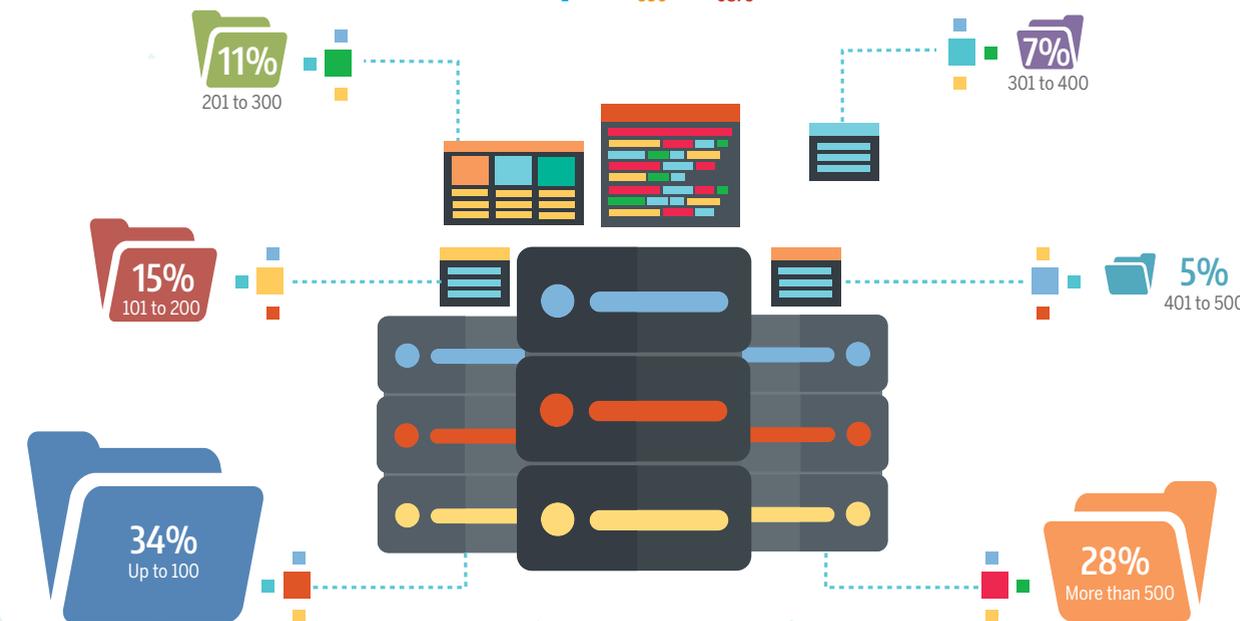
### 2015# START-UPS GRADUATED

Minimum	Average	Maximum
1	16	89



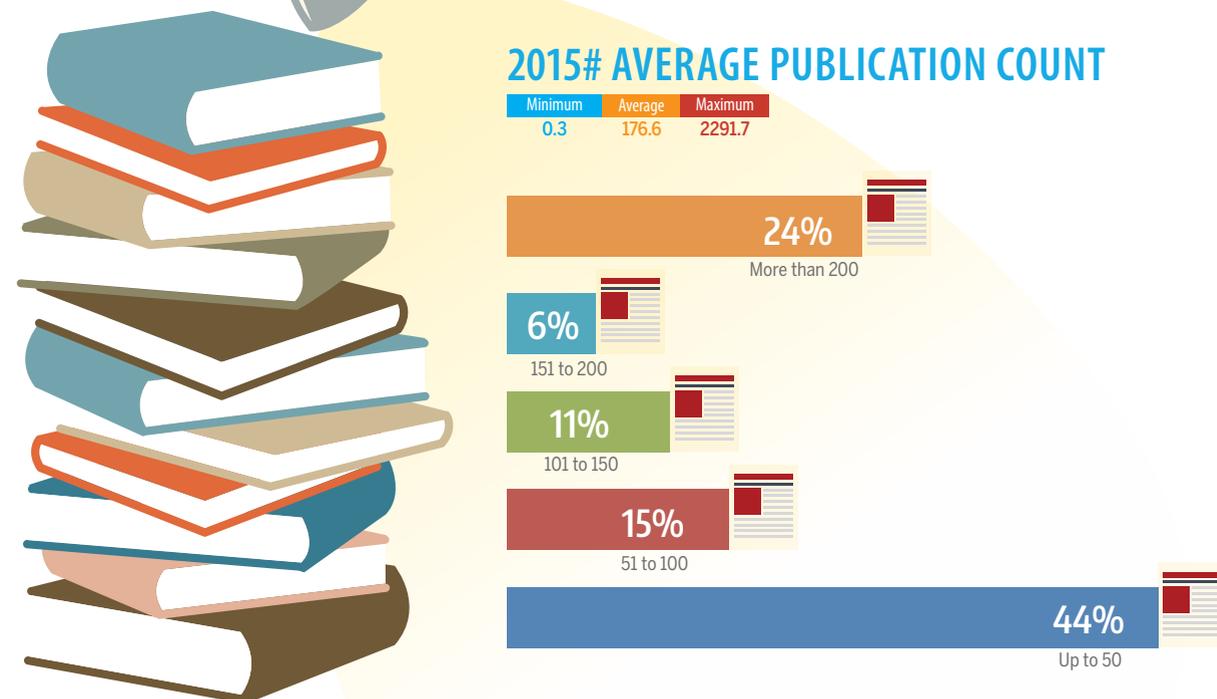
### TOTAL SCOPUS (2013-2015)

Minimum	Average	Maximum
1	530	6875



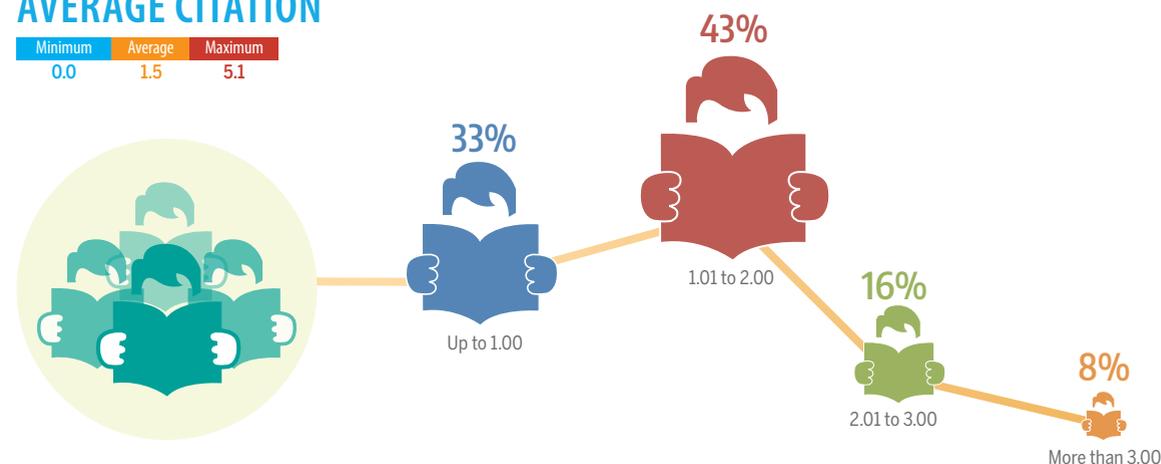
### 2015# AVERAGE PUBLICATION COUNT

Minimum	Average	Maximum
0.3	176.6	2291.7



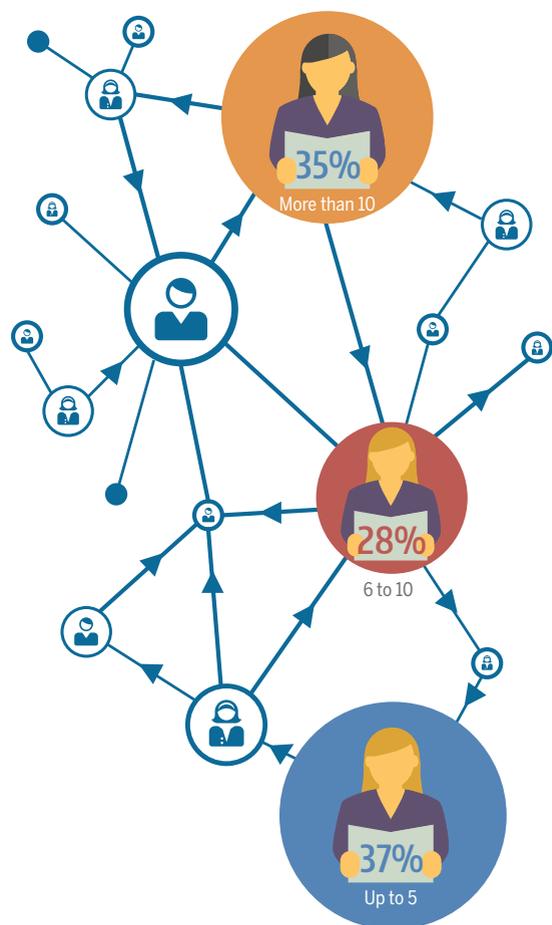
### AVERAGE CITATION

Minimum	Average	Maximum
0.0	1.5	5.1



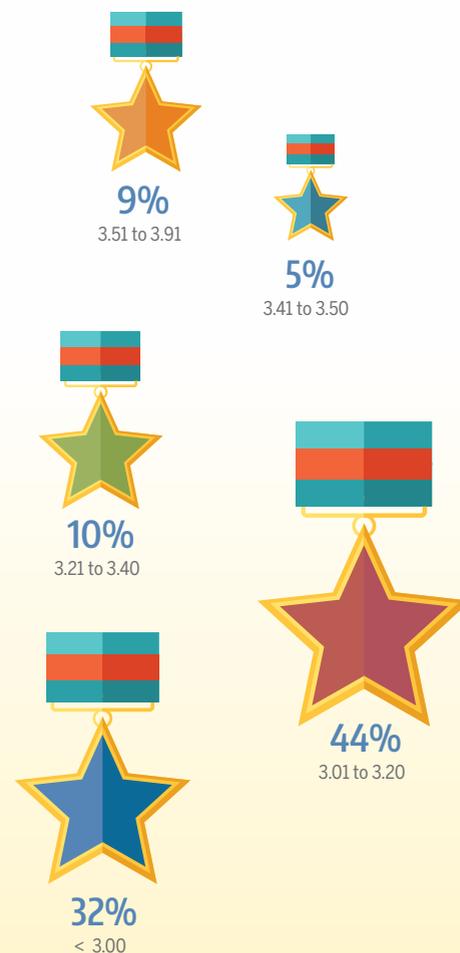
### 2015# H-INDEX

Minimum	Average	Maximum
1	9	46



### NAAC-2016 SCORE

Minimum	Average	Maximum
2.10	3.03	3.91



# HOW DID WE RATE & RANK?

Performance evaluation criteria are drifting towards outcomes that are transparent, easy to comprehend and subject to public scrutiny. When the assessment entities are universities, the complexities are all the more multifarious. A fair approach, therefore, is to evaluate as much as possible through parameters that are quantifiable.

also involved gathering information through publicly available sources or through Right to Information Act. Further, employing a threshold criterion (say minimum publication count) we restricted the ranking to 100-plus universities in the country. The scores were arrived at using max-min formula for some parameters (See Table). The detailed methodology for assessing research output in India's Best Research Oriented Universities is also given.

### The Approach

From Careers360's database of 777 universities in February 2015, and autonomous institutes that award degrees in India, the list was pruned to 247 for further scrutiny. This was based on preliminary search for publications and citations in international databases such as Thomson Reuter's Web of Science and Elsevier's Scopus; intellectual property rights (IPR) search at the Indian Patent Office database; accreditation score given by the National Assessment and Accreditation Council (NAAC) and critical information like faculty strength, students enrolled and research scholars. This also included the invited entries for participation in the Careers360 rating/ranking survey announced annually. The exercise

### Key things to note

- Only degree-awarding institutes (those set up by central or state legislation) are included
- Those that got a university status after 2009 are not part of this ranking (see a separate feature on 'Emerging Universities with Potential' in this Report)
- The ranking has 113 best universities (based on cut-off) which includes 83 public and 30 private universities
- In addition to ranking where the total scores are reflected, universities have been rated based on their domain. There are 7 such categories: Multi-disciplinary (public & private), Engineering (public & private), Medicine, Agriculture & Allied Sciences and 'Others' that include Specialized. We have included more universities in the rating list.
- A few promising universities which might have been in the outstanding list, could not figure due to data insufficiency/excellence in a single measurable parameter such as TISS Mumbai, IIIT Bangalore, Chennai Mathematical Institute, NLSIU Bangalore, Symbiosis Pune, JUIT Solan etc.
- Factors such as incubation units, research income, consultancy assignments, curriculum design, international outlook, outreach and so on add to robust assessment. However, data insufficiency across majority of universities has crippled the usage of the same.

EVALUATION SCHEMA		
Criterion	Elements	Score
Academic Output	Publication Count in refereed journals as indexed in Thomson Reuter's Web of Science and Elsevier's Scopus	100
Impact	Citation (normalized average citation per paper)	100
Intellectual Property (IP)	IP Filed (2011-2014) and Patent Stock at IPO with more weightage to the latter	125
Productivity	Research per core academic and research personnel	50
Learning	Accreditation, Student-Faculty Ratio and PhD candidates	175
<b>Total</b>		<b>550</b>

# LEGACY DOMINATES BUT SIGNS OF A NEW ORDER

While the top slots are taken by players with a long history, a whole lot of state-level younger universities are slowly coming out to challenge the existing order. . . .

PUBLIC RANKING		
Degree Awarding Institute	Rank	Score
Indian Institute of Science, Bangalore	1	429.08
Indian Institute of Technology, Bombay	2	403.14
Indian Institute of Technology, Kharagpur	3	395.27
Indian Institute of Technology, Madras	4	363.64
Indian Institute of Technology, Delhi	5	353.01
Institute of Chemical Technology, Mumbai	6	337.63
University of Hyderabad, Hyderabad	7	336.86
All India Institute of Medical Sciences, New Delhi	8	309.50
Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore	9	308.96
National Institute of Pharmaceutical Education and Research, Mohali	10	305.48
Indian Institute of Technology, Kanpur	11	294.89
Jadavpur University, Kolkata	12	291.41
Banaras Hindu University, Varanasi	13	290.53
Jamia Hamdard, New Delhi	14	290.43
University of Delhi, Delhi	15	289.54
Panjab University, Chandigarh	16	283.80
Tata Institute of Fundamental Research, Mumbai	17	281.62
Sree Chitra Tirunal Institute for Medical Sciences and Technology, Trivandrum	18	270.12
University of Calcutta, Kolkata	19	266.11

PUBLIC RANKING		
Degree Awarding Institute	Rank	Score
Indian Institute of Technology, Roorkee	20	258.97
Indian Institute of Technology, Guwahati	21	256.45
Indian Institute of Technology, Indore	22	254.77
Jawaharlal Nehru University, New Delhi	23	254.18
Guru Nanak Dev University, Amritsar	24	252.82
University of Madras, Chennai	25	250.77
Indian Institute of Science Education and Research, Pune	26	250.38
Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow	27	249.85
Indian Institute of Science Education and Research, Kolkata	28	245.03
International Institute for Population Sciences, Mumbai	29	243.32
Osmania University, Hyderabad	30	242.27
Guru Jambheshwar University of Science and Technology, Hisar	31	242.05
Anna University, Chennai	32	240.55
Aligarh Muslim University, Aligarh	33	239.68
Indian Institute of Technology, Ropar	34	233.42
University of Jammu, Jammu	35	231.87
Postgraduate Institute of Medical Education and Research, Chandigarh	36	231.81
Visva Bharati, Santinikaten	37	231.62
Indian Agricultural Research Institute, New Delhi	38	230.85
Savitribai Phule Pune University, Pune	39	226.95
National Brain Research Centre, Gurgaon	40	225.64

**PUBLIC RANKING**

Degree Awarding Institute	Rank	Score
Indian Institute of Science Education and Research, Thiruvananthapuram	41	224.77
National Dairy Research Institute, Karnal	42	222.88
Tezpur University, Tezpur	43	222.58
Madurai Kamaraj University, Madurai	44	220.42
Bharathiar University, Coimbatore	45	218.32
Indian Institute of Science Education and Research, Bhopal	46	218.09
National Institute of Technology, Tiruchirappalli	47	217.89
Indian Statistical Institute, Kolkata	48	217.54
Indian Veterinary Research Institute, Izatnagar	49	215.57
Kurukshetra University, Kurukshetra	50	213.93
Sri Venkateswara University, Tirupati	51	210.28
Indian Institute of Technology, Bhubaneswar	52	208.53
Indian Institute of Science Education and Research, Mohali	53	206.79
Indian Institute of Technology, Hyderabad	54	205.37
National Institute of Technology, Rourkela	55	204.54
National Institute of Pharmaceutical Education and Research, Hyderabad	56	204.53
Annamalai University, Annamalai Nagar	57	203.69
National Institute of Pharmaceutical Education and Research, Guwahati	58	203.59
University of Mumbai, Mumbai	59	203.42
Delhi Technological University, Delhi	60	200.65
Indian School of Mines, Dhanbad	61	200.41
National Institute of Mental Health and Neuro Sciences, Bangalore	62	198.56
National Institute of Technology, Durgapur	63	198.03
Indian Institute of Technology, Patna	64	197.15

**PUBLIC RANKING**

Degree Awarding Institute	Rank	Score
Pondicherry University, Puducherry	65	195.88
Nizam's Institute of Medical Sciences, Hyderabad	66	195.55
Indian Institute of Technology, Gandhinagar	67	195.46
Alagappa University, Karaikudi	68	195.42
Shivaji University, Kolhapur	69	195.24
Indian Institute of Technology, Mandi	70	193.82
Motilal Nehru National Institute of Technology, Allahabad	71	193.63
Jawaharlal Nehru Technological University, Hyderabad	72	193.46
Dr Harisingh Gour Vishwavidyalaya, Sagar	73	192.51
Gauhati University, Guwahati	74	191.63
King George's Medical University, Lucknow	75	191.12
Maharaja Sayajirao University of Baroda, Vadodara	76	191.09
Indira Gandhi Institute of Development Research, Mumbai	77	191.06
Central University of Tamil Nadu, Thiruvarur	78	190.86
Maulana Azad National Institute of Technology, Bhopal	79	190.43
Sardar Vallabhbhai National Institute of Technology, Surat	80	189.05
University of Kalyani, Kalyani	81	188.76
University of Burdwan, Bardhaman	82	187.55
Himachal Pradesh University, Shimla	83	183.65
Central University of Punjab, Bathinda	84	181.46
National Institute of Technology, Warangal	85	181.33
Central Institute of Fisheries Education, Mumbai	86	181.21
Defence Institute of Advanced Technology, Pune	87	176.70
Goa University, Taleigao Plateau, Goa	88	176.29
Mahatma Gandhi University, Kottayam	89	175.10

# WHERE ENGINEERING STILL DOMINATES

Here we present the top 30 Best Universities under private ownership. . .

## PRIVATE RANKING

Degree Awarding Institute	Rank	Score
VIT University, Vellore	1	256.80
Manipal University, Manipal	2	227.29
Birla Institute of Technology and Science, Pilani	2	227.29
SASTRA University, Thanjavur	4	224.24
Amrita Vishwa Vidyapeetham University, Coimbatore	5	213.60
SRM University, Chennai	5	213.60
Sri Ramachandra University, Chennai	7	210.01
Thapar University, Patiala	8	207.23
Birla Institute of Technology, Mesra	9	205.34
Shiv Nadar University, Dadri	10	202.36
International Institute of Information Technology, Hyderabad	11	185.47
Amity University, Noida	12	181.90
Dr DY Patil Vidyapeeth, Pune	13	181.12
ICFAI Foundation for Higher Education, Hyderabad	14	179.45
TERI University, Delhi	15	176.22
Nirma University, Ahmedabad	16	174.42
Bharati Vidyapeeth, Pune	17	173.49

## PRIVATE RANKING

Degree Awarding Institute	Rank	Score
JSS University, Mysore	18	171.61
Vel Tech Dr Rangrajan Dr Sakunthala Technical University, Chennai	19	171.41
Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam	20	169.54
Kalinga Institute of Industrial Technology, Bhubaneswar	21	166.85
Azim Premji University, Bangalore	22	166.09
Datta Meghe Institute of Medical Sciences, Nagpur	23	165.69
Kalasalingam University, Virudhunagar	24	162.91
NITTE University, Mangalore	25	159.60
Manav Rachna International University, Faridabad	26	158.16
BS Abdur Rahman University, Chennai	27	158.07
Sam Higginbottom Institute of Agriculture, Technology and Science, Allahabad	28	157.38
Sathyabama University, Chennai	29	157.31
Jaypee Institute of Information Technology, Noida	30	156.48

# Top destinations where Indians go for higher studies

Indians willing to pursue their studies abroad wish to know two critical details. One is about the most preferred countries for them and two, which are the best institutions globally? The numbers say it all...

## Study Aboard Opportunities for Foreign Players

India remains one of the top countries in terms of sending foreign students aboard. Next only to China. And the numbers are growing substantially (See graphic alongside). So far the opportunity has been substantially focused on postgraduate and doctoral education, with the bulk of admissions happening in that domain. But with the increased number of International Baccalaureate (IB) schools offering school education in line with global practices, the number of aspirants for undergraduate education is on the rise.

The second opportunity lies in promoting joint degrees/dual degrees with emerging top private universities in the country, both in specialized and general degree streams. The third big opportunity lies in setting up local campuses, but the scenario is not conducive right now.

## UG Education Opportunities

The Indian public school conference and IB schools collectively constitute a universe of over 200 schools, of which nearly 100 schools have fees ranging between Rs. 4.1 lakhs to 12 lakhs per annum. Nearly 80 schools out of the 119 registered IB schools offer only IB curriculum through and through. Thus students from these schools have the financial ability to pursue a good but expensive undergraduate education and are academically inclined to study in a university which values the integrating education that these schools offer. Careers360 intends to act as a value-adding partner between these schools and international universities in the coming days.

## Joint Degrees/Dual Degrees

Between the joint degree and dual degrees, Indian students tend to prefer a dual degree, since it takes away the hassle of getting the equivalence certificate for the

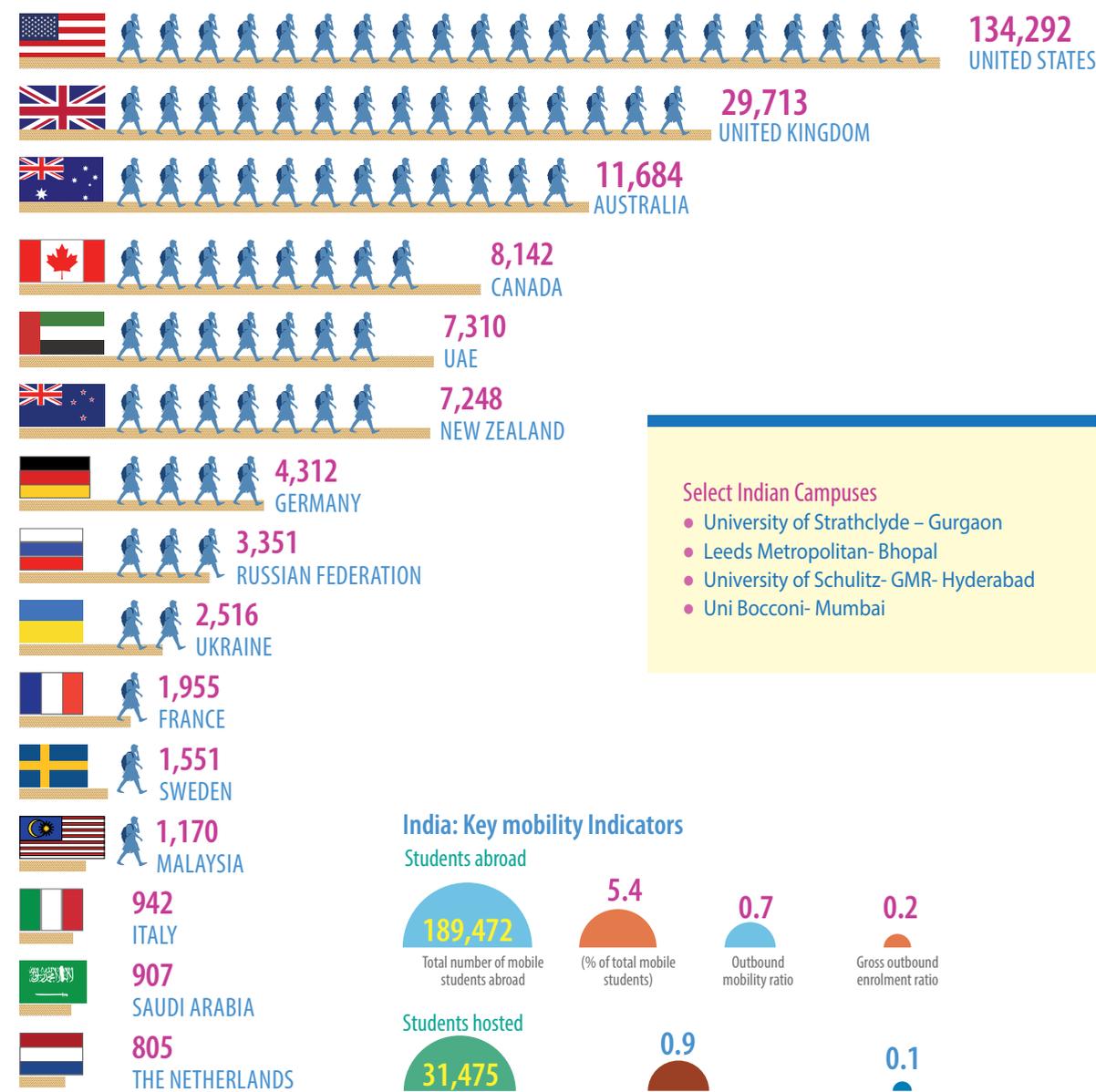
foreign degrees. Many universities have offered these programmes, especially in leading public sector universities. The IITs' sandwich PhD programmes with German universities is a classic example. **Amrita University has perfected the model in terms offering fee neutral dual degrees and is worthwhile emulating.** The Table below lists some of the popular universities which offer/have potential to offer dual degrees.

## Should I Set up a Campus in India?

Pure considerations of market potential would demand a serious look at setting up of local campus in India. In fact, about five to six universities have attempted to do so as well (See Box). But only a few have succeeded. Both Strathclyde and London Metropolitan have shut shop. The regulatory regime as of now is complex and nascent. The Foreign Universities Bill is almost in cold storage. The chances of the Bill getting reintroduced are very remote. Even it is passed the clauses in the Bill regarding, admissions, financials, repatriation of surplus are all so restrictive, the possibility of a university setting up a local campus as of now is quite remote. A far successful model is the one between University of Bradford and IILM, Delhi. Careers360 would be happy to assist you in any query you may have with respect to entering the Indian market.

### Dual Degrees

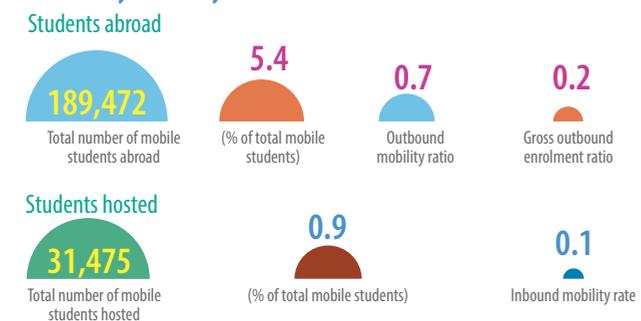
- IITs (Madras, Bombay and Kanpur)
- SRM University, Chennai
- Amrita University, Coimbatore
- Amity University, Noida
- VIT University, Vellore
- Shiv Nadar University, Greater Noida



**Select Indian Campuses**

- University of Strathclyde – Gurgaon
- Leeds Metropolitan- Bhopal
- University of Schulitz- GMR- Hyderabad
- Uni Bocconi- Mumbai

## India: Key mobility indicators



Source: UNESCO-GED 2012/ www.iie.org

# Will foreign varsities bite UGC bullet to set up shop in India?

Ministry of HRD, which has been trying since 2010 to pass the Foreign Educational Institution (Regulation of Entry and Operation) Bill, has now taken the UGC route. Will it help?

As a number of Indian students travel abroad for higher studies, the Ministry of Human Resource Development is in the process of finalizing rules, (through the University Grants Commission -- UGC) by which foreign universities can set up campus in India and award degrees. The Ministry has been trying since 2010 to pass the Foreign Educational Institution (Regulation of Entry and Operation) Bill. But since it has not been passed in Parliament, it has now decided to take the UGC route.

## Under the proposed rules:

- Foreign Educational Institutions (FEIs) can set up campuses in India once the FEIs have been notified as Foreign Education Provider (FEPs) by the UGC.
- Any FEI, which intends to set up a campus in India, would do so through an association to be registered as a company (section 8 of the Companies Act, 2013).
- The FEI shall be ranked among the top 400 universities of the world as per the ranking published by Times Higher Education, Quacquarelli Symonds (QS) or the Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University.
- All FEIs intending to apply under the Rules shall be not-for-profit legal entities, which have been in existence for at least 20 years and accredited by an accrediting agency of that country or in the absence of its accreditation in that country, by an internationally accepted system of accreditation.
- The FEP will offer programmes of study or courses to be of quality comparable to those offered to students on its main campus.
- Each FEI before being notified as an FEP would be required to maintain a corpus of not less than Rs. 25 crores.

### Foreign universities with campuses in India

- Virginia Polytechnic Institute and State University (Virginia Tech), USA
- Schulich School of Business, Canada
- SDA Bocconi, Italy

### Campuses that were shut

- Leeds Metropolitan University (Currently Leeds Beckett University)
- University of Strathclyde

The Rules also provide for penalties for FEP that contravene any provision of these Rules or UGC Act, and the forfeiture of corpus fund. The degrees awarded by these FEPs would be treated only as foreign degrees and the same shall be subject to the equivalence accorded by the Association of Indian Universities (AIU) as per their system.

The step taken by the Government, if successful, will be a major intervention in the education scenario of India. The move may come as a boon for the larger group of middle-class foreign education aspirants from India, who has been affected hard by the plunging rupee.

## But will they come?

As seen from the reactions by top universities like Yale, Cambridge, MIT and Stanford, amongst others, none of them are considering opening campuses in India. Collaborations exist between several global universities and educational institutes in India. But will they lead to campuses being set up here is a question which has no clear answers yet.

# Pockets of excellence! Individuals & Institutions

Research, especially of the academic type has come into focus in India only recently. But pockets of excellence are fast emerging within the country. The challenge lies in making it systemic...

Indian Universities have a long way to go in terms of research. As we have discussed in the university section, only the top 10% of the universities in the country do any worthwhile research. But there are pockets of excellence in the country which do world-class work as well. For an interested foreign university three major types of collaborative work are possible with an Indian University.

## Academic Research

This takes the form of either joint centers of research where there are institutional-level collaborations or joint research in terms of academic collaboration at the faculty level. To ease your search for a collaborator we have identified institutions that perform exceedingly well in over 40 disciplines based on the highest number of publications by their respective faculty. This gives you an indicator on the research strength of the particular university. For any interested foreign players we could dig deeper and provide customized list of potential partner universities for research.

## Applied Research

Collaborative applied research especially at the university level has been a recent phenomenon in India. But it has caught on very well. In our last survey, we discovered nearly 110 universities had a separate centre/incubator that focus on joint research/patenting and commercialization of research. Four types of research centres exist in Indian educational institutions.

## Advanced Research Institute/Research Centers

This is a new model pioneered, especially by leading

private sector universities like SRM, Amirta, Manipal and VIT. The SRM Research Institute is in fact a successful model. Housed in a separate locale within the campus, it provides a base to nearly 25 top class researchers. They work on cutting edge domains and are provided a start-up grant worth a million rupees at the least and tenure guarantee for five years. The project has taken off very well and research happens in as varied domains like nano-tech, materials, medicine and electronics. They are potential sites for research collaboration.

## Industry-sponsored Research Centre

This is the most common research centre, especially in colleges and selectively in universities. A professor is normally attached to the centre and does work in the area of interest to the firm. Nearly over 300 such research centres exist in the country and Careers360 has maintained a database of such centres. Those academics interested in these centres could contact us for details.

## Focussed Research Centres

This is the most widespread research mechanism in vogue in Indian Universities. The 20-odd legal themed research centres at Jindal global university or the reputed case research centre at IBS, Hyderabad are examples of focused research centres in the country. IITs and IIMS pioneered the setting up of themed centres with chair professorships, and quite a few universities are following the model. Some like Amity University have moved to patenting route to achieve excellence in the research domain. For example, Amity has the distinction of filing for the highest number of patents in the country. The above mentioned 14 universities are India's top institutions in terms of working on focused research themes.

UNIVERSITIES WITH POTENTIAL FOR EXCELLENCE	
Name of the University	Focus Area
Jadavpur University, Salt Lake Campus, Kolkata	Mobile Computing and Communication and Nano-Science
Pune University, Ganeshkhind Road, Pune	Bio-Chemistry & Biotechnology
University of Hyderabad, Kukatpally, Hyderabad, Andhra Pradesh	Interface Studies and Research
Jawaharlal Nehru University, New Delhi	Genetics, Genomics and Biotechnology
University of Madras, Chennai, Tamil Nadu	Herbal Science
Madurai Kamraj University, Nagamalai Puthukottai, Tamil Nadu	Nano science in Biology
North Eastern Hill University (NEHU), Shillong, Meghalaya	Bio-Sciences and Area Studies
University of Calcutta, Senate House, Calcutta	Modern Biology
University of Mumbai, Mumbai	Green Technology
Osmania University, Hyderabad	Material Research - Social Relevance
Banaras Hindu University, Varanasi	Advance Functional Materials, Genomics and Proteomics
University of Rajasthan, Jaipur	Materials and Converging Sciences: Nano Particles, nano-composites and multilayers
Karnatak University, Dharwad	Anti-tumour Activity : An Integrated Approach
Guru Nanak Dev University, Amritsar	Material Science

Based on a competitive process, they have been identified as universities with potential for excellence and they get liberally funded with initial tranche running to the tune of INR 50 million. Some of them have kicked off very well and have produced amazing research work within a short span in their chosen field of work.

### Domain-wise top universities

Based on their research publication concentration as well as the number of research centres set up we have put up a sample list of good universities in about 12+ research domains. The list is only indicative and not complete. We have maintained a list of top 300 researchers in India in about 40+ disciplines ( based on their aggregate number of publications, citation and h-index in Scopus (c) and would be happy to connect any university/ research centre interested in working with them.

# Amity University



Amity University, the flagship institution of Amity Education Group, is India's no. 1 ranked not-for-profit private University with a strong focus on research and innovation. The University has been recognised as 'India's Best Research University' by the Indian Education Awards and has been ranked by QS as one of Asia's top Universities.

The Group since its inception, about 2 decades ago, has established 7 Universities and 18 schools with campuses across India, London, Singapore, Dubai, New York, California, Mauritius, China, Abu Dhabi, South Africa and Romania, and is home to over 125,000 students pursuing world-class education from Pre-nursery to PhD.

The university is working towards impacting India's development and global image through education and research. Towards this end the Amity faculty have filed

over 680 patents in the last 4 years – by far the highest by any Indian University. It is also conducting over 350 high-end research projects funded by organizations like DRDO, CSIR & ICM. Unique initiatives like these have led to Amity being recognized as a Scientific & Industrial Research Organisation (SIRO) by Govt. of India.

In the field of management, the University has developed over 1300 case studies in the past years that have been bought across 47 countries by leading institutions and organisations.

Amity's unwavering focus on excellence in research, globally benchmarked infrastructure and teaching pedagogy has resulted in the coveted 'A' grade accreditation by NAAC - a distinction awarded to only 10% of Indian Universities.

# Education Promotion Society for India (EPSI)



India is a fast developing country that is making rapid strides in modernization and technology and emerging as the world's new mega-market for goods and services. It also offers exciting avenues for quality higher education and continues to be a much sought after 'global knowledge destination – just the way it used to be thousands of years ago.

## EPSI – A NATIONAL PLATFORM

EPSI is a not-for-profit autonomous Society with mandate from Universities and Institutions as its Members. EPSI is working for establishing an interface platform for stakeholders to enable all concerned to deliberate on the issues and concerns of the sector to raise education quality and attain benchmark standards at the national and international level. Policy Advocacy, Accreditation, Certification, Faculty Development Programmes, Consultancy for creating model institutions etc. are some of the key areas, where EPSI is working with a thrust on quality, relevance and access.

To keep pace with the rapid globalization, the challenging environment and enhanced expectations, it was felt necessary to have a dedicated body that could smoothly co-ordinate between all the stakeholders of education: the government, regulators, institutions and beneficiaries.

## VISION

EPSI strives to facilitate complete literacy, globally competitive and qualitative education and generate skills & professionals for employment so as to foster socio-economic development.

## EPSI'S FOCUS AREAS

EPSI has embarked upon an ambitious path and has undertaken following activities as its delivery besides

being the national catalyst agency for Policy Advocacy.

- 1) Quality Education with Industry Interface.
- 2) Effective Co-ordination with regulator for employment oriented academic programmes.
- 3) Exploring globalization opportunities emerging abroad and within the country.
- 4) Setting up of Accreditation Agency.
- 5) Setting standards of quality for education.
- 6) Research & Development
- 7) India Education Portal

## INDIA, AN EMERGING HUB FOR HIGHER EDUCATION

Indian educational institutions have earned a reputation for excellence comparable with the world's finest universities and study centres. Complementing the calibre of academicians and the curriculum is a vibrant learning environment. A rich and diverse culture, endless opportunities for travel and leisure, relatively low cost of living and a liberal cosmopolitan society where one can find students and visitors from across the globe...all contribute to making India a cherished learning destination. It is significant to note that the cost of education in India is less than one-third of that in the US and UK.

EPSI can counsel and guide foreign students and their families, to choose the right course and institution for study in India.

EPSI intends to facilitate dissemination of information on higher education opportunities in India. India being a large country with institutions spread across a vast geographical area, this requirement has been felt by one and all across the globe. EPSI is also compiling the updated policy status governing admissions to higher education institutions so as to offer all relevant information at one source. Upon understanding the international sector requirements, EPSI will be in a position to effectively respond to enquiries concerning admissions in India.

# Galgotias University



Galgotias University, Uttar Pradesh, sponsored by Shrimati Shakuntala Educational and Welfare Society, has been established by state of Uttar Pradesh under section 2(f) of the UGC Act, 1956 vide The Galgotias University Uttar Pradesh Act, 14 of 2011. It commenced operation from the academic session 2011-12.

The University has the vision to be known globally for education, research and innovation at the intersection of the disciplines. The university provides an excellent holistic learning environment based on professionalism and helps students to emerge as complete human beings with greater intellectual, emotional and spiritual quotient. The thinking quotient, the students acquire, enable them to learn for life.

Galgotias University through its 17 Schools of Studies offers a wide range of high quality Undergraduate, Post-graduate and PhD Programmes in emerging areas of Engineering & Technology, Management, Finance & Commerce, Basic and Applied Sciences, Humanities & Social Sciences, Pharmacy, Architecture, Education, Hospitality, Media & Communication, Law, Physiotherapy, Nursing, etc.

Galgotias University follows the Choice Based Credit System (CBCS) which enable the students to pursue both their career-based academic choices such as Engineering and Management along with courses of their choice which emerge from their passion. Each programme has a basket of courses classified under University core, University Elective, Programme core and Programme elective. Ample options are provided, so that students can choose inter-disciplinary courses from other schools, which help them to develop additional skills.

The University has developed international partnerships with reputed Universities and Institutions of higher learning across the globe, including, Goethe University, Purdue University, Northern Illinois University, Institute of Accountancy, Arushe, Tanzania, to name a few.

The University has specially set up School of Life Long Learning, which grooms students in multi-dimensional areas (soft skills, communication skills, aptitude building, campus-to-corporate, universal human values & ethics etc.) enabling them to effortlessly face the challenges of the corporate world and to become better human beings, once they pass out from the campus.

## CL Media



CL Educate Ltd focuses on diverse segments of education, and across learners of multiple age-groups. With a passion for excellence in education, CL Educate Ltd has focused on shaping the lives and careers of many students in the 19 years of its existence.

The core ideology of CL Educate is to 'enable individuals to realize their potential and achieve their dreams'. As of today, CL brand has diversified and established itself as a recognized brand in education sector with its presence in test preparation, K-12 education and vocational training.

As an education company CL Educate offers its partners reach infrastructure and human capital and consistently matched their expectations. As part of its global expansion, they also have test-prep centers operational in the UAE currently.

As part of NAFSA Indian Pavilion, CL Educate will act as a right cog in the wheel not only for the Indian Education

requirements but also American varsities and colleges in out-reach activities to promote their academic products back in India. CL Educate looks forward to connecting with varsities in America through NAFSA platform and initiate a dialogue that leads it to engage with them on a long-term basis.

CL Educate strongly believes that NAFSA platform and the Indian representation in the earmarked pavilion will act as the first step to engage and help both institutions and higher education aspirants to get connected with the right fitment schools.

Wrong Advice, Expensive Services, Uninterested mentors and Unutilized Admissions team make aspirants decide on wrong options and CL would like to address that with partnerships with American and Indian Education establishments.

## Hindustan University



Declared No. 2 Private Engineering Institution in Chennai for the Year by the Ministry of HRD, Government of India, in 2016, Hindustan Institute of Technology and Science is highly sought after by aeronautics and automobile engineering students from India and abroad, an institution which consistently wins awards and plaudits from around the world. Conscious that the progress of a nation depends on the education provided to its youth, the University ensures that its 8,000 students and 400 faculties are the standard bearers of high quality professional education.

HITS has expanded its curriculum over the years to offer courses on a wide spectrum of disciplines ranging from engineering and technology, humanities, management, defence studies, architecture, fashion, arts and design. Its forte, however, lies in the core engineering studies of wheels and wings, automobile and aeronautic engineering.

More than 400 scholars are pursuing their research programmes in emerging areas in the University. Eight Centres of Excellence have been established focusing on cutting edge research. The institution has spearheaded research activity in emerging areas such as Nanotechnology, Robotics, Autonomous Vehicles with active collaboration with International and National Partners. Centre for Clear Energy and Nano Convergence (CENCON) is a research centre established in partnership with Dongguk University, South Korea. Robotics lab is set up with Yaskawa India Pvt Ltd and many other research centres in collaboration with academic and industrial partners.

HITS has a rich legacy of attracting talented faculty and bright students. The faculty and students have brought laurels by winning research grants for funded projects and winning global competitions in many disciplines. The institution's vision is to be a harbinger of change and to lead by example.

# ICFAI University



The ICFAI Group has three Strategic Institutional Units, the ICFAI Universities, the ICFAI Business Schools (IBS) and the ICFAI Flexible Learning Programs (Distance mode). In all the programs offered across these units, the emphasis is on academic rigor and differentiated curriculum that bridges the industry academia gap.

ICFAI has established 11 Universities across India. The ICFAI universities are located at Hyderabad, Dehradun, Himachal Pradesh (Baddi), Jaipur, Jharkhand, Meghalaya, Mizoram, Nagaland, Raipur, Sikkim and Tripura and 9 Business schools are located at Hyderabad, Ahmedabad, Bangalore, Mumbai, Gurgaon, Pune, Jaipur, Kolkata and Dehradun.

ICFAI Group focuses on learning rather than instruction. In addition, the institute is engaged in important areas of research covering environmental sustainability, agricultural economics, health policy, financial economics, banking, intellectual property rights etc. There have been path-breaking research and good quality publications in these areas.

Flexible and tech-enabled learning also plays an important role in ICFAI's teaching methodology. The delivery takes place with the use of hi-tech learning management system at campus programs and content delivery for distance learning through online medium.

The ICFAI Group's culture of teaching and learning supports and fosters intellectual and personality development among its graduating students. The program as a whole is designed in a way that it makes the students DO and ACHIEVE and not just limit themselves to ivory tower thinking. Students are expected to bear a mindset of risk-taking, decision-making and ownership of work even while working for an organization.

At ICFAI, students inculcate research and analytical orientation due to its institutional strength and support for research and development activities. Holistically, the student undergoes a transformative change. The alumni of ICFAI Group are working in renowned companies world-wide. Collectively, ICFAI Group alumni contribute significantly to the growth story of India.

# Siksha 'O' Anusandhan University



Siksha 'O' Anusandhan University



Starting its journey two decades ago, the Siksha 'O' Anusandhan (SOA), Bhubaneswar, India is an academic edifice committed to inclusive education and innovative research. Here Excellence and Quality are not mere destinations but constantly evolving processes.

SOA started with the Institute of Technical Education and Research, an engineering college in 1996. More institutions were added to the list before the organization was accorded the status of a Deemed University by the UGC on July 17, 2007. It has been repeatedly accredited by the NAAC with 'A' Grade. Recently the Government of India has ranked it within top 30 amongst all Indian universities.

SOA has identified 18 thrust areas backed by 10 research and field centers and 29 research laboratories. SOA has set up a Multidisciplinary Research Cell incorporating MEMS Design Centre, and Centre of Excellence in Theoretical and Mathematical Sciences.

Having excellent infrastructure and 1100 highly qualified and motivated faculty members, it runs 58 postgraduate programs. Around 10,000 students pass through its portals every year after completing courses in different disciplines. We have maintained an excellent placement record with around 85 percent of the students getting recruited by top companies.

The University's Faculty of Medical Sciences runs its 750-bedded teaching hospital for basic to tertiary care. The other faculty-based constituents under the SOA umbrella are Institute of Business and Computer Studies for management sciences, Institute of Dental Sciences, School of Pharmaceutical Sciences including Centre for Biotechnology, besides institutions incorporating Faculties of Nursing; Hospitality and Tourism Management; Legal Studies; and Agricultural Sciences.

# O.P. Jindal Global University



O.P. Jindal Global University (JGU) is a non-profit global University established by the Haryana Private Universities (Second Amendment) Act, 2009. JGU is established in memory of Mr. O.P. Jindal as a philanthropic initiative of Mr. Naveen Jindal, the Founding Chancellor. The University Grants Commission and Bar Council of India have accorded its recognition to O.P. Jindal Global University. The university has been recently accredited 'A' grade by NAAC. The vision of JGU is to promote global courses, global programmes, global curriculum, global research, global collaborations, and global interaction through a global faculty. JGU is situated on an 80-acre state-of-the-art residential campus in the National Capital Region of Delhi. JGU is one of the few

universities in Asia that maintains a 1:15 faculty-student ratio and appoints faculty members from different parts of the world with outstanding academic qualifications and experience. The founding Vice-Chancellor Prof (Dr) Raj Kumar has helped establish one of the finest private universities in India. Currently the University consists of five schools:

- Jindal Global Law School
- Jindal School of International Affairs
- Jindal Global Business School
- Jindal school of Government and Public Policy
- Jindal School of Liberal Arts and Humanities

# JIS University



Established under the JIS University Act 2014 (West Bengal Act XXII of 2014), the University is characterized by the strength of quality excellence and innovation in the domains of world-class research facilities and state-of-the-art educational infrastructures. Its belief is that imparting the best training is only possible under the dual opportunities of professional competency and autonomous responsibility within an environment favourable for encouraging new ideas. Charting a successful career path through career guidance and mentoring is the prime focus of JIS University curricula. It intends to build up its facilities to help in continuing in the momentum in undergraduate, postgraduate education and Doctoral research programs.

The University's mission is to create the next generation of highly employable global standard professionals to shape the future through a vibrant learning environment – fostering innovation & creativity, informed by practice, inspired by research, focusing on globally relevant areas in which the University, as an institution, excel.

It is a universal truth that research and development are the fundamentals strengths of any University. JIS University welcomes scholars to empower their minds by associating with the proud heritage of outstanding research at the university campus in diverse fields, undertaken by the group previously.

JIS University is a not-for-profit charitable corporation, with an autonomous governance system. Key challenge before it is to strike a balance between pursuit of knowledge and vocational relevance, to impact lives positively through economic and social growth. JIS University is now a member of the United Nations Academic Impact (UNAI) and have joined over 1000 colleges and universities in some 120 countries that are working with the United Nations to promote global priorities, including peace, human rights and sustainable development.

# K L University



K L University



K L University is a pioneer in the field of Engineering, Sciences and Business Management in the state of Andhra Pradesh, India. The University is situated in a spacious 100-acre campus on the banks of Buckingham Canal of river Krishna, eight kilometers from Vijayawada city. Built within a rural setting of lush green fields, the institute is a virtual paradise of pristine nature and idyllic beauty.

## RANKINGS

- According to "India Rankings 2016" released by MHRD K L University got, 1st Rank in the Top Best Engineering Institutions in Andhra Pradesh State & Telangana
- 59th Rank in the Top Engineering Institutions in India (including IITs & NITs). Accredited by National Assessment and Accreditation Council (NAAC) of UGC as 'A' Grade with 3.16 CGPA on 4 point scale. Approved by MHRD & UGC (Under Section 3 of UGC act 1956).
- The institute is recognized as a Public Funded Research Institute by DSIR of Government of India, a recognition for the excellent research environment in the institute.

- KLU is a member in the prestigious "All India Virtual Class Room" initiated by MHRD. This network enables the students to take advantage of the facilities such as virtual class rooms, virtual laboratories, journal sharing through online, video conference lectures and many more.

## Academic Programs

K L University offers both postgraduate and undergraduate courses. It offers B.Tech in Bio-Technology (BT), Civil Engineering (CE), Computer Science and Engineering (CSE), Electronics and Communication Engineering (ECE), Electronics and Computer Engineering (ECM), Electrical and Electronics Engineering (EEE), Mechanical Engineering (ME), Petroleum Engineering (PE)

The University also offers integrated dual degree programmes wherein a candidate can complete B.Tech/ M.Tech in 6 years, 3-year undergraduate Programs in Humanities, Sciences and Business Management, and also 2 year standalone postgraduate programmes in M.Tech, MBA (HR/Mkt/Fin), MBA (B&FS), MBA (HC&HA), MBA (BA), MBA (DM).

# Manav Rachna Educational Institutions



MANAV RACHNA EDUCATIONAL INSTITUTIONS  
NAAC ACCREDITED 'A' GRADE UNIVERSITY & PROFESSIONAL INSTITUTIONS



Manav Rachna Educational Institutions (MREI) is one of the leading names in higher professional education, with a dynamic spectrum of programmes on offer. The name actively promotes life as a journey of intellectual and personal discovery through highly innovative and flexible horizons.

MREI attract students from countries across the globe as well as almost all states/Union territories in India (National Capital Region-New Delhi). The array of institutions have been crowned with accreditations for varied programmes in higher education, Manav Rachna International University is a highly coveted National Assessment and Accreditation Council (NAAC) accredited 'A' Grade University with a 'Deemed-to-be-University' Status. Manav Rachna University formerly MRCE (NAAC accredited 'A' Grade Institution) is declared as State Private University. Manav Rachna Dental College is a NAAC accredited 'A' Grade Institution. All institutions are in the ivy league with accreditations from professional bodies, benchmarked as NAAC 'A' grade. At MREI, the focus is on

excellent academic delivery with ICT, R&D and academic excellence, with a rich legacy of filed patents and thousands of published research papers in international/national journals.

Student chapters of reputed professional bodies accelerate all round professional development of students. With a focus on training them in Engineering hard skills and technology, there are institutional memberships of various industry associations. Across a journey of 19 years, 45,000 plus students, including an alumni base exceeding 17,000 students have been seen walking MREI's corridors of knowledge. Also, more than 500 reputed MNCs and Indian corporate have been regularly patronizing MREI for student training and employment, with 14,000 plus on-campus placement, over the years.

The emphasis is on the rationalization of student experiences, transforming them into worthy professionals and better human beings for future employment and life that crosses borders, boundaries and cultures.

# Manipal Global Education



**M**anipal Global Education Services ([www.manipal-global.com](http://www.manipal-global.com)) is a leading international provider of high-quality higher education services. These include:

- Certification programs in various fields like Management, Information Technology and Finance.
- A wide range of end-to-end services for educational institutions in India.
- Corporate training programs in partnership with major banks and other institutions.
- Technology-driven services in areas such as testing and education delivery.
- Vocational training across a number of sectors.

Headquartered in Bangalore, India, Manipal Global currently offers services and support to over 400,000 students, mostly through its award-winning technology platform, EduNxt™. Apart from providing services to three Manipal Universities in India (in Manipal, Jaipur and Sikkim), Manipal Global owns and operates universities and medical colleges in Antigua in the Caribbean, Dubai, Malaysia and Nepal, as well as GlobalNxt University, which offers internationally recognised business and IT degrees online as well as customised training

for corporates. All these Universities have extensive academic tie-ups with top universities across the world.

Manipal ProLearn partners with industry leaders like Google, Amazon, Chartered Institute of Management Accountants (CIMA) and PEOPLECERT to provide high quality certification courses in management, IT and Finance. Manipal Global believes industry relevance is the key to career-focused education. This has led to innovative partnerships like the Manipal Global Academy of Banking in collaboration with leading Indian banks like ICICI Bank, Bank of Baroda, Punjab National Bank, Andhra Bank, Axis Bank and Kotak Mahindra Bank, among others.

Manipal City and Guilds, in partnership with City & Guilds, United Kingdom, offers vocational training and certification programs for learners. Other strategic investments include MeritTrac, India's leading testing & assessment Company. The Manipal Global mantra – Achieve, Enable and Transform – builds on this legacy to create a future for every life it touches, a future that inspires achievements, enables ambitions, and transforms lives, worldwide.

# MIT Art, Design & Technology, University



MIT University



**M**IT university Art, Design and Technology Raj Baugh Loni Kalbhor, Pune, Maharashtra, India, will start functioning with the academic year 2016, to fulfill the global need and to provide education in the innovative streams of learning like School of Architecture, College of Engineering and Technology, Marine Engineering, Food technology, Design, broad casting and journalism, Music, Film and Media and various other upcoming fields.

Art and Design provides opportunities to develop aesthetic understanding, creative awareness, knowledge and appreciation. It encourages learners to use a range of media and technology to understand, appreciate and respond to the respective realm of knowledge. The MIT University envisages promoting creative thinking, encouraging independent thought-process, initiation to lateral thinking, innovation in research, creative methods of problem solving and developing balanced approach. Our Film and Media Studies department focuses on the relations between media and social justice and the study of media to be inextricably linked to questions of power, rights, human development, and self-determination. Another thought-provoking field in this University is Marine Engineering. They can also get employed in different foreign and Indian shipping companies. Another

milestone in the history of this campus is MOL MITSUI Simulation training center to their employees. There are food industry giants, global and domestic – entering with huge investments in India. The major multinationals already present in the country are Nestle, Pepsi, Coke Cadbury, Delmonte, Hershey's, Pilsbury, Kelloggs, Conagra, Unilevers, Perfetti, Glaxo, Smithkline, Heinz, Wyeth and the like.

India is a country with the young population with an average age of 25 years and by considering tomorrow's need of skilled knowledge professional the MIT University of art ,design and technology has started in Pune which is known as an oxford of East. MIT University is located at Loni-Kalbhor, 25 km away from Pune, on huge campus of 125 acres of land. This MIT University of Art Design and technology is amended as the 5th Maharashtra's Private State University and assures the best infrastructural facilities mentioned in the norms of UGC, AICTE and NBA and NAAC. The merit based selection process includes an entrance test conducted at National Level, followed by the personal interview of the candidate. For the international students special English language proficiency test would be conducted and based on their performance they would be admitted.

# M. S. Ramaiah University of Applied Sciences



**M**. S. Ramaiah University Applied Sciences (MSRUAS) is an innovation-intensive university and aims to create graduates with abilities to provide efficient, sustainable and innovative solutions to the problems being faced by the Society.

The University has Faculties of Engineering and Technology, Art and Design, Management and Commerce, Science and Humanities, Pharmacy, Dental Sciences and Hospitality Management. Separate Directorates have been established for monitoring academic quality processes, to manage Research Grants, International Collaborations and Partnerships, Student Affairs, Skill Development, Leadership and Transferable Skills Development, and to offer a wide range of consulting services to industry and business establishments.

The University has made significant investments in modern teaching and learning resources, advanced design, simulation and manufacturing facilities and high end testing equipment.

MSRUAS has embraced outcome based curriculum with well-defined knowledge, cognitive and practical skills to match the graduates with the anticipated job profiles. The University practices well-established teaching, learning and assessment methods to prepare globally relevant graduates.

Being a comprehensive university, the courses are inter and multidisciplinary and are designed to train students to be creative, innovative and imaginative; in addition, the education system includes facilities for students to develop their self-confidence and instill professional ethics. The University lays very high emphasis on applied research.

The University encourages a multicultural and multi-lingual environment on its campus and it is envisioned that MSRUAS will evolve into a Premier Innovation University in Asia in the coming decade.

# Nitte University



**N**itte University is part of the renowned Nitte Education Trust established in the year 1979 by Late Justice K.S. Hegde, Supreme Court Judge and Speaker of Indian Parliament. The group has 30 institutions with in its ambit offering Undergraduate, postgraduate and Doctoral programs in disciplines like Medicine, Dentistry, Engineering, Architecture, Management, Pharmaceutical Sciences, Nursing Sciences, Physical Therapy, Hospitality Services, Basic Sciences, Biological Sciences, Journalism and Mass Communication and so on. The Trust operates from its three state-of-the-art campuses in Nitte, Mangalore and Bangalore in South India.

With a student strength of nearly 20,000 and 3000 strong faculty members Nitte Group is steadily working towards its mission of developing itself as a centre of excellence imparting quality education, generating competent, skilled manpower to face the scientific and social challenges with a high degree of credibility, integrity, ethical standards and social concern. The University

firmly believes in learner-centric education deliver and providing holistic approach in imparting knowledge, skills and attitude essential for a professional.

The University is working in collaboration with many universities across the world, on student and faculty exchanges, collaborative research, jointly organizing international conferences, cultural exchanges and sharing of best practices. All the institutions run by the University are recognized by the Government of India and the Apex Professional Bodies of the country.

Based on the critical assessment of the University by the University Grants Commission (UGC) and the Ministry of Human Resources Development, the Government of India has placed Nitte University under Category 'A'. Similarly the University has secured 'A' Grade from the National Assessment and Accreditation Council (NAAC) of UGC.

## REVA University



REVA University is a premier University in the State of Karnataka, India with a conducive environment for higher learning and research. Located in Bangalore city near International Airport on a sprawling green campus, spread over 45 acres of land, the University has excellent learning facilities including custom built classrooms designed specifically to emulate working conditions, laboratories equipped with latest equipment's, air conditioned library, computer and research centres. The University has entered into several MOU's with Industries, Institutions and Universities for academic exchange activities and joint programs.

REVA offers various programs in Engineering, Architecture, Legal Studies, Commerce, Management Studies, Science and Technology, Arts and Humanities at Graduate, Post Graduate and Doctoral level. All the programs

designed are market-driven to meet the societal and global requirements. There are 900+ well qualified committed Faculty Members, majority of whom being doctorates support teaching and research amongst students thus moulding their character and preparing them to face the competitive global challenges of tomorrow.

REVA graduates are innovative leaders, ethical thinkers and problem solvers who help people and community flourish. With the knowledge in their discipline, they integrate professional skills, entrepreneurial competence and creativity to emerge as global citizens. It is this unique teaching and learning process of REVA, apart from the best infrastructural resources that has attracted a large number of students from all parts of the globe. REVA welcomes all of you to a pathway which leads to infinite knowledge & success.

## SRM University



SRM University is one of the top ranking universities in India with over 40,000 students and more than 2600 faculty across four campuses, offering a wide range of undergraduate, postgraduate and doctoral programs in Engineering, Management, Medicine and Health sciences, and Science and Humanities.

Flexible and dynamic curriculum, exciting research and global connections are the features that set SRM apart. Students have a wide choice of cutting edge programs including nanotechnology, bioinformatics, genetic engineering, remote sensing and GIS, embedded systems or computer forensics to choose from. Most of these courses are offered in close collaboration with foreign universities.

Over 600 acres replete with a variety of facilities, State-of-the-art labs, libraries, Wi-Fi, knowledge centre, 4000

capacity AC auditorium, 100 online smart classrooms, Hostels with premium facilities, endless convenience on campus including ATM's, bookstores, dining options, cafeterias, prayer halls, gym and more.

The University offers a vibrant Semester Abroad Program with over 20 leading Universities including Harvard, CMU, University of California, Davies, NUS Singapore to name a few. Students also have the opportunity of exploring a number of dual degree and transfer degree options with leading foreign universities in several countries. An International Advisory Board with over 50 members drawn from across the globe act as an advisory and consultative platform for all aspects of teaching and learning at SRM University. Over 80% of the students registering for on campus placement get jobs in leading industries in India and abroad.

# Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology



**CDIO WORLDWIDE INITIATIVE HAS SELECTED VEL TECH DR RR & DR SR TECHNICAL UNIVERSITY as The FIRST Member from INDIA**

Voted and declared recently by CDIO Council for its innovative engineering education framework

CDIO is an Initiative of Global Educators Such as MIT, Chalmers and others to reform Engineering Education to reach Its destination as identified by Industry & ABET, USA.

**OUR ACHIEVEMENTS**

201 MOUs	2842 Industry Partners	64 International Tie-ups	20cr Research
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www.veltechuniv.edu.in 1800 3070 6949

Vel Tech “The paradise for Learners & Inventors” is a multidisciplinary research institution started its scholastic expedition humbly in 1990 and established as an engineering college in 1997 which ultimately attained its dream of becoming a deemed university in 2008 and continued its service by achieving excellence in academic and research under the leadership of its founder’s educational legends Dr. R. Rangarajan and Dr.SagunthalaRangarajan.

Vel Tech has been uniquely sited in its programme design, content, delivery systems, it has such a comprehensive amalgamation of current developing technologies interwoven with multidisciplinary, research and industry requirements in a variety of programs at under graduate, post graduate and Doctoral level of learning a

feature very rare to find across the country, The university is committed in providing students with the finest higher education through thought provoking programs and novel learning experiences

One of the main objectives and pursuits of the institution is to provide a strong industry academia relationship and foster academic programmes that can provide innovative and robust technologies to the industry to compete in global market.

Vel Tech has inked a total of 200 MoU’s with illustrious national and International Government Institutes/ Universities, Industries/ MNC’s International Universities, Public sector unites and R&D labs. Some of the major research facilities are available to carry out advance research in the areas such as Autonomous system Vehicle, High Speed Bearing Testing, Automotive Engine Testing and Advanced Materials & Waste Management. The University has a strong Industrial – Institutional Interaction cell. Interaction with 2842 Industries/Institutes/ Organizations have been established.

# VIT University



VIT University, Vellore, Tamil Nadu, India is one of the most sought after universities in India for its engineering programmes. The programs are accredited by NAAC and 14 Bachelor degree engineering programs (Vellore Campus – 10 & Chennai Campus – 4) are accredited by ABET of USA. VIT offers 20 undergraduate and 34 postgraduate (Masters), Ph. D programs. It is a home for over 30000 students from every STATE in India and also from 52 countries.

In a recently released 2016 National Institutional Ranking Framework of Ministry of Human Resource Development (MHRD), Government of India, VIT University, has been ranked 13 among all Engineering Institutions in India and 1st in Private universities.

[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/nirf\\_booklet\\_FINAL\\_02\\_04\\_16\\_01-00PM.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/nirf_booklet_FINAL_02_04_16_01-00PM.pdf)

Currently in top 5 positions among Indian institutions in terms of research publications as per Scopus Index research paper publications.

A 350 acres eco-friendly campus with over 5 million sq.ft built up space.

A 150 acres eco-friendly second campus at Chennai.

Over 1450 faculty and 1235 supporting staff.

Has International partnerships with over 200 universities across globe.

Besides Engineering programmes, VIT University also offers programmes in Management, Computer applications at undergraduate, master’s and Doctorate levels; B.Sc Computer Sciences, B.Sc Multimedia & Animation, B.Com with computer application, B.C.A and M.Sc ( Microbiology) and M. Tech ( Software Technology), M.Sc ( Bio-Technology -- integrated five year).

You may get more information on the University on the website [www.vit.ac.in](http://www.vit.ac.in)

## NOTES

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For an extensive analysis of select 172 Universities please visit and collect the hard copy report from Indian Pavilion

## EVENTS AT NAFSA

**1st June, 2016 @ 11:45 to 12:45**

PM Global Partner Session on “India; Potential and Possibilities”

**1st June, 2016 @ 1:30 -2:30 PM**

“Meet Passport to India team at the India Pavilion for lunch”

**3rd June, 2016 @ 10.30 -11.30 AM**

Nobel Laureate Kailash Satyarthi’s visit to the India Pavilion\*!

\*TBC

## CAREERS360

Careers360 - The Education Hub: A data-enabled and technology-driven educational products and services company, Careers360 seamlessly integrates millions of student and institutional data points with the user-generated preferences of its more than 6 million monthly visitors. Moving ahead, we build sophisticated prediction and recommendation products for students to achieve career plans, based on their interests and abilities.

We cover 9000+ colleges, 300+ courses and have 250+ products. We are India's largest student platform as 6-9 million students access our portal every month.

We are a hub of activities on everything to do with education. Our Products, Content, Forums, Experts and Events help the students, parents, policy-makers, educationists and academics in taking informed decisions that impact their future.

## INDIA PAVILION

With over 8 million students entering the higher education realm each year, India's demand for higher education is burgeoning. And, as GER improves at the primary and secondary school levels, the market size would only grow exponentially.

India pavilion seeks to present a one-stop shop for every NAFSA participant who seeks to enter the Indian market. In addition to Careers360 providing a window for aspiring international players who seek data on India in terms of information on universities, key players, policy régime and soft knowledge. The pavilion also presents 20 premier Indian universities. They seek to use the event to:

- Showcase their programs and services
- Plan and propose joint degrees & dual degrees
- Foster new partnerships & collaborations

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*The Education Hub*

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